Daylesford Secondary College is committed to providing a balanced curriculum across all domains of the Victorian Essential Learning Standards (VELS). The Year 8 curriculum enables students to progress beyond the foundations with the focus being on building breadth and depth. Such a commitment will provide for specific learning needs and aspirations both now and in the future.

This handbook will introduce parents and students to the core and elective subjects offered in Year 8 at Daylesford Secondary College. The aims, content, assessment, and if applicable, further information, is provided for each subject. If more detailed information is desired then parents should feel free to contact the relevant staff member holding the relevant responsibility position at the college.

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INTRODUCTION

Pastoral Care
All of our Year 8 students belong to a section group as part of our pastoral care program. Each section group is assigned a section teacher who is responsible for assisting their students to achieve a smooth transition from Year 7 to Year 8.

Home group teachers are part of an important team including the Junior School Assistant Principal, Year 8 Co-ordinator, Guidance Officer, Student Welfare Officer and Chaplain. This team prides itself on being proactive, implementing early intervention strategies and is dedicated to monitoring the welfare of every Year 8 student.

Planner
All students are issued with a Daylesford Secondary College planner at the start of each year. The planner outlines the majority of school policies relating to uniform, the code of conduct, mobile phones and internet use. The aims and beliefs of the college, in addition to general school information, are also outlined in the planner. It is an expectation that students use their planner as a reference to school policies and to enter assignment deadlines, homework tasks, assessment dates, training days, rehearsals, meetings and other academic commitments. The planner can also be used for parents/guardians and teachers to communicate with each other. It is an expectation that students replace their planner if they lose it during the year.

Homework
Homework complements and reinforces classroom learning, and fosters good lifelong study habits. General guidelines suggest that a Year 8 student should be doing approximately 60 minutes of homework per day.

At Daylesford Secondary College, all Year 8 students are expected to complete an English and Maths homework task each week. Other subject areas set small amounts of homework sometimes associated with finishing off work not completed in class. At other times during each semester a major assignment may be set and these are typically worked on both at school and at home over several weeks.

Parents can help keep their sons and daughters on track with their homework by:
- encouraging a regular daily session to examine and complete homework;
- discussing key questions or suggesting resources to help with homework;
- helping to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games;
- asking how homework and class work is progressing, and acknowledging success;
- attending school events, productions or displays their child is involved in;
- talking to teachers to discuss problems with homework;
- for upper primary and secondary students, checking whether homework has been set and ensuring that their child keeps a homework diary;
- reading texts set by teachers;
- discussing their child’s responses to set texts and asking to see work they complete in relation to these texts.

Sport
The College competes against Mt. Clear Secondary College, Sebastopol Secondary College, Ballarat Secondary College and Ballarat High School in interschool championships with successful students then going on to the Western Zone competition.

Students have the opportunity to compete in other interschool sports including tennis, volleyball, cricket, football, netball, badminton, soccer, table tennis and squash. Training is during lunchtime with an emphasis on good sportsmanship.
CURRICULUM

CORE

All students study the following subjects all year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5 periods per week</td>
</tr>
<tr>
<td>HAPE: Health</td>
<td>2 periods per week</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 periods per week</td>
</tr>
<tr>
<td>Humanities</td>
<td>3 periods per week</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 periods per week</td>
</tr>
<tr>
<td>Science</td>
<td>3 periods per week</td>
</tr>
</tbody>
</table>

LEARNING ROTATION

All students will study nine or ten of the following subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts:</td>
<td></td>
</tr>
<tr>
<td>Art/Art 2D</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Ceramics</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Dance</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Drama</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Music</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>LOTE:</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>2 periods/week, both semesters</td>
</tr>
<tr>
<td>Technology:</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Technology</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>ICT</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Metals</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Plastics</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Systems</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Textiles</td>
<td>2 periods/week, one semester</td>
</tr>
<tr>
<td>Woodwork</td>
<td>2 periods/week, one semester</td>
</tr>
</tbody>
</table>

Instrumental Music: The College offers an extensive Instrumental Music program which operates on a rotating timetable. Participation in this program is optional and is encouraged.
2010 RESPONSIBILITY POSITIONS

Parents should feel free to contact any of the people mentioned below should they have any queries about Daylesford Secondary College, its policies and programs.

Principal:
Anthony Avotins

Assistant Principal:
Carol Gleeson: Junior School
Phil White: Senior School

DSC Student Services:
Guidance Officer: Peter Gallagher
SWO: Sue Bosch
Chaplain: Elaine Anderson

Office Personnel:
Business Manager: Lisa Brewer
Student Attendance and Accounts Receivable: Tania McKay
Accounts Payable: June Stanley
Newsletter/EMA: Irene Worthington

Year level co-ordinators:
Year 7: Roger Gooding
Shayna Williams
Year 8: Martin Hogan
Year 9: Maria Mazzitelli
Year 10: Bob Grisdale
Year 11: Trish Matthews
Year 12: Bromley King

Key Learning Area leaders:
The Arts: Wayne Pickering
English: Julie Hill
Health & PE: Aaron Bones
Humanities: Shayna Williams
Italian: Manuela Felicetti
Maths: Karel Amdt
Science: Elizabeth Woodroofe
Technology: Paul Campbell

Integration:
Leader: Helen Robinson
Team Member: Wendy Hogben
Team Member: Jenny Gee

Program co-ordinators:
Careers and work experience: Bronwyn Barlow & Marg Cattanach
Student management and wellbeing: Marg Cattanach
Curriculum: Phil White
Performance and development: Carol Gleeson
Timetable: Roger Dunn
Daily Organiser: Marg Cattanach
Library: Janise Slater
Numeracy: Nick Pethica
THE ARTS: ART AND ART 2D

Victorian Essential Learning Standards
Domains: The Arts
Thinking Processes

The Aims of Art and Art 2D
- To help students develop a frame of reference in regard to materials, media, methods and processes.
- To help students achieve personal solutions by developing flexibility and originality.
- To develop students’ capacity to decide why, when and how to use the skills at their command and effectively apply those that are required within the particular art discipline.
- To encourage the students to acquire such information and abilities that will enable them to realise their intentions and to help develop an appreciation for materials, sound craftsmanship and creative concepts.
- To enable students to draw upon experiences through knowledge and observation, expressing these in a personal mode.
- To familiarise students with major movements in art history through discussion of art works, artists and alternative approaches.

The course
Introduction to a variety of working methods used by artists that include drawing and painting but with opportunity to develop ideas outside these standard conventions ie – sculpture, digital photography. Students will also be introduced to works of a more ephemeral nature by including art works that focus on the natural environment and installation methods. Students will develop individual works and be required to work within a group structure for other pieces. Some assignment and written requirements will enable students to make effective responses to selected works and styles they will be looking at as part of the coursework. They will be expected to keep a working journal of their ideas in progress.

Assessment
Student work is assessed in accordance with the new VELS guidelines, which involves Creating and Making and Exploring and Responding. These dimensions include: originality and inventiveness of the work; whether the student has shown improvement, ability to solve artistic problems; skill development, control of processes and techniques, art vocabulary, use of design elements and the completion of any written and assignment requirements.

Further information
Opportunity exists for some student work to be included in school or community exhibitions.
THE ARTS: CERAMICS

Victorian Essential Learning Standards
Domains: The Arts
Thinking Processes

The Aims of Ceramics
- To help students develop a frame of reference using a range of ceramic materials and processes to achieve personal solutions which will develop flexibility and originality.
- To develop students' capacity to decide why, when and how to use the skills at their command and effectively apply these skills within the ceramic area.
- To encourage the students to acquire information and abilities that will enable them to realise their intentions and help them develop an appreciation for materials, sound craftsmanship and creative concepts.
- To enable students to draw upon experiences through knowledge and observation and express these in a personal way.
- To familiarise students with the work of past and present ceramicists through discussion of art works, artists and alternative approaches.

The course
An introduction to the basic components of ceramics that delivers a variety of media experiences and production methods. The course addresses the requirements of VELS at level five and further develops the skills and knowledge students bring with them. Opportunity and instruction is provided for the exploration of works using ceramic methods including meanings, forms and styles. Students participate in developing ideas individually and may work within groups that require collaborative behaviour. A range of introductory points are given that enable students to make written, and or other appropriate responses toward their own and other works of art.

Assessment
Student work is assessed in accordance with the new VELS guidelines, which involves Creating and Making and Exploring and Responding. These dimensions include: originality and inventiveness of the work, whether the student has shown improvement, ability to solve artistic problems, skill development, control of processes and techniques, ceramic vocabulary, use of design elements and the completion of any written and assignment requirements.

Further information
A number of opportunities exist for students to be included in school and or community based exhibitions.
THE ARTS: DANCE

Victorian Essential Learning Standards
Domains: The Arts
Interpersonal development

The Aims of Dance
- To assist in the development of self-esteem and respect for others.
- To give students the opportunity to collaboratively and individually generate, develop and express ideas in dance form.
- To build a range of physical and expressive skills, choreographic processes and techniques for developing and presenting dance works, including the use of stagecraft.
- To build a movement vocabulary through learning movement phrases.
- To develop skills in reflecting on their own and others’ performance works and processes with the view to future improvements and development.
- To develop an understanding of the ways in which dance has been important in various cultural and historical contexts.

The course
Students participate in a variety of activities to build their dance skills, with an emphasis on safe dance practice. They become aware of their bodies in space and time and experiment with ways of using the body safely to communicate ideas in dance form. They explore and develop Movement Techniques such as Co-ordination, Rhythm, Strength & Flexibility, Body Alignment and Balance & Control. They work in a variety of Dance Styles, learning movement phrases and eventually choreographing their own works for presentation to an audience, using other members of the class in their dances. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others’ works. They also develop an awareness of the characteristic features of dance works from different times, places and cultures.

Assessment
Students are assessed in two broad areas in accordance with the VELS guidelines. Under Creating and Making, students are assessed on their participation in warm-up sessions and choreographic activities in various dance styles. Their ability to work co-operatively to generate, develop and express ideas in dance form is also assessed. This includes their use of physical and expressive skills, the elements of movement as well as production technologies in dance works. Under Exploring and Responding, they are assessed on their ability to maintain an accurate record of activities, reflections on their own and others’ performances and their understanding of cultural and historical contexts of dance performance and dance styles.
THE ARTS: DRAMA

Victorian Essential Learning Standards
Domains: The Arts
       Interpersonal development

The Aims of Drama
• To give students the opportunity to collaboratively and individually generate, develop and express ideas in dramatic form.
• To develop a range of expressive skills, processes and techniques for developing and presenting drama works.
• To develop skills in reflecting on their own and others’ performance works and processes with the view to future improvements and development.
• To develop understanding of the ways in which drama is made in particular cultural and historical contexts.

The course
Students participate in a variety of activities to develop skills for creating, developing and refining works for presentation to a live audience. They explore ideas through the use of mime, improvisation, role and character development. Some script work is also used. They use technologies, acting and other stagecraft such as sound, props, lighting and costume to develop and present their works. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others’ works. They also complete assignments on different performance styles as well as develop an understanding of the history of theatre in various cultural contexts.

Assessment
Students are assessed in two broad areas in accordance with the new VELS guidelines. Under Creating and Making, students are assessed on their ability to work co-operatively to generate, develop and express ideas in dramatic form. They are also assessed on their use of expressive skills and technologies and stagecraft to enhance performances. Under Exploring and Responding, they are assessed on their ability to maintain an accurate record of activities, reflections on their own and others’ performances and their understanding of cultural and historical contexts of performance.
THE ARTS: MUSIC

Victorian Essential Learning Standard
Domains: The Arts
Information and Communications Technology

The Aims of Music
• To develop students imagination and creativity when making and presenting music.
• To develop students skills in composing music using a variety of techniques and performing in front of an audience.
• To develop students understanding of the music elements when composing their own works and playing and listening to those of others.
• To develop an understanding of the ways in which music is made in other cultures as well as past and present periods.

The course
The curriculum has been designed to develop the skills described in level 5 of the VELS framework and will follow on from work presented in year 7.

• Rehearse, interpret and present music in a range of different styles and forms.
• Work within given musical structures and styles to produce individual and group compositions.
• Developing skills necessary to improvise and compose music using given structures.
• Listening to a wide variety of musical styles from different times and cultures with a focus on jazz and blues music and musicians.
• Understanding the different purposes of music in past and present societies.

Assessment
Students are assessed in accordance with the VELS framework and are expected to:
1. Participate and become involved in all set tasks
2. Develop ideas and compositions
3. Be involved in class and group performances
4. Complete written and practical tasks and assignments.

Further information
The music program offers students the opportunity to participate in the instrumental music program as well as classroom music. Students can choose from a vast range of instruments and they then join one or more of the school bands.
Victorian Essential Learning Standards
Domains: The Arts
Design, Creativity and Technology

The Aims of Visual Communication
• To give students opportunities to explore, design and produce responses to visual and
design problems.
• For students to gain an understanding of design elements and principles.
• To expose students to an evaluative process that enables them to apply a range of materials,
methods and processes to achieve success as they respond to the requirements of design
briefs.
• To apply a framework for responding to and analysing the visual communication of a range
of cultures and contexts.

The course
Students have opportunities to work on
• Developing solutions to design tasks in areas such as fashion, packaging, symbols,
architecture, illustration, technical drawing, cartooning.
• They learn to apply a range of materials, methods and processes to achieve solutions and
desired outcomes. Such as rendering, collage, colour application, technical drawing,
computer graphics, using 3d modelling processing. They also learn to apply traditional
graphic design applications such as mapping, tracing, lettering and layout techniques.
• Use and develop 2D and 3D drawing skills to facilitate communicating solutions.
• To observe and analyse and report on visual communications produced for a purpose and a
specific target audience.

Assessment
Students are assessed on:-
• The process and production of visual communications that respond to specified design
briefs.
• They prepare examples of skill based learning tasks.
• Their use of design elements and principles
• Group based or collaborative responses to projects
• Written and/or presentations of analysis of visual communications
ENGLISH

Victorian Essential Learning Standards
Domains: English Communication

The Aims of English

• To learn to appreciate, enjoy and use language confidently and competently to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.
• To develop an understanding and control of the mechanics of language - spelling, grammar, punctuation and the coherent and effective expression and ordering of ideas.
• To read, view, write, compare, research and discuss a wide range of texts. By understanding and working with texts, students acquire a critical understanding about the ways writers and speakers control language to influence their readers, viewers and listeners.
• To explore meanings of texts and develop critical approaches to the ideas and thinking in texts.
• To introduce students to the characteristics of literature, popular fiction, non-fiction, everyday and multi-media texts and foster an appreciation and enjoyment of reading for pleasure and knowledge.
• To develop the knowledge, skills, and personal qualities that enable students to read, view and listen critically and to think, speak and write clearly and confidently.

The course
The Year 8 English course is based upon study of a range of informative, imaginative and persuasive texts including: novels, short stories, poetry, plays, non-fiction texts, everyday texts, film and multi-media. Students identify and analyse genre, ideas and themes explored in these texts and produce personal and analytical responses. Students produce texts for a variety of purposes including speculating, hypothesising, persuading and reflecting. They write extended narratives with attention to characterisation, consistency of viewpoint and development of a resolution. They construct sustained viewpoints, reports incorporating challenging theme and issues and edit writing for clarity, coherence and consistency of style. Students develop their speaking and listening skills through creative and analytical responses to texts, themes and issues. They identify main issues in a topic and provide supporting detail and evidence for opinions. Students critically evaluate the spoken language of others and present oral texts for specific audiences and purposes. Students develop their listening skills by asking questions and building on the ideas of others. They identify key ideas, take notes and evaluate the performance of others.

Assessment

Text response
Students read a range of set texts and complete oral and written assessment tasks including: short answer comprehension questions, analytical essays and reports, character profiles, research reports, creative responses including poetry and short stories and visual literacy assignments. Students are required to demonstrate knowledge of set texts: an understanding of structure, plot, language and characterisation and develop critical approaches to the ideas and thinking in texts.

Writing Folio
Students are required to plan, compose, edit and publish fiction and non-fiction texts in a range of styles: imaginative, descriptive, analytical and informative. An understanding of appropriate language for particular purposes and different audiences and the conventions of writing styles is required. Competence in and control of the mechanics of language is assessed – spelling, punctuation, grammar, tense, paragraphs and clarity of expression.
Speaking and Listening
Students undertake a range of speaking and listening activities including: impromptu and prepared speeches, debates, role-plays, poetry readings, small group and class discussion. Understanding and knowledge of the appropriate oral language for particular audiences and occasions, the development of active listening and speaking strategies and an understanding of the conventions of different spoken texts including everyday communication, group discussion, formal presentations and speeches, story-telling and negotiating is assessed.

Homework
Students at Year 8 are required to complete one contract sheet per week from the workbook, *English Basics 2* (book listed). In addition, it is expected that students complete unfinished work, work on writing tasks and read regularly. Students are required to use their diaries to record expectations and deadlines for assessment tasks.

Further information
Throughout the year there are many opportunities for students to participate in a range of extracurricular activities including writing competitions, publication projects, excursions, interschool debating, public speaking, reading groups and theatrical performances.
HAPE: HEALTH

Victorian Essential Learning Standards

Domains: Health and Physical Education
         Interpersonal Development

The Aims of Health

• The aim of health education is to provide students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health.
• Learning in health supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. There is a particular focus on developing the capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

The course

• Nutrition
• Body image and self esteem
• Australian and community health issues
• Harm minimisation
• Alcohol
• Sexual health
• Drugs

Assessment

• Up to date work book.
• Topic tests and assignments
• Participation in a positive manner in class
HAPE: PHYSICAL EDUCATION

Victorian Essential Learning Standards
Domains: Health and Physical Education
        Interpersonal Development

The Aims of Physical Education
• To promote lifelong participation in physical activity through the development of motor skills, health related physical fitness and sport education.
• To develop a knowledge and understanding of the rules and procedures used in physical activity so that students can use equipment safely and confidently.
• To develop a student’s capacity to work cooperatively as a part of a team to promote success in both physical and community activities.

The course
Students participate in a range of physical activities so that complex movement and manipulative skills can be performed. Some of the physical activity areas covered are: athletics, gymnastics, netball, hockey, softball, football, soccer, cricket, swimming, speedball and touch football.
Regular participation in moderate to vigorous physical activity is maintained throughout practical lessons so that students can analyse and evaluate their involvement levels. Students combine motor skills, strategic thinking and tactical knowledge to improve team and individual performances.
The course also provides numerous opportunities for students to accept responsibilities as a team member and to support others to share information, explore ideas and work cooperatively to achieve a shared purpose. Students reflect on individual and team outcomes and act to improve their own and the team’s performance.

Assessment
• Up to date work book
• Topic tests and assignments
• Participation in a positive manner in class

Further information
All students are expected to change prior to all sessions, for health and safety reasons. Uniform includes a school PE shirt, black shorts, skirt and/or tracksuit pants and runners or sneakers, not school shoes. During winter a long black sleeve top can be worn under the PE top. The PE uniform is compulsory at Daylesford Secondary College.
Victorian Essential Learning Standards

Domains:  History     Civics and Citizenship
          Geography   Economics

The Aims of Humanities
1. To develop students’ interest in and respect for the humanities
2. To extend students’ knowledge of society, its institutions and its people, as well as the physical and economic characteristics of Australia.
3. To develop skills related to the demands of further education; the acquisition, processing and application of information and skills related to an individual's successful participation in society.

The course
The breadth of Humanities and Civics and Citizenship allows a great range of topics to be studied.

History
The social, political and other features of Medieval England and Europe are studied. This will include a study of the Norman Conquest and the feudal system, daily life, The Black Plague, and the art and purpose of heraldry. In addition, weapons, crimes and the often brutal punishments that they attracted, castles, the role of women, and religion are also studied.

Geography
The causes and destructive impact of bushfires is investigated. Significant bushfires in Australian and local history is also investigated as well as an investigation of how we can protect ourselves from the very dangers that we face in our district. Skills related to mapping and competent use of the ‘Melways’ street directory, as well as games and activities related to the location of major Australian towns and cities. How weather is generated, both locally and globally is studied. The expected effects of climate change on local and global weather patterns is also investigated. Students learn to analyse and read a weather map and become ‘TV weather presenters’ in a class activity.

Economics
The economic dilemmas of a semi fictional Australian town reflecting the effects of economic supply and demand upon society. Consumer decision making and an investigation of career choices are featured in this domain.

Civics and Citizenship
This includes an investigation of Government and the voting system in Australia with students participating in a mock election. The origins and significance of the Australian flag is examined. Students create a flag for a ‘future’ Australia that reflects their perceptions of nationhood. The impact of European settlement in indigenous people and the notion of reconciliation is also covered.

Student initiated projects
Students apply the enquiry method to complete assignments based on topics of their own choice, or topics associated with a particular study.

Assessment
Course work
Assignments
Class participation, including group work and contribution to discussions.
Assessment methods negotiated by the student.

Further information
A variety of extra curricular opportunities including excursions, camps and community engagement through guest speakers and activities are also a feature of this topic.
LOTE: ITALIAN

Victorian Essential Learning Standards
Domains: Languages other than English
       Interpersonal Development

The Aims of Italian
- acquire knowledge, skills and behaviours relevant to the Italian language through listening, speaking, reading, viewing, writing, body language, visual cues and signs
- gain an appreciation of the connections between language and culture
- gain an awareness of the influence of culture on their own life and first language, and
- develop curiosity about and openness to the values, practices and cultural traditions of different societies.

The course
The course focuses on consolidating the students’ capacity to:
- participate in oral interactions to convey and receive information;
- initiate and lead communication and respond to communication initiated by others;
- organise and apply grammatical information and knowledge of words, conduct dictionary research and work independently on defined projects using the language;
- read a wide range of modified texts for meaning and for use as models in their own writing;
- read aloud effectively and apply knowledge of pronunciation, punctuation and tone in particular contexts; and
- create simple original texts for specific audiences and purposes.

Assessment
Students are assessed formally through testing and completion of a variety of language tasks, and informally through teacher observation of classroom performance.

Further information
Homework: it is recommended that students in Year 8 spend one half-hour per week on text book exercises and projects as specified by the teacher as well as revision and preparation for tests. Students are encouraged to increase their exposure to the language through additional listening, reading, writing and speaking Italian.
MATHEMATICS

Victorian Essential Learning Standards
Domains: Mathematics
Thinking processes

The Aims of Mathematics
In keeping with the Victorian Essential Learning Standards for mathematics, the aims for junior mathematics are to:
- gain mathematical skills and knowledge for everyday life;
- acquire the mathematical skills and knowledge needed for further study, employment and interest;
- learn to interpret mathematical ideas;
- recognise the fundamental importance of mathematics in the functioning of our advanced society and the role of mathematics in social and technological change;
- apply technology appropriately and effectively for mathematical activities.

The course
Students in year 8 study a structured course from the VELS dimensions of Number, Space, Measurement, chance and data, Structure, and Working Mathematically. The aim of the course is to build a firm foundation for future studies in mathematics at the middle school level, in preparation for later VCE studies. The work reinforces and extends skills and concepts learned in year 7. Various teaching strategies are used: including skill building exercises; problem solving; investigations; project work (both individually and through group work) and the use of computers and graphical calculators to support and enhance learning where appropriate.

Topics / Areas of study

<table>
<thead>
<tr>
<th>Number</th>
<th>VELS Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Directed number</td>
</tr>
<tr>
<td>2.</td>
<td>Algebra</td>
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<tr>
<td>3.</td>
<td>Geometry</td>
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<tr>
<td>4.</td>
<td>Percentages</td>
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<tr>
<td>5.</td>
<td>Measurement</td>
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<tr>
<td>6.</td>
<td>Equations</td>
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<td>7.</td>
<td>Probability and Statistics</td>
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<tr>
<td>8.</td>
<td>Indices</td>
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<td>9.</td>
<td>Cartesian graphs</td>
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<td>10.</td>
<td>Ratio</td>
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<tr>
<td>11.</td>
<td>Calculators and computing</td>
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<tr>
<td>12.</td>
<td>Projects and problem solving</td>
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<tr>
<td>13.</td>
<td>Weekly homework</td>
</tr>
<tr>
<td></td>
<td>Maths Mate system All dimensions covered</td>
</tr>
</tbody>
</table>

Assessment
There are two assessment tasks per semester (reported on the E to A+ ten point scale):
1. **Topic tests**: investigations and projects (80% tests, 20% projects/problem solving etc)
2. **Homework**: (‘Maths Mate’ weekly homework: including regularity, standard achieved, results of homework tests)
Further information

Year 8 students are expected to:
1. Complete and correct prescribed exercises and class work.
2. Work neatly using the specified, conventional set-out in their maths binder book.
4. Prepare for topic tests by completing revision tasks.
5. Sit for topic tests.
7. Carry out mathematical investigations and complete project reports, individually and in groups.
8. Complete weekly homework sheets honestly and regularly.
9. Attend regularly and catch up with all work missed through absences.
10. Bring required equipment (textbook, workbook, notebook, calculator, well stocked pencil case) to every class. It is not acceptable to rely on borrowed items.
SCIENCE

Victorian Essential Learning Standards
Domains: Science
Information and Communication Technology

The Aims of Science
Science and its applications are part of everyday life. Science education aims to develop students’ abilities to ask questions and find answers about the natural and physical world. It aims to provide students with insights into the way science is applied and how scientists work in the community, and it helps them make informed decisions about scientific issues, careers and further study. In order to achieve this, a science course must be stimulating and allow students to work at their own level.

The course
Together with the year 7 course, this activity based course fulfils the requirements of the Victorian Essential Learning Standards (VELS) at Level 5 for the science domain. In many instances, it allows students to demonstrate achievement between levels 4 to 6 of the science document. Students will further develop laboratory skills. They will carry out experiments of their own design and structured experiments. Experimental findings and ideas will be communicated in a variety of formats, including the “scientific report” and students will be encouraged to make extensive use of computer skills. Students are expected to keep a neat written record of all class activities.

Cells: use of the monocular microscope and preparation of slides; plants and animal cells; the major features of cells.
Chemistry: simple atomic structure; twenty common elements and their symbols; difference between atoms, elements, compounds, molecules; common chemical reactions of acids and bases; word equations for these reactions.
Living together: examples of changes in ecosystems; observing ecosystems; food chains/webs; the effects of various environmental changes on living things in ecosystems.
Heat/Light/Sound: the similarities and differences of these three forms of energy are investigated.
Machines: The relevance of mechanical advantage by the action of gears, pulleys and levers is investigated.

Homework
This course is a practical course. Homework activities must be interesting but also develop relevant scientific skills. Students are expected to complete homework in three areas:
- one assignment per unit that is associated with the topic.
- complete written work not finished in class.
- prepare for written tests as required.

Assessment
At the beginning of each unit, clear expectations, including assessment procedure, are discussed along with explanations of assignments and homework activities. A variety of assessment tasks are used, depending on the concepts to be tested. These include: formal tests, model building, class discussion/debate, assignments, creative writing, the ability to safely and effectively carry out practical work and written reports.

Further information:
The Helix Science Club, SPECTRA Awards, Science Talent Search, BHP Science Awards and other competitions are actively promoted. Students are encouraged to participate and are fully supported if they decide to accept the challenge.
TECHNOLOGY: FOOD AND TECHNOLOGY

Victorian Essential Learning Standards
Domains: Design, Creativity and Technology.
Interpersonal Development

The Aims of Food and Technology
• To continue with and expand on food preparation and cooking skills learnt in year seven.
• To extend the knowledge and use of food preparation tools and equipment in a correct and safe manner.
• To utilise food selection models in menu planning.

The course
• Research:
  o The nutritive value of food.
  o Food selection models designed to assist healthy food choices.
  o Food preparation and cooking processes.
• Test:
  o A range of ingredients, processes and food preparation equipment.
• Design:
  o Menus from a range of food materials.
• Produce:
  o A number of dishes and menus, such as: breakfast foods, morning and afternoon teas, light lunches and snack foods.
  o A range of tools and equipment are used - appropriate and safe use being the major focus.
• Evaluate:
  o Techniques and processes used.
  o Equipment used.
  o Appeal and satisfaction of the product.

Assessment
Is based on:
• Theory Work: research and design work.
• Practical Work: product and product evaluation, safe and correct use of tools and equipment, organization, ability to work as a team and individually.

Further information
• Homework: No regular homework, however, theory work (assignment and evaluation sheets) may need to be completed at home if not completed in class time.
• Cost: there is a levy for this subject to cover the cost of materials. This is paid at the beginning of the school year.
• Students are to bring an apron, container and display book to each practical class.
• Appropriate footwear is to be worn at all times.
TECHNOLOGY: INFORMATION AND COMMUNICATIONS TECHNOLOGY

Victorian Essential Learning Standards
Domains: Information and Communications Technology
Thinking Processes

The Aims of Information and Communications Technology
• To build on the students skills from Year 7
• To develop a wider range of ICT skills

The course
• Students are required to keep track of their learning and to submit work electronically via the college course manager.
• Students are introduced to the college network and File organisation.
• Basic use of the Internet is revised and simple searching.
• The eMail system is used for sending work to and from school and students use it to email staff and other students.
• Students use the Kahootz program and develop more complex, interactive 3D animation sequences.
• Use of Word, Powerpoint and Excel is revised and student present assignments from other subjects using these tools.
• 3D drawing techniques are investigated using Google Sketchup. Students develop a 3D representation of their home.
• Image manipulation and photographic reproduction techniques are used to prepare material for print or web purposes.
• Using a variety of software programs the students use of reasoning and inquiry are practised.

Assessment
All assessment is based on completed projects done as part of the learning process.

Homework
Homework is not expected due to some of the software tools used. However, students with up-to-date home computers can finish class projects at home in some circumstances.
TECHNOLOGY: METALS

Victorian Essential Learning Standards
Domains: Design, Creativity and Technology
Thinking Processes

The Aims of Metals
- Students will gain an understanding of the design and building processes required to complete a number of projects.
- The properties of the materials used will be a key element in the design process.
- The finished projects will be of a standard reflecting the abilities of each student.

The course
Students will complete 4 to 5 projects using steel, brass, sheetmetal and aluminium. The students will keep a record of designs and processes used. The theory relating to basic engineering process and safety required will be covered by note taking, video presentation and practical demonstrations.

Assessment
The students will be assessed on:
1. Design – record of designs and any moderations used.
2. Practical skills with tool, equipment and safety.
3. Evaluate the finished work and record the production stages of their work.
TECHNOLOGY: PLASTICS

Victorian Essential Learning Standards
Domains: Design, Creativity and Technology
Thinking Processes

The Aims of Plastics
- Students will gain an understanding of the design and building processes required to complete a number of projects.
- The properties of the materials used will be a key element in the design process. The finished projects will be of a standard reflecting the abilities of the student.

The course
Students will complete 3 to 6 projects using acrylic sheet, rod and tube. The students will keep a record of designs and processes used. The theory relating to the processes, procedures and workshop safety required will be recovering by note taking, video presentation and practical demonstrations.

Assessment
The students will be assessed on:
1. Design – record of designs and any moderations used.
2. Practical skills with tool, equipment and safety.
3. Evaluate the finished work and record the production stages of their work.
TECHNOLOGY: SYSTEMS

Victorian Essential Learning Standards
Domains:  Design, Creativity and Technology
          Information and Communications Technology

The Aims of Systems
Students are encouraged to develop competency with a range of tools and logical sequences of construction techniques using appropriate materials.

The course
More complex models than those offered to year seven students are produced. Students are required to have input into designing, modifying and evaluation of models. Self reflection of work is encouraged.

Assessment
Investigation 10%
Evaluation 10%
Design 30%
Construction 50%

Further Information
Homework is not set unless class time is not used effectively.
TECHNOLOGY: TEXTILES

Victorian Essential Learning Standards
Domains: Design, Creativity and Technology
Thinking Processes

The Aims of Textiles
- To continue with and expand on textile skills learnt in year seven.
- To encourage an interest in textiles and clothing.
- To further develop an understanding of the use of basic textile equipment in a correct and safe manner.
- To understand the importance of safety in the workshop.

The course
- **Research:**
  - Fabric origins.
  - Uses of textiles.
  - Why we wear clothes.
- **Test:**
  - Fabric properties.
- **Design:**
  - Simple textile article.
- **Produce:**
  - A textile article using simple processes.
  - A simple textile article of their own design/choice involving several processes.
  - Using a variety of equipment in a correct and safe manner.
- **Evaluate:**
  - Techniques and processes used.
  - Equipment used.
  - Appeal and satisfaction of the product.

Assessment
Is based on:
- Theory Work: research and design work.
- Practical Work: product and product evaluation, safe and correct use of tools and equipment, organization.

Further information
- **Homework:** no regular homework, however, theory work (assignment and evaluation) may need to be completed at home if not completed in class time.
- **Cost:** there is a levy for this subject to cover the cost of materials. This is paid at the beginning of the school year.
- Students are to supply their own materials for the article of their own choice.
- Appropriate footwear is to be worn at all times.
TECHNOLOGY: WOODWORK

Victorian Essential Learning Standards
Domains: Design, Creativity & Technology
Thinking Processes

The Aims of Woodwork
• Year 8 woodwork builds on the skills and concepts learnt at Year 7.
• Competence with all hand tools, the elements of basic design, problem solving and constructing products to meet pupils needs.

The course
Students will be offered a range of technical and artistic problems to solve. They will investigate and research aspects relevant to each problem (eg.) different methods of box jointing, uses of different woods etc. Elements of design will be explained (eg.) looking at how things function, and aesthetics of form, textures and finish. Pupils will learn safe and proper use of tools to make products that use a range of processes, materials and components. All work will be evaluated by pupils to encourage reflection on, the relevance of their research, their use of tools and any modifications, their ideas for improvements to models. Social and environmental products will be explored.

Assessment
Investigation 10%
Design 30%
Construction 50%
Evaluation 10%

Further Information
Homework is not expected.