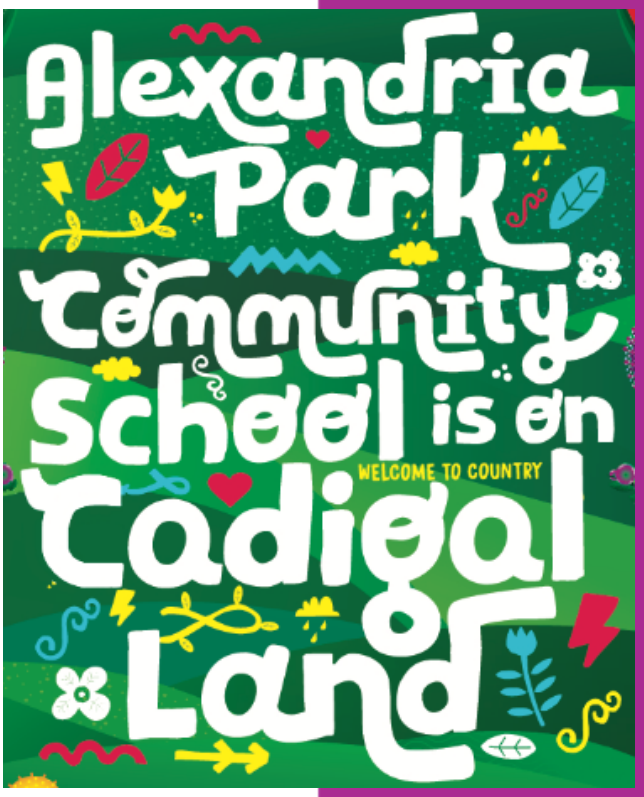
Year 8

Alexandria Park Community School

2023 Curriculum and Assessment Booklet



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

Contents

Year 8 Curriculum Structure

Course	Periods per cycle
English	7
Mathematics	8
Science	7
History	6

Course	Periods per cycle
PDHPE	3
Visual Arts	2
Technology	5
Music	5

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

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 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box

Year 8 have a Google Classroom that all students will join and parents are also invited to join. The is a great place for the Year Adviser to communicate with the students. The code to join the Google Classroom is: **vwkswto**

Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

Who to contact:

Position at APCS	**Matters they deal with:**
Classroom teachers	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 Teachers of each subject area	If a parent has worked with their child's classroom teacher and feels 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 Teachers	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	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. Please email Ms Luo at diana.luo3@det.nsw.edu.au
Head Teacher Wellbeing	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). Please email Ms Betar at patricia.betar@det.nsw.edu.au
Deputy Principal	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. Please email Ms Siamas art thecla.siamas@det.nsw.edu.au
Principal	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.

Homework ideas for students and carers

Assessment Preparation: ● The research and planning aspects of assessments should be carried out first. ● Then the actual completion of the task should take place (ticking off all relevant aspects as complete). ● Finally read over and edit work to ensure the work has been finessed. ● Write regular revision notes and revise them for upcoming tests and in-class tasks.	**Class work:** ● Complete any unfinished class work and/or complete any set homework tasks prior to their due date. ● Ensure homework is ready to present for the next lesson ● Brain dump – give yourself 3 minutes to write down everything you learned in class that day ● Create a concept map to build relationships between key words, phrases, class content ● Complete activities via Education Perfect	**Wide reading:** ● Read both fiction and non-fiction sources covering the topics being studied in class ● There are lots of ideas on this website for ways to enhance your reading skills https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html ● Access Renaissance Reading ● Use online resources or databases to find relevant articles and e-books on topics being studied. https://www.sl.nsw.gov.au/
Teach: ● Teach your family something you were taught during class this week.	**Language and Writing strategies:** ● 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). ● Play Words with Friends (or similar) complete a crossword or Target game (see Sydney Morning Herald).	**Media/ICT:** ● Watch relevant films and documentaries ● Watch the news and current affairs programs like The Project' (channel 10) or 'The Feed' (on SBS), ● Create a Kahoot on your topic towards the end of the unit to use as revision ● Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class. ● Complete quizzes or questions on Education Perfect

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.

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 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

Google Classroom Code	**8A** - **8L** - jz46aee **8E** - 7v5p24p **8X** - pdodqfv **8P** - tjna2vw

Scope and Sequence – Topics	**Timing**
Genre Study Students develop their understanding of the science fiction genre. This involves building their knowledge of the conventions of the genre as well as exploring a variety of written and visual texts within this genre. Focus Questions: How does your knowledge of science fiction conventions guide your response to and composition of science fiction texts? What are the elements of science fiction? How does science fiction hold literary value?	Term 1
Shakespeare Study Students analyse A Midsummer Night's Dream or Much Ado About Nothing including the content, language, conventions and relevance to our world today. This will involve elements of performance to understand plays as a text. Focus Questions: How does A Midsummer Night's Dream use distinct codes to create meaning? How are the conventions within A Midsummer Night's Dream determined by social practices from the time and comparable to conventions of today? How are the conventions of a narrative adapted to the form of A Midsummer Night's Dream? How can we use dramatic conventions to create meaning	Term 2
Film Study Students develop their understanding of film texts through a focus on one film. This analysis will include a focus on how film techniques engage the viewer as well as manipulate the audience's perspective. A focus on multimodal texts is a key element of English and this unit allows for this to be done in a meaningful way. Students are able to apply their learning within this unit to texts they may view in their own lives. Currently, the film studied is I*nside Out*. Focus Questions: How does the language (visual and spoken) of Inside Out shape the audience's attitude towards characters and ideas? How does the point of view within Inside Out direct the audience to particular values in the film? How is the characterisation in Inside Out shaped by description, dialogue, camera angles and salience?	Term 3
Novel Study Students engage in a close study of a novel. A close study involves students developing their knowledge and appreciation for the text. This will include an in-depth analysis of content, language features, structure and meaning. Students will use this analysis to guide their responses and create their own texts. This unit will focus on students developing their	Term 4

understanding of how texts can represent and relate their own world. Currently, the novel studied is *Apple and Rain* by Sarah Crossan. Focus Questions: How does the style of Apple and Rain shape the audience's enjoyment of the text? How does the choice of evidence contribute to the validity of an argument when evaluating the value of Apple and Rain? How does the representation of the core characters in Apple and Rain position the reader?	

In Year 8 English, students will develop an understanding of a variety of the following concepts and skills:
English textual concepts – argument, authority, character, code and convention, connotation, imagery and symbol, context, genre, intertextuality, literary value, narrative, perspective, point of view, representation, style and theme.

Skills relating to all the modes of English: listening, speaking, viewing, representation, reading and writing.

Students will also develop their critical and creative thinking skills throughout their process or responding to and composing texts.

	Topic Assessed	**Type of Assessment Task**	**Week Due**
1	Genre Study	Film review of **either** a science fiction film of choice **or** *Spider-Man: Into the Spider-Verse*	Week 8 Term 1
2	Shakespeare Study	Script writing and performance: students write an unseen scene from the play and perform it for the class.	Week 8 Term 2
3	Film Study	Cooperative website: students create a diary entry, multimodal text and PEEL paragraph about a key character which is published on the website.	Week 9 Term 3
4	Novel Study	No summative assessment task Note: this unit focuses on creative writing skills (setting, characters, allegory) and therefore there will be formative assessment around this.	

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Device/laptop
Basic stationery items

Teachers:

8A: William Sharp
8L: Jane Ryan/Conniellen Tomagra
8E: Annabel McCully
8P: Jane Ryan
8X: Conniellen Tomagra

Head Teacher English: Miss Ryan
Email - jane.ryan@det.nsw.edu.au

Mathematics

Google Classroom Code	**8A** - xm2th55 **8L** - i5t4cib **8E** - 5rhdt5j **8X** - cwns4ys **8P** - i5t4cib

Scope and Sequence – Topics	**Timing**
Number and Algebra - Fractions, Decimals and Percentages - Financial Mathematics In this topic students examine: Equivalent Fractions, Computation with fractions, Decimal place value and fraction/decimal conversions, Computation with decimals, Terminating decimals, recurring decimals and rounding, converting fractions, decimals and percentages, Finding a percentage and expressing as a percentage, Decreasing and Increasing by a percentage. Goods and Services Tax (GST) Profit and Loss, Solving percentage problems using the unitary method	5 Weeks Term 1
Number and Algebra - Rates and Ratios In this topic students: Simplifying ratios, Dividing a quantity in a given ratio, Scale drawings, Rates, Ratios and rates and the unitary method, Solving rate problems, Speed, Distance/time graphs	3 Weeks Term 1
Measurement and Geometry - Right-angled Triangles In this topic students examine: Time, Pythagoras' Theorem, Using the theorem, Calculating the length of a shorter side	2 Weeks Term 1
Measurement and Geometry - Length, Area and Volume In this topic students calculate: Length and perimeter, Circumference of circles Area of special quadrilaterals, Area of circles, Area of sectors and composite figures, Volume and Capacity, Volume of prisms and cylinders	3 Weeks Term 1
Number and Algebra - Algebraic Techniques and Indices In this topic students use: Substitution and equivalence, Expanding brackets, Factorising expressions, Applying algebra, Index laws for multiplication and division, The zero index and power of a power	4 Weeks Term 2
Number and Algebra - Equations In this topic students use: Equations with fractions, Equations with pronumerals on both sides, Equations with brackets, Solving simple quadratic equations, inequalities	3 Weeks Term 2
Measurement and Geometry - Angles Relationships and Properties of Geometrical Figures In this topic students: examine: The language notation and conventions of angles, Transversal lines and parallel lines, Triangles, Quadrilaterals, Polygons	3 Weeks Term 3
Measurement and Geometry - Project In this topic students examine: Applications of : Length, area and volume, Geometrical figures, Fractions, Decimals and Percentages, Financial mathematics	3 Weeks Term 3
Number and Algebra - Linear relationships	4 Weeks Term 3

In this topic students examine: The cartesian plane, using rules, tables and graphs to explore linear relationships, Finding the rule using a table of values, Gradients, Gradient-intercept form, The y-intercept, Solving linear equations using graphical techniques, Applying linear graphs, Non-linear graphs	
Measurement and Geometry - Transformation and Congruence In this topic students examine: Reflection, Translation, Rotation, Congruent figures, Congruent triangles, Similar figures, Similar triangles, Using congruent triangles to establish properties of quadrilaterals	4 Weeks Term 4
Statistics and Probability - Data Collection Representation and Analysis In this topic students use: Types of data, Dot plots and column graphs, Line graphs, Sector graphs and divided bar graphs, Frequency distribution tables, Frequency histograms and polygons, Mean, Median, Mode and range, Interquartile range, Stem-and-leaf plots, Surveying and Sampling	5 Weeks Term 4

The aim of Mathematics in years 7 -10 is that Students:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning
- appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems
- develop and demonstrate perseverance in undertaking mathematical challenges

	Type of Assessment Task	**Week Due**	**Weighting**
1	**Portfolio Semester 1** **50%** - Student selected work samples from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 2	Semester one report: 100%
2	**Portfolio Semester 2:** **50%** - Student selected work sample from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 4	Semester two report 100%
Students are required to select two unique pieces of evidence to showcase their achievement/progress in each topic covered for Semester. For each piece of evidence, students will be assessed on their level of completion/variety, quality and complexity. Students will also be assessed on their evaluation of their evidence.			

Teacher selected work samples refer to common assessment tasks all students are to receive throughout the semester. Tasks such as topic tests, projects and examinations. Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. The notification will also be posted on Google Classroom.

Teachers:
8A: Mr Lucas
8L: Mr Liang/Mr Suyasa
8E: Mr Chen
8X: Mr Suyasa
8P: Mr Liang/Mr Suyasa

Head Teacher: Michael Lucas
Email: michael.lucas@det.nsw.edu.au

Science

Google Classroom Code	**8A** - ox6ukpw **8L** - 4vwpw5y **8E** - ypy4kgz **8X** - 6fyzunk **8P -** tdmfjcw

Scope and Sequence – Topics	**Timing**
Medical science Inside our body is a very busy place. The many complex processes need energy. Different parts of our body have different jobs to do — they may work together and rely on each other. It is because of the curiosity, imagination, passion and persistence of humans throughout history that we know today what we do about our bodies and how they function. Students will investigate different parts of their bodies and learn about how the different organs work together in systems so that the body can function properly. This unit focuses on the circulatory, skeletal, respiratory systems.	**Term 1** Weeks 1-5
Being Energetic Heat is of great importance in the world. It is part of the energy conversion process which provides our electricity, powers our cars and industry, warms our homes and drives the Earth's weather. Here we investigate how heat is created, measured and transferred, as well as the effects it has on materials. The wastage of heat is also considered, since fossil fuels, the main source of energy on Earth, are a finite resource.	**Term 1** Weeks 6-10
Mx it up Matter is all around us and until relatively recently our knowledge of matter around us consisted of classifying everything under the broad headings Earth Fire Air or water. Thanks to the development of technology and laboratory equipment and the creative work of scientists our knowledge of matter has improved greatly. All of the substances around us are either elements, compounds or mixtures in one form or another.	**Term 2** Weeks 1-5
Ecosystems In this topic, students will learn to describe interactions between organisms in food chains and food webs, and predict how human activities can affect those interactions. Students will explore how scientific evidence and technological developments contribute to developing solutions to managing the impact of natural events on Australian ecosystems and the development of practices in agriculture.	**Term 2** Weeks 6-10
Making substances Certain elements and compounds have historically been very important to human civilisations such as copper, bronze and iron and salt. Today synthetic plastics and pharmaceuticals play a vital role in the maintenance of health and in technological advancement. In this topic students will develop an awareness of the importance of matter in day to day life and how it is classified scientifically.	**Term 3** Weeks 1-8
Earth and Space Science	**Term 3** Weeks 9-10

In this topic, students will develop understanding of how advances in the scientific understanding of processes that occur within and on the Earth can influence the choices people make about resource use and management. This topic also builds on the natural curiosity that students have about space and the different phenomena of the universe, whilst developing their comprehension of the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system. Pupils will develop understanding of the use of models to represent real-world situations, and will improve their skills in effective evaluation and information gathering from secondary sources.	**Term 4** Weeks 1-6 *(excl. weeks 3-4)*
Valid Preparation The VALID Science test is an interactive, multimedia test completed entirely on a computer. Every Year 8 student in Australia completes the VALID test. THe test contains multiple choice, short response and extended response tasks that are grouped around real-world issues, including scientific investigations. This is a diagnostic test, with tasks framed on Stage 4 outcomes and essential content in the NSW Science Years K–8 Syllabus. Students will be tested on their: • knowledge and understanding of science • understanding and skills in the process of scientific investigation • ability to evaluate evidence, make judgements and think critically • ability to access information and communicate scientific ideas	**Term 4** Weeks 3-4
Science Impact Space exploration, wonder drugs, computers, nuclear weapons, heart transplants. These are just some of the results of scientific discovery and development. Some are beneficial and some are harmful. Historically, the process of scientific discovery begins with curiosity about the world around us.	**Term 4** Weeks 8-10

In Year 8 Subject Students will develop an understanding of the following concepts and skills:

a. Core skills in planning investigations, conducting investigations, project based learning, 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 skills, implications of Science and the environment, current issues, research and development, models, theories and laws, and structures, medical science and systems related to the physical world, matter, and the interactions within the physical world, matter, the living world and earth and space the preparation of the Valid exam.

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Working Scientifically Being Energetic	Practical Examination	Term1 Week 10	20%
2	Medical Science Mix It Up Ecosystems Working Scientifically	Half Yearly Examination	Term 2, Week 7	25%

3	Working Scientifically Skills	Student Research Project	Term 3, Week 10	25%
4	Earth and Space Science Making Substances	Semester 2 Exam .	Term 4, Week 7	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

- Exercise book
- Ruler, pencil, rubber, pen.
- Device, laptop/tablet

Homework expectations

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.

Teachers:
8A –Mr Berscheid
8L – Mr Berscheid
8E - Ms Zhang
8X – Ms Zhang
8P – Ms Heslop, Ms Zhang and Ms Biddle

Head Teacher: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au

History

Google Classroom Code	Classes 8A - whl6v2m 8L - kac2gzt 8E - wk2kkx5 8P - brsqgnr 8X - igloo74

Scope and Sequence -	Timing
Investigating the Ancient Past Students will study the main features of history and archaeology, as well as investigate one historical mysteries that has challenged historians. They will learn about the nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources and the importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples.	6 weeks
Ancient Egypt "the Mediterranean World" Students will study the physical features of ancient Egypt and how they influenced the civilisation that developed there, as well as the roles of key groups in the ancient society, including the influence of law and religion. They will learn about the significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: warfare, or death and funerary customs and he role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Rameses II or Julius Caesar	6 weeks
Ancient China "the Asian World" Students will study the physical features of ancient China and how they influenced the civilisation that developed there, as well as roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion. They will learn about the significant beliefs, values and practices of the ancient society, with a particular emphasis on at least ONE of the following areas: warfare, or death and funerary customs and Contacts and conflicts within China or with other societies, resulting in developments such as the expansion of trade, the rise of empires and the spread of philosophies and beliefs	6 weeks
The Vikings (c. AD 790- c1066) *"The Western and Islamic World"* Students will study the way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in this society. They will learn about significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade and conquests, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion.	6 Weeks
Polynesian expansion across the pacific "the Asia-Pacific World" Students will study theories about the origin and spread of Polynesian settlers throughout the Pacific, as well as The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees. They will learn The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of ariki and related tribal roles in Maori and in	6 Weeks

Rapa Nui society and the cultural achievements of ONE Polynesian society, such as the Ta moko, the haka and hangi in Maori society and/or the moai constructed on Easter Island	
Mongol expansion "expanding contacts" Students learn about the nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan), as well as the extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest. They will learn about the consequences of the Mongol expansion, including contributions to European knowledge and trade routes.	4 weeks
Aboriginal and Indigenous People, Colonisation and Contact History *"Expanding Contacts"* Students will study the nature of contact following colonisation for Aboriginal Australians. They will learn about the consequences of colonisation for Aboriginal Australians, the nature of British colonisation of Australia and compare the colonising movement of another group of Indigenous people.	6 Weeks

In Year 8 History Student will develop an understanding of the following concepts and skills:

CONCEPTS

Continuity and change - changes and continuities over a broad period of time, eg the Roman Empire
Cause and effect - developments, decisions and events from the past that produced later actions, results or consequences
Perspectives - different perspectives of participants in a particular historical context, eg the conquered and the conqueror
Empathetic understanding - the actions, attitudes and motives of people in the context of the past
Significance - the importance of an historical event, development or individual in an historical context
Contestability - historical sources, events or issues may be interpreted differently by historians, eg the 'fall' of the Roman Empire

SKILLS

Comprehension: chronology, terms and concepts: read and understand historical texts, sequence historical events and periods, use historical terms and concepts

Analysis and use of sources: identify the origin and purpose of primary and secondary sources, locate, select and use information from a range of sources as evidence, draw conclusions about the usefulness of sources

Perspectives and interpretations: identify and describe different perspectives of participants in a particular historical context

Empathetic understanding: interpret history within the context of the actions, attitudes and motives of people in the context of the past

Research: ask a range of questions about the past to inform an historical inquiry, identify and locate a range of relevant sources, using ICT and other methods, use a range of communication forms and technologies

Explanation and communication: develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources, select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	**Investigating the ancient past**	History's mysteries	Term 1 Week 7	25%
2	**Ancient Egypt**	Virtual museum	Term 2 Week5	25%
3	**Ancient China**			
4	**The Vikings (c. AD 790- c1066)**	In Class Source Based Test ● The Vikings ● Polynesian Expansion	Term 3, Week 8	25%
5	**The Polynesian expansion across the Pacific**			
6	**Mongol Expansion**	In class ALARM writing task	Term 4 Week 5	25%
7	**Aboriginal and Indigenous People, Colonisation and Contact History**			

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students are required to bring an exercise book and a laptop to each class. Assignments and class work will be posted onto google classroom.

Students are expected to complete homework and submit all tasks on time. If they can not meet a deadline the expectation is they contact the teacher or HT prior to the due date.

Teachers:
8A: Mr Miles/Mr Cutts
8L: Mr Brenner
8P: Mr Johnson
8E: Mr Miles/Mr Cutts
8X: Mr Okell

Head Teacher HSIE: Stewart Okell
Email : stewart.okell@det.nsw.edu.au

Personal Development, Health and Physical Education

Scope and Sequence			
Theory	**Timing**	**Practical**	**Timing**
Healthy Minds	Term 1 Wks 1- 10	Court Games	Term 1 Wks 1-10
Changes In My World	Term 2 Wk 1-10	Game Sense	Term 2 Wks 1-10
Do I or Don't I?	Term 3 Wks 1-10	Exploring Rhythmical Movements	Term 3 Wks 1-10
Out of Harm's Way	Term 4 Wks 1-10	Field Games	Term 4 Wks 1-10

	Topic Assessed	**Assessment Task**	**Details of submission**	**Date**	**Weighting**
1	Healthy Minds	Scenario-based Responses	In Class Task	T1 Wk 4-6	25%
2	Game Sense	Game Design Project	In Class Task Across Practical Lessons	T2 Wk 8	25%
3	Do I or Don't I?	Healthy Living Board Game	Benchmarks on Google Classroom	T3 Wk 10	25%
4	Out of Harm's Way	Practical Skills Test Scenario-based Responses	In Class Task	T4 Wk 4	25%

Assessable Outcomes:

› examines and evaluates strategies to manage current and future challenges PD4-1
› examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2
› investigates effective strategies to promote inclusivity, equality and respectful relationships PD4-3
› refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD4-4
› transfers and adapts solutions to complex movement challenges PD4-5
› recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6
› investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7
› plans for and participates in activities that encourage health and a lifetime of physical activity PD4-8
› demonstrates self-management skills to effectively manage complex situations PD4-9
› applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10
› demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences PD4-11

Semester 1 Outcomes	Semester 2 Outcomes
PD4-1 examines and evaluates strategies to manage current and future challenges **PD4-2:** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others **PD4-4:** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts **PD4-9**: demonstrates self-management skills to effectively manage complex situations **PD4-11**: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences	**PD4-5**: transfers and adapts solutions to complex movement challenges **PD4-6:** Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity **PD4-7**- investigates health practices,behaviours and resources to promote health, safety, wellbeing and physically active communities **PD4-8**: plans for and participates in activities that encourage health and a lifetime of physical activity **PD4-10:** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class:

- Theory lessons: Laptop, pens, pencils, highlighters, & water bottle.
- Practical lessons: Red sport uniform, appropriate running footwear, a hat & a water bottle.

Homework expectations: once every 2 weeks and assessment tasks.
Students also must wear their red sports shirt and sports shoes on **Wednesday** to participate in sport Practical activities take place at school and at Alexandria Park.
At times students will be offered the opportunity to participate in sports that are off the school site. Prior notice will be given for these events.
PDHPE requires students to develop their maturity to create a safe environment where sensitive topics can be discussed and opinions shared.

Head Teacher: Ms Baker
Email: alexandra.baker9@det.nsw.edu.au

Classroom teachers:	Google Classroom Code
8A - Ms L. Kelso	7ah5gcc
8L - Ms A. Baker	vulsqt6
8E- Ms J. Stafford	vulsqt6
8P- Ms J. Stafford	t4kinmg
8X- Ms L. Kelso	lk5664r

Visual Arts

Scope and Sequence – Topics	Timing
Connection to Culture In critical and historical studies, students will investigate the work of the Hermannsburg Potters, and explore the ways in which these artists develop representations of time, place, culture and community. Informed by the practice of the Hermannsburg Potters, during artmaking lessons students will create decorative ceramic pots that represent aspects of their own cultures and the ways in which they connect with others.	20 Weeks
Belonging In this unit of study, students will undertake an in-depth analysis of the artmaking practice of printmaker Clare Romano. Informed by their critical and historical exploration of Romano's work, they will then develop their own abstracted collagraph prints of places where they experience belonging.	14 Weeks
Portraits and Patterns In this unit, students will learn about portraiture while studying the contemporary work of African-American artist Kehinde Wiley. Students will develop a number of drawing and skills and techniques which they will use to create a self-portrait. Finally, students will investigate their own cultural backgrounds in order to develop	6 Weeks

In Year 8 Visual Arts students will develop an understanding of the following concepts and skills:

Concepts -

- The Frames as analytical tools through which to investigate and understand art: *Subjective, Structural, Cultural, Postmodern*
- The Conceptual Framework as a means to understand relationships between the agencies of the artworld: *Artist, Artwork, Audience, World*
- The Elements of Art and how they can be used to convey different messages and meaning: *Line, Value, Shape, Form, Colour, Texture, Space*

Skills -

- Artmaking: *drawing, painting, colour mixing, zine-making, adding meaning to artworks through use of the frames and conceptual framework*
- Art Criticism and Art History: *writing about art, using the frames and conceptual framework to interpret artworks*

	Topic Assessed	Type of Assessment Task	Week Due
1	**Connection to Culture**	Writing task	Term 2 week 2
2	**Connection to Culture**	Ceramic pot	Term 2 week 9
3	**Belonging**	Critical analysis	Term 3 week 5
4	**Belonging**	Collagraph prints	Term 4 week 5

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class
Device/laptop
A4 spiral-bound visual art diary

Homework expectations
There is no art homework set on a regular basis however, from time to time, students may need to finish and turn in unfinished class tasks at home or catch up on work missed due to absence.

Classroom teachers:	**Google Classroom Code**
8ARTa	
8ARTl - Miss Sutcliffe	qjdef4j
8ARTe - Miss Sutcliffe	axwpmgf
8ARTx - Miss Sutcliffe	blwfs5p
8ARTp - Miss Sutcliffe	hstha37

Head Teacher CAPA: Mr Miles
Email: toby.miles@det.nsw.edu.au

Chinese

Scope and Sequence – Topics	Timing
Numbers and Me 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.	Term 1
Homes and Hobbies 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.	Term 2
School 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.	Term 3
Food and Drink 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.	Term 4

In Year 8 Chinese students will develop an understanding of the following concepts and skills:
Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts.
They develop an understanding of the language system including sound, writing, grammar and text structure.
Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.
Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language.
Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Numbers and Me	Topic based quiz	Term 2 Week 1	20%
2	Homes and Hobbies	Topic based quiz	Term 2 Week 8	20%
3	School	Topic based quiz	Term 3 Week 7	20%
4	Food and Drink	Topic based quiz + Take home assignment (Audio/Visual task)	Term 4 Week 7	40%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class - Students will need a dedicated book for this subject.
Homework expectations - In addition to Homework assigned by the teacher students are expected to review lesson content independently.
Excursions (optional)
Any other important information relating to your subject - Should students wish to use a laptop or other device to complete work digitally, they will also need a book to engage with Chinese script practice.

Teacher: Mr Sharp

Head Teacher LOTE: Miss Ryan
Email: jane.ryan@det.nsw.edu.au

Stage 4 Mandatory Technology

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding, they learn about Agriculture, Food Technologies, Digital Technologies, Engineered Systems and Material Technologies (including Timber and Textiles).

During Years 7 and 8, all students will participate in different learning specialisations over two years. Students will have 5 periods a fortnight for 10 weeks to complete the requirements of each specialisation. At the end of every term, Mandatory Technology classes will swap specialisations and specialist teachers. Students will complete more than one term of a specialist subject across the stage, but the content of each term will be different.

Scope and Sequence – Mandatory Technology	**Timing**
<u>Agriculture</u> 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.	10 Weeks
<u>Engineering Systems</u> The Engineered Systems context focuses on how force, motion and energy is utilised in systems, machines and structures. Students will be 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.	10 Weeks
<u>Food Technologies</u> 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 will be 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.	10 Weeks
<u>Digital Technologies</u> 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.	10 Weeks
<u>Material Technologies - Timber and Textiles</u> This 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	10 Weeks

materials through research, experimentation, practical investigation, and product development to satisfy identified needs and opportunities.	

Assessment	**Type of Assessment Task**	**Weighting**
For each of the specialist subjects a separate assessment will occur during the course.	Practical + Folio	100%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class
Laptop, Pen, Pencil, Ruler and a Display Folder (Folio).

Homework expectations for all Year 7-8 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/s late.
- If a student is away, they are expected to catch up on work upon their return by asking a friend in class and their class teacher.
- Students must follow safety procedures in the Mani and specialised technology rooms when carrying out practical work.

Stage 5 Technologies

Students may choose Graphics, IST, Agriculture, Food Technology, or Timber technologies in Stage 5.

Teachers will change every term - students will view timetables to check.
Agriculture Technologies - Ms Ward
Food Technologies - Ms Mishra
Textiles technologies - Ms Mishra
Digital Technologies - Mr Cosgrave
Materials technologies - Mr Tungka and Mr Cosgrave
Engineered Systems - Mr Tungka

Head Teacher: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au