Year 8
Subject Handbook
for
Parents & Students
2016
THE CURRICULUM

Learning is a continuous journey and students in Middle School follow a program which allows them to study subjects from all of the Learning Areas and is developed using the Australian Curriculum. Here at GMAS we are committed to providing an educational program that stimulates natural curiosity whilst also engaging and encouraging students to develop a thirst for learning. It will provide them with a strong foundation of knowledge, skills and strategies required for Senior School and beyond.

All students in Year 8 study a common course which is made up of **compulsory subjects** which are studied for the entire year and a number of **elective subjects** which are studied on a rotation basis. This allows students the opportunity to have a wide variety of experiences. All classes are non-gender specific and allow for happy social interaction whilst providing a solid academic program.

Students are encouraged to develop independence in and a responsibility for their learning throughout their journey in the Middle School. The delivery of the curriculum is supported via different practices such as peer collaboration, direct teaching and the integration of technology through the 1:1 laptop program which will maximise each student’s learning experiences.

STREAMING

Students in Years 8 and 9 are streamed into ability levels in literacy and numeracy. This allows the teachers to work closely with their classes and tailor the learning experiences more closely to the ability levels of the class. These groupings are flexible and students will move between them periodically.

In Year 8 all four core Learning Areas (English, Mathematics, Humanities and Social Sciences and Science) are streamed according to academic requirements. Movement between streamed classes occurs under the guidance of Heads of Learning Areas. Student results in assessments throughout the year contribute to streamed classes.

LEARNING AREAS AND SUBJECTS

Below is a sample showing how the 25 periods in the timetable will be allocated and shared amongst the Learning Areas during the week.

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<th>Period Allocation per week</th>
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<tr>
<td>Mathematics</td>
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<td>4</td>
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<tr>
<td>Science</td>
<td>Mathematics</td>
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<td>Humanities and Social Sciences</td>
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<td><strong>LOTE (languages other than English)</strong></td>
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<td>1</td>
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<td><strong>Elective subjects</strong></td>
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<td>Visual Art</td>
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“All LEARN TO LISTEN AND LISTEN TO LEARN”

Unknown
ASSESSMENT

Teaching and learning is undertaken via the Western Australian Curriculum and Assessment Outline and based upon the Australian Curriculum in most learning areas. Teachers will match learning and assessment by constructing an appropriate range of tasks. All subjects use a variety of assessment types – such as class work, assignments, oral presentations, tests, folio work and group activities, with the emphasis varying from subject to subject. Note: Year 8 students will not have a formal exam week, but will be exposed to tests throughout the year as determined by subject teachers.

When a student is absent for a formal test the class teacher, in consultation with the Head of Department/Coordinator determines whether it is necessary for the test to be completed on the student’s return. This decision will be dependent on the significance of the test results to the evidence of performance available. The following procedure will be followed:

- Formal notification of absence is lodged with the Head of Middle School in accordance with the school policy on absenteeism.
- The student should approach the class teacher and receive the decision as to whether the test is to be completed and when.
- The teacher documents the decision and/or test result in the student folio and teacher records.
- Use of the School Diary to document this procedure is recommended.

REPORTING

An important aspect of a student’s learning journey is the reporting of academic progress to parents. Informal reporting can take place throughout the year in the form of notes in diary, parent contacts from teachers and students recording results on the assessment page in their diary and parents are required to initial it.

Formal reporting includes:

- Term 1 Settling In Report
- Semester 1 Report
- Parent / teacher interview evenings are held following the Term 1 Settling In Reports and Term 2 Reports. This is a great opportunity for parents to speak with their child’s teachers.
- Semester 2 Report

“SUCCESS IS BEST MEASURED
BY
HOW FAR YOU HAVE COME
WITH THE
TALENTS YOU HAVE BEEN GIVEN”

Nobody has the right to be proud of his or her natural talents; we do nothing to earn them; it is only what we make of them that matters. It should always be a goal in any reflection on achievements, even modest ones, to take pride only in those which exceeded our expectations based on our ‘natural’ ability.

From Ron Barassi’s book – Wisdom
THE TIMETABLE
Classes at GMAS are organised around a five day timetable. Each Monday students attend periods 1 and 2, followed by a time scheduled for Secondary School assemblies and/or meetings from 10.40am to 11.10am. Each other day consists Home Room time first thing in the morning and five class sessions (Wednesday morning will be an extended Home Room time to enhance pastoral care).

Each begins with Home Room at 8:40am and if a student arrives at school after 8:40am or leaves before 3:20pm, they must be signed out through Student Services by a parent or guardian.

Students will be given an individual timetable on the first day of school.

STUDENT DIARY
The School diary is an important link in the communication between the School, the student and parents, as well as being a record of homework for the student. The diary provides space for students to enter homework, other commitments and activities every day. It will be checked and signed each week by the HR teacher. It is the student’s responsibility to get his/her diary signed each week by a parent or guardian.

Students are expected to have their diary with them every day and to be taken to every lesson. If the diary is left at home, a student must obtain a Diary Replacement sheet from his / her HR teacher. Students who use the diary effectively demonstrate good organisational skills and have more control over their learning. It is the student’s responsibility to write homework and important dates in the diary. Students are to record all subject studied each day and the homework set. If no homework is set, the entry alongside that subject should read ‘nil’.

Teachers and parents may write messages to each other from time to time using the diary. Parents are asked to initial and date messages from teachers as teachers will from parents. This ensures that all parties are aware that the communication has been received. Teachers will respond to parent messages as soon as practical.

We do have a green, blue/black and red system here at GMAS for diary entries.

- A green entry will be given as a positive reinforcement for good behaviour or work
- A blue/black entry for notes, homework, etc.
- A red entry may be given when a student does not meet the School’s expectations such as breaches of behaviour and non-completion of work. Parents should monitor these and discuss with their child. If a number of red entries appear this can indicate a problem is developing.

HOMEWORK
Homework is an integral part of a student’s education. Through regular homework, a student is able to develop study habits and skills that are essential for intellectual growth and academic achievement.

Remember homework is set for the purposes of PRACTICE, PREPARATION and / or EXTENSION. Homework can include:

- On-going study and review of every day’s lessons
- Work set by teachers to be done overnight or by a set date
- Reading

Approximate homework times per night for Middle School students are:
Year 7 - 1 hour  Year 8 - 1 ½ hours  Year 9 - 1 ½ hours

“NOTHING IN THE WORLD CAN TAKE THE PLACE OF PERSISTENCE.”
Calvin Coolidge
**Christian Religious Education**

The Christian and Religious studies program covers six learning strands;

1. Bible
2. Story of the Church
3. Philosophy
4. World Religions
5. Meditation Prayer and Worship
6. Ethical Decision Making and Living

**Bible**
Students understand that the bible and its teachings can influence people’s viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

**Story of the Church**
Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity and consider its future in Australian society.

**Philosophy**
Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

**World Religions**
Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

**Meditation Prayer and Worship**
Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

**Ethical Decision Making and Living**
Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

**Conclusion**

Within the Christian and religious studies program students develop an understanding of cultural norms and sensitivities associated with religious belief and practice how these can interrelate with people's lives, their society and culture.

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**English Learning Area**

The English program is designed to extend students’ knowledge of text types across both the written and visual genres. The focus is on giving students further experience and knowledge of the conventions that work within each text and then to allow them the chance to use those conventions in producing their own work. Literacy skills are a continuing priority in year 8 and we will be focussing on reading comprehension, language conventions, spelling and grammar rules. Students will study at least one full length novel, a range of poetic forms and one full length play. The emphasis is always on building strong literacy skills and enjoyment in both the creative and analytical aspects of the course. Students will generally have a reading period in the Resource centre each fortnight and they will complete a reading journal over the course of the semester.

This year in English, we have introduced Common Assessment Tasks, commonly referred to as 'CATs', for all students in Years 7-10. Twice per Semester, students will undertake a challenging English task (usually an essay or comprehension), which is then cross-marked and moderated within the English Department. Each teacher involved marks a cross section from all classes. When the marking is completed, a ranking of students in each year is created. The introduction of the CATs helps us to ensure our streaming is correct, and that marking is fair and consistent, as well as providing an avenue for students to extend themselves academically.
Humanities and Social Sciences Learning Area

Students undertake study in the following core areas.

Economics:
- Economic resources - land, labour, capital and enterprise
- Factors of production in an economic system
- Decisions made by consumers and producers influence local, regional and global markets
- Goods and services are bought and sold in markets and involve buyers and sellers in the exchange of goods and services
- Economic resources can be combined in various ways to produce goods and services requiring decisions to be made
- Choices must be made about the allocation of resources because they are scarce relative to our needs and wants
- Personal financial management involves prioritising potential spending
- A person’s choice of career pathway may be influenced by their skills, interests, abilities and preferred work styles

Geography:
- The characteristics of physical and built environments
- Natural and human processes create spatial patterns/regions
- There is interdependence between people and places
- People have different values and views about conservation and sustainable development, which affects their actions
- Efficient management is needed to optimise resource use and involves values, efficiencies and the need for sustainability
- People (individuals and groups) have varying views on the human impact on natural systems and their commitment to sustainability

History: Australian Curriculum
- The Ancient to the Modern World
- Students will study history from the end of the ancient period to the beginning of the modern period. CE650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religions and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Politics and Law:
- Characteristics of different types of government regimes
- The Australian constitution outlines the powers, responsibilities, structure and processes of parliament and the federal legal system
- Australian democracy has evolved from a range of political activity over time
- How the rights and responsibilities of citizens working for the common good are supported by the democratic process
- Political parties in Australia have different origins, purposes, ideologies, constituents, policies and roles
- How Australia seeks to balance majority rule and respect for minorities in civic decision-making
- Roles and relationships between the levels of government in Australia (local, state, national) and how these have changed over time
- Australian laws impact on the lives of individuals and groups The difference between statute and common law and how they both protect the rights of citizens
- Elements of a fair trial in Australia
- Legal systems in other nations may have different features

Learning programs in classes are differentiated to cater for student needs.
Mathematics Learning Area

The Year 8 Middle School Mathematics course builds on the concepts and skills developed in Year 7. Students are streamed based on their performance in year 7. The syllabus in Year 8 is based on the Australian Curriculum. The achievement standard for Year 8 Mathematics is described below.

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Assessment will include examinations, topic tests, revision assignments and problem solving investigations.

Learning programs in classes are differentiated to cater for student needs.

Science Learning Area

Students in Year 8 work on a program that builds upon the understandings taught in Year 7. The content in Year 8 is based on the Australian Curriculum. Students are streamed based on their performance in year 7. The achievement standard for Year 8 Science is as follows:

By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Students will be working from the text Pearson Science 8, and will also have a matching activity book to consolidate what is learnt in class. Extension students will participate in a range of Science competitions including the ICAS Science Competition and the Science IQ Online Competition. Learning programs in classes are differentiated to cater for student needs. Assessment will include examinations, topic tests, research assignments and investigations. Learning programs in classes are differentiated to cater for student needs. Students will also have the opportunity to attend numerous excursions and incursions during the school year.
**Health and Physical Education Learning Area**

**Physical Education** at our school is a developmental program which provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and enables them to promote their own and others’ health and well-being.

In Year 8 the focus is on participating competently and confidently in physical activities such as play, games, sports, and other active recreation. Some sports studied include: Touch Rugby, Modcrosse, Cross Country, Netball, Athletics, Gaelic Football, and Softball. Students will learn to apply, extend and refine their fundamental movement skills and demonstrate this refinement in games and modified sports. They will learn to combine fundamental movement patterns to create the more intricate movements required in play, games and recreation and apply these movement skills strategically in games to enhance personal and group or team performance. Emphasis is also placed on following rules, etiquette, protocols and procedures for participating in games and modified sports and also ways to assist others to learn or improve a new skill.

**Health Education** is a discussion based subject which provides the students with an understanding of current issues that relate to their development both physically, mentally and socially. This enables students to make responsible decisions about their health and promote their own and others’ well-being.

Topics covered are Puberty, Growth and Development, Lifestyle Awareness and Diet, Self-Image, Drugs and Cannabis, Safety and Life Skills.

**LOTE – Languages other than English**

**Japanese** - The main topic for the Year 8 unit is ‘My family’ and it is offered for a term. Japan is an intriguing country, a land of beauty and serenity with a strange mixture of old tradition such as Ninja, Sumo and Samurai and modernity which can be seen in their crazy fashion sense, manga and anime.

Students will build upon their knowledge of the Japanese language by looking deeper into what they have learnt in Year 7 and how to apply it in real life situations, with a greater focus on listening and speaking skills. Students will also look at events of cultural and historical significance related to the time of year they are studying Japanese.

They will learn different, helpful techniques that can be used to learn a foreign language (and other topics).


**DESCRIPTION OF ELECTIVE SUBJECTS**

**Technology and Enterprise Learning Area**

Students will be exposed to various subjects within the Technology and Enterprise learning area throughout the year.

**Design and Technology** - Year 8 Design and Technology is the second course in this learning area for students at Georgiana Molloy Anglican School. The concepts of correct workshop safety, workshop practice, hand tool use, acceptable finishing techniques, and some aspects of the design process are covered more extensively.

The emphasis for this course is for students to become more confident in workshop safety, workshop practices, and the use and knowledge of plastics. At the completion of the course students will have gained experience in the Design and Technology workshop by completing several small projects made from acrylic and polypropylene.

**Engineering** – Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues: impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

Engineering provides students with the opportunity to develop skills in the use of technology in a practical setting. This course aims at developing in students an understanding of the materials, information and systems that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the technology process, of which the elements of investigating, devising, producing and evaluating are fundamental components. Students can expect to develop their knowledge and skills in the areas of computer aided drawing and learning how to use sophisticated software in 3D modelling and computer aided manufacturing. Students will also be introduced to electronics and robotics.

**Food Technology** is a sequential program that allows students to explore food related issues through a range of practical experience and to apply aspects of the technology process to given design briefs using different technologies.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.
The Arts Learning Area

Students will be exposed to various subjects within The Arts learning area throughout the year.

**Media Studies** - students in Media use the elements, forms, skills, techniques, processes, conventions and technologies of media to explore the communication of ideas and feelings. They develop, create and present Media works using video, digital SLR cameras and software including, iMovie, GarageBand, Photoshop and iPhoto.

**Music** - Year 8 students participate in a term music course which continues to develop the main areas of music founded in the Year 7 music course. Music theory and aural work continues to be a main focus with students fostering their note and rhythm skills through short melodic and rhythmic dictations. Important music terms are also developed, this year branching into the more specific Italian music terms used widely in Western Art Music.

The main focus for the Year 8 music course is graphic notation and score reading. This relates to seeing a transition from using symbols and signs to portray music, into being able to set up a score for numerous musicians, using accurate clefs and aligning the bars correctly. Students will then be able to use their developing knowledge of music terms to annotate the score with tempo and dynamic markings.

Composition also plays a role in this unit, with students having to compose their own graphic notation scores.

As with the Year 7 course, students in Year 8 will find elements of all of the music outcomes represented in their program of music. The composition and performance outcome will be covered as students begin learning basic keyboard skills and will be able to perform simple melodies on this instrument by the end of the term.

**Performing Arts** will focus on group work, improvisation, role-plays, voice, movement, role, audience and characterisation. Activities take the form of storytelling and process drama and involve improvisation, interaction in role, group work and play building.

In performance, students develop movement, voice, focusing skills and techniques, play and audience awareness.

Students are encouraged to critically reflect and evaluate dramatic practice in responding to the drama of others as well as recording, reflecting and evaluating their own drama processes and products.

**Visual Art** is a developmental program in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice and developed through the middle years as part of a sequential K-12 Art program.

In Year 8 the focus is on developing drawing skills using a range of media, art work in the form of painting, collage, printmaking, textiles, ceramics or sculpture and may be figurative, imaginative, decorative, abstract, expressive or conceptual in style.

Student art work is displayed in the classroom, within the school environment and exhibited in the annual school exhibition.

Students develop visual literacy by responding; reflecting and evaluating own art work and recommended that of others using appropriate art terminology and frameworks.

The aim is to make students aware of art in their own community and in other communities.

*Further information on Courses is available by contacting the relevant Head of Department*