

ALEXANDRIA PARK COMMUNITY SCHOOL  
YEAR 8 CURRICULUM INFORMATION & ASSESSMENT  
HANDBOOK  
2020



This booklet provides information to students and parents about the Year 8 teaching, learning and assessment programs at APCS.

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## Year 8 Curriculum Structure

Course	Periods per cycle
English	7
Mathematics	6
Science	7
History and Geography	6

Course	Periods per cycle
PDHPE	3
Visual Arts	3
Technology	5
Language - Chinese	5

Students also participate in Sport on Wednesday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

**Assessment Program (VALID):** This test is mandatory for NSW government schools and optional for non-government schools. Tests are marked externally.

- Test window: 26 October - 6 November 2020

## Communicating with our school

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1697
- In person – please report to the Administration Office

By email [alexparkcs-c.school@det.nsw.edu.au](mailto:alexparkcs-c.school@det.nsw.edu.au) please write the name of teacher in the subject box

### Who to contact:

Position at APCS	Matters they deal with:
Classroom teacher	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teacher KLA	If a parent has worked with their child's classroom teacher and feel that their needs should be further addressed. If a parent would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Coordinator Rochelle Foley	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser Maeve Thomson	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. <b>Please email Ms Thomson at <a href="mailto:maeve.thomson2@det.nsw.edu.au">maeve.thomson2@det.nsw.edu.au</a></b>
Head Teacher Wellbeing Patricia Betar	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis).
Deputy Principal Louise Hawkins	To be notified directly with serious concerns that a parent feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Principal Diane Fetherston	To be notified directly with serious concerns that a parent feels cannot be dealt with by the Deputy Principal. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.

## Head Teachers

Name	Faculty responsibilities	Email
Mr Muhammad Abdullah	Mathematics	<a href="mailto:MUHAMMAD.ABDULLAH@det.nsw.edu.au">MUHAMMAD.ABDULLAH@det.nsw.edu.au</a>
Ms Patricia Betar	Student wellbeing	<a href="mailto:PATRICIA.BETAR@det.nsw.edu.au">PATRICIA.BETAR@det.nsw.edu.au</a>
Ms Sheree Bourke	Science & TAS	<a href="mailto:SHEREE.BOURKE@det.nsw.edu.au">SHEREE.BOURKE@det.nsw.edu.au</a>
Mr Alex Forbath	Administration, PDHPE	<a href="mailto:Alexander.Forbath@det.nsw.edu.au">Alexander.Forbath@det.nsw.edu.au</a>
Miss Jane Ryan	English, LOTE (Chinese), Music & Visual Arts	<a href="mailto:Jane.ryan@det.nsw.edu.au">Jane.ryan@det.nsw.edu.au</a>
Ms Thecla Siamas	HSIE – history, geography, commerce	<a href="mailto:THECLA.SIAMAS@det.nsw.edu.au">THECLA.SIAMAS@det.nsw.edu.au</a>

### Some important dates

Parent Teacher Afternoon – 12<sup>th</sup> May

Subject selection evening – 4<sup>th</sup> August

VALID – Test window: 26 October - 6 November 2020

NAIDOC Day – 3<sup>rd</sup> July

### Positive Behaviour for Learning

The PBL (Positive Behaviour for Learning) framework is a whole school, K-12 initiative that aims at improving learning outcomes for all students. PBL encourages students to learn through the lessons and messages aligned to the school's core values of Learning, Respect and Safety. Our PBL values are communicated to all stakeholders with visual signage established in key locations, such as classrooms, the playground and canteen, which encourages and teaches students to participate in positive behaviour across a variety of learning environments.

The school's core values (Be a Learner, Be Respectful and Be Safe) are taught to the students via a variety of lessons outlined for each stage. School leaders including the school executive and the SRC communicate weekly messages through regular assemblies and year meetings. The students are encouraged to work towards the reward system of achieving positive comments and 'deadlies'. In the secondary school, students can earn a positive behaviour for learning award as well as canteen voucher during recognition assemblies. To further celebrate positive behaviour in the school, secondary students and staff hold a PBL carnival at the end of the year where students use Deadlies and positive comments

## Homework ideas for parents

<p><b>Assessment Preparation:</b></p> <ul style="list-style-type: none"> <li>• The research and planning aspects of assessments should be carried out first.</li> <li>• Then the actual completion of the task should take place (ticking off all relevant aspects as complete).</li> <li>• Finally read over and edit work to ensure the work has been finessed.</li> <li>• Write regular revision notes and revise them for upcoming tests and in-class tasks.</li> </ul>	<p><b>Class work:</b></p> <ul style="list-style-type: none"> <li>• Complete any unfinished class work and/or complete any set homework tasks prior to their due date.</li> <li>• Ensure homework is ready to present for the next lesson</li> </ul>	<p><b>Wide reading:</b></p> <ul style="list-style-type: none"> <li>• Read both fiction and non-fiction sources covering the topics being studied in class</li> <li>• Use ‘Skwirk’ as an online resource to extend your knowledge on given topics. <a href="https://www.skwirk.com.au/students">https://www.skwirk.com.au/students</a></li> <li>• Use online resources or databases to find relevant articles and e-books on topics being studied. <a href="https://www.sl.nsw.gov.au/">https://www.sl.nsw.gov.au/</a></li> </ul>
<p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>• Teach your parents something you were taught during class this week.</li> </ul>	<p><b>Language and Writing strategies:</b></p> <ul style="list-style-type: none"> <li>• Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons).</li> <li>• Play Words with Friends (or similar) complete a crossword or Target game (see Sydney Morning Herald).</li> </ul>	<p><b>Media/ICT:</b></p> <ul style="list-style-type: none"> <li>• Watch relevant films and documentaries</li> <li>• Watch the news and current affairs programs like ‘The Project’ (channel 10) or ‘The Feed’ (on SBS),</li> <li>• Create a Kahoot on your topic towards the end of the unit to use as revision</li> <li>• Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class.</li> </ul>

## **APCS 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 which can also be found on the school's website.

1. Students will be given at least one week's 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 completing a task to your personal best.
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 or doctor's certificate 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 day 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 plagiarism.

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

**PLEASE NOTE:**

**The assessment schedules printed in this booklet for all curriculum areas are intended as a guide only. Students will receive assessment schedules at the commencement of the year. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least one week prior to the task.**

# English

Students develop their knowledge, understanding and skills so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. They use various strategies to shape their texts with accuracy, clarity and coherence. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a wide range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts for critical analysis, interpretation and pleasure. They respond to texts that are widely regarded as quality literature, Australian literature, including texts by and about Aboriginal and/or Torres Strait Islander People(s), and texts from different cultures and times that offer a variety of perspectives.

In English assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment of learning
- Assessment as learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

There is no specified course content – rather schools select the texts and design the tasks to fulfil text requirements and demonstrate outcomes achievement. Although the content is essentially the same for all students the learning experiences are differentiated to meet the individual needs and capabilities of students.

All outcomes are assessed over the course of stage 4 and all required types of text are experienced. This includes print, spoken and visual texts from different times and cultures, including Aboriginal Australian texts, texts with an Asian perspective and texts that are widely regarded as quality literature.

## Further information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements>

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

Assessment schedule			
Term	Content focus	Task type	Assessment (formal)
1	Novel study – <i>Apple and Rain</i> + a study of poetry	Book review	Term 1 Week 10
2	<i>A Midsummer Night's Dream</i> Shakespeare study	Script	Term 2 Week 10
3	Film study – Inside Out	Website – in groups	Term 3 Week 6
4	Genre study – science fiction – poetry, short stories, multimodal texts and film	No formal assessment	Term 4 Week 4



# Mathematics

## What will students learn about?

In Mathematics, students will focus on developing mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. Students will develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

## Students will study

- Number and Algebra,
- Measurement and Geometry, and ● Statistics and Probability.

Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear relationships, surface area and volume, properties of geometrical figures, data collection and representation, data analysis, and probability.

## What will students learn to do?

Students learn to ask questions in relation to mathematical situations and their mathematical experiences, to develop, select and use a range of strategies, to explore and solve problems, to check solutions and give reasons to support their conclusions and to make connections between their existing knowledge and the understanding and use of mathematics in the real world.

## Course requirements

Students are assessed on a regular basis by class tests, common examinations and set tasks.

## Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics>

Course Content			
Term 1	Term 2	Term 3	Term 4
Algebraic techniques Indices Equations	Computation of Integers Measurement Pythagoras Financial Mathematics Algebraic techniques Indices Equations	Area, Surface area and Volume Financial maths Rates and Ratios	Properties of Geometrical figures Linear Relationships, Rates and Ratios, Transformations Measurement Pythagoras

Assessment schedule				
Term	Content focus	Task type	Weight	Assessment
1	Algebraic techniques Indices Equations	Non-Calculator topic test	20%	Week 7
2	Computation of Integers Measurement Pythagoras Financial Mathematics Algebraic techniques	Half Yearly exam with reference sheet	30%	Week 5

	Indices Equations			
<b>3</b>	Area, Surface area and Volume Financial maths Rates and Ratios	Project based presentation/report	20%	Week 7
<b>4</b>	Properties of Geometrical figures Linear Relationships, Rates and Ratios, Transformations Measurement Pythagoras	Yearly exam with reference sheet	30%	Week 5
Plus formative assessment such as bookwork, class tasks, experiments reference sheets and group work participation				

**Other relevant Mathematics information:**

Students should have a calculator, ruler, pencils, compass and exercise book.

A maths online account is also encouraged (this may be purchased at a cheaper rate through the school)

# Science

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve hands-on practical investigation. At least one Stage 5 project will be an individual task

## Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science>

Course Content			
Term 1	Term 2	Term 3	Term 4
8. 1: Medical Science (BIO) 8.2 : To infinity and beyond (Space)	8.3: Mix it Up (Chem) 8.4: Ecosystems ( Bio)	8.5: Being Resourceful (Geo) <b>Science Project</b> 8.6 Making Substances (Chem)	8.7: Be Energetic (Physics)  VALID Prep VALID Assessment

However, the teaching and learning of Science in Selective Classes is different to the comprehensive classes, as it involves the following:

- Curriculum compacting
- Investigative Learning
- Additional NESA Years 7-10 Science syllabus content
- Explorative, Enrichment and Extension Learning

All students in the selective classes are to sit for the Science Competition such as ICAS.

Assessment schedule				
Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Medical Science (BIO) To infinity and beyond (Space)	Skills – Information Processing	20%	Term 1 Week 10
2	Mix it Up (Chem) Ecosystems ( Bio)	Plan Project	25%	Term 2 Week 10
3	Being Resourceful (Geo) Making Substances (Chem)	Skills – Scientific Method.	25%	Term 3 Week 9
4	Be Energetic (Physics) VALID Prep and Assessment	Yearly exam	30%	Term 4 Week 6

### 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
- Revise and summarise class work regularly and especially before exams • Complete assignment work listed on table above

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. All students in **8X** are expected to participate in this competition.

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

# History

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens

Content for stage 4 (years 7 and 8) history	
The ancient world	Depth study 1: investigating the ancient past
Depth study 2: the Mediterranean world	Depth study 3: the Asian world
The ancient to the modern world	Depth study 4: the Western and Islamic world
Depth study 5: the Asia-Pacific world	Depth study 6: expanding contacts

Further information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>

Content: <b>The Ancient World to the Modern World</b>		
Term 1 Weeks 1-7	Term 1 Weeks 8-10 & Term 2 Weeks 1-5	Term 2 Weeks 6-10
The Western and Islamic World – The Vikings	Expanding Contacts – Aboriginal and Indigenous Peoples, Colonisation and Contact History	The Asia-Pacific World – Polynesian expansion across the Pacific

Embedding overview into all units

Assessment schedule				
Term	Content focus	Task type	Weight	Assessment (formal/summative)
1 Weeks 1-7	The Western and Islamic World – The Vikings	Create a Viking Saga storybook	40%	Term 1 Week 8
2 Term 1 Weeks 8-10 & Term 2 Weeks 1-5	Expanding Contacts – Aboriginal and Indigenous Peoples, Colonisation and Contact History	Diary entry from two perspectives	40%	Term 2 Week 8
Term 2 Weeks 6-10	The Asian World - Polynesian expansion across the Pacific	Soft skills		Term 2 Week 7

# Geography

Students examine where people live and the features of places. They explore factors influencing people's decisions about where to live. Students investigate ways in which people contribute to their community and the ways people care for their local environment.

Students focus on the connections people have to places. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They investigate the effect of human activities, such as production and tourism, on places and environments and how this affects the future of these places.

Content for stage 4 (years 7 and 8) geography	
Landscape and forms	Place and liveability
Water in the world	interconnections

Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

Content	
Term 3 – 10 weeks	Term 4 – 10 weeks
Place and Liveability	Interconnections

## Key Inquiry Questions

- Why do people's perceptions of liveability of a place vary?
- What effect does environmental quality and access to services have on people's wellbeing?
- How can strong community identity and social connectedness enhance the liveability of places?
- What approaches can be used to improve the liveability of places?
- How are people connected to other places?
- What role does technology play in connecting people, goods, services and information in other places?
- What are the consequences of a globally connected world for peace and places?
- Why are interconnections important for the future of places and environments?

Assessment schedule				
Term	Content focus	Task type	Weight	Assessment (formal/summative)
3	<i>Place and Liveability</i>	Site Investigation on APCS Complete activities in scaffolded booklet	50%	Term 3 Week 8
4	<i>Interconnections - Trade</i>	<i>Interconnections - Trade</i> Short answer, stimulus and skills class exam	50%	Term 4 Week 4

# Personal Development, Health and Physical Education

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students’ capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

The content is presented in three content strands and the syllabus requires study from each strand in each of the Years 7 to 10.

- Strand 1*      *Health, Wellbeing and Relationships*
- Strand 2*      *Movement Skill and Performance*
- Strand 3*      *Healthy, Safe and Active Lifestyles*

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. The skills developed in PDHPE are categorised into three domains:

- Self-management skills
- Interpersonal skills
- Movement skills

**Further information can be found at**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

<b>Assessment schedule</b>			
<b>Term</b>	<b>Content focus</b>	<b>Task type</b>	<b>Assessment</b>
<b>1</b>	Risk Taking	Project based learning task – choose your own adventure book.	Term 1 Week 7
<b>2</b>	Strange Changes	Examination	Term 2 Week 7
<b>3</b>	Mental Health	Road safety news report	Term 3 Week 7
<b>4</b>	Make Australia Healthy Again	Individual fitness plan	Term 4 Week 7

Students will also be assessed for achievement of physical movement outcomes in a variety of practical activities over the course of the year.

# Visual Arts

Visual Arts fosters interest and enjoyment in the making and studying of art. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

They learn to make artworks in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist’s practice. They also develop skills to critically and historically interpret art and to make informed judgments about artists and the art world.

In visual arts assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment as learning
- Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student’s learning progress.

Formative assessment will include one task each term and over the course of the year cover:

Critical and historical studies written tasks – 30% weighting • Art making tasks – 70% weighting

**Further information can be found at**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

<b>Term</b>	<b>Content focus</b>	<b>Artmaking Tasks</b>	<b>Art Criticism and Art History Tasks</b>
1/2	<i>Portraits and Patterns: The Art of Kehinde Wiley</i>	Mixed media self-portrait – due term 2 week 4	
2/3	<i>Glue Dunit: A collage unit</i>	Dadaist collage – due term 3 week 7	Test – term 3 week
3/4	<i>Connection to Country: The Potters of Hermannsburg</i>		Take-home written task – due Term 4 week 5



# Mandatory Language Study – Chinese

Students will engage in interactive language activities using a range of digital learning tools to support their literacy development in learning an additional foreign language. With a focus on achieving communicative goals, students will be involved in comprehending and producing Japanese text in a variety of situations. Through practical, cross-cultural learning opportunities, students will develop the ability to reflect on the influences of cultural values on language practices in Chinese, Australian and other societies.

## The content is divided into five areas:

- Communicating and interacting
- Communicating: accessing and responding
- Communicating: composing
- Understanding systems of language
- Understanding the role of language and culture

## Further information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/chinese-k-10-2017>

In Chinese assessment is outcomes based and involves students experiencing:  
Assessment for learning   Assessment as learning   Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student’s learning progress.

Course Content			
Term 1	Term 2	Term 3	Term 4
<b>Numbers and Me</b> This unit focuses on developing the knowledge, understanding and skills that will enable students to discuss numbers and our reliance numbers in daily life. Students acquire vocabulary, expressions and language structures within this context.	<b>Homes and Hobbies</b> This unit focuses on developing the knowledge, understanding and skills that will enable students to discuss homes and hobbies. Students acquire vocabulary, expressions and language structures within this context.	<b>School</b> This unit focuses on developing the knowledge, understanding and skills that will enable students to discuss the school experience. Students acquire vocabulary, expressions and language structures within this context.	<b>Food and Drink</b> This unit focuses on developing the knowledge, understanding and skills that will enable students to discuss eating and drinking. Students acquire vocabulary, expressions and language structures within this context.

Assessment schedule			
Term	Content focus	Task type	Assessment (formal)
1	Numbers and Me	Topic based quiz	Term 2 Week 1
2	Homes and Hobbies	Topic based quiz	Term 2 Week 8
3	School	Topic based quiz	Term 3 Week 7
4	Food and Drink	Topic based quiz + Take home assignment (Audio/Visual task)	Term 4 Week 7

# Mandatory Technology

Technology Mandatory provides the opportunity for students to learn about a variety of technologies

## What will students learn about?

### Agriculture

Agriculture focuses on the investigation of managed environments, such as farms and plantations. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials.

### Engineering Systems

The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures.

### Food Technologies

Food technologies focuses on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.

### Digital Technologies

The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.

### Material Technologies - Timber and Textiles

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.

During Years 7 and 8, all students will participate in six learning specialisations over two years. Students will have 5 periods a fortnight for 13 weeks to complete the requirements of each specialisation. At the end of 13 weeks, mandatory technology classes will swap specialisations and teachers. The technology areas are:

Design and Production  
Agriculture Technologies

Food Technologies  
Digital Technologies

Material Technologies  
Technology and Society

## Further information can be found at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/technology-mandatory-7-8-new-syllabus>

<b>Content</b>		
<b>Terms 1/2</b>	<b>Terms 2/3</b>	<b>Terms 3/4</b>
Digital technologies or material or engineering systems or food and agriculture	Digital technologies or material or engineering systems or food and agriculture	Digital technologies or material or engineering systems or food and agriculture

<b>Assessment schedule</b>			
<b>Term</b>	<b>Content focus</b>	<b>Task type</b>	<b>Assessment (formal)</b>
<b>1/2</b>	Digital technologies or material or engineering systems or food and agriculture	Practical and folio	Term 1, Week 10
<b>2/3</b>	Digital technologies or material or engineering systems or food and agriculture	Practical and folio	Term 3, Week 3
<b>3/4</b>	Digital technologies or material or engineering systems or food and agriculture	Practical and folio	Term 4, Week 4

**Homework expectations for all Year 7 and 8 students in Mandatory Technology:**

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

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

Other relevant 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 are expected to follow safety procedures in the Ag plot and specialised technology rooms when carrying out practical work.