



YEAR 8

FREDERICK IRWIN ANGLICAN SCHOOL

A school of the Anglican Schools Association (Inc.)

COURSE INFORMATION

YEAR 8

TEACHING AND LEARNING

The Year 8 curriculum contains a well-balanced introduction to a wide range of subjects. The curriculum provides an effective foundation for all subjects offered in later years. All subjects offered in Year 8 are set out on page 5. Frederick Irwin has a curriculum which is consistent with the Western Australian Curriculum.

ASSESSMENT AND REPORTING

All subjects use a variety of assessment types - such as examinations and tests, folios of work, individual projects and group activities, oral presentations - with the emphasis varying from subject to subject. For most subjects, there will be either examinations or major tests at the end of Terms 2 and 4.

The information gathered by assessment will be formally communicated to parents on three occasions during the year: an interim report at the end of Term 1, and more detailed reports at the end of Terms 2 and 4. There will be a Parent Afternoon/Evening early in Term 2, at which time parents will have the opportunity to discuss their child's progress with subject teachers.

HOMEWORK

The School supports the view that homework is an integral part of a student's education. Through regular homework, a student is able to develop the kind of study habits and skills that are essential for intellectual growth and academic achievement. Homework should be regarded as:

1. on-going study and review of each day's lessons
2. work set by teachers to be done overnight or by a set date, and
3. reading

To be successful, assignments need careful planning and regular work. Students will receive advice at school about how to plan and organise their studies.

SUBJECT OVERVIEW

All Year 8 students study a common course, which is made up of two major components:

1) Subjects studied for the whole year:

English	6 periods of 40 minutes per week
Humanities	6 periods of 40 minutes per week
Mathematics	6 periods of 40 minutes per week
Science	6 periods of 40 minutes per week
Physical Education	2 periods of 40 minutes per week
Health Education	1 period of 40 minutes per week
Christian Studies	1 period of 40 minutes per week

2) Subjects studied for one semester:

Students will have the opportunity to study each of the subjects below for three periods of 40 minutes per week for one semester.

In the first half of the year students will study one subject from each of the groups. In the second half of the year students will study the other subject in the group.

This gives all Year 8 students the opportunity to 'have a go' at a range of subjects. Before going into Year 9 students have the opportunity to request four subjects to continue studying over the next year.

Group A Art or Design & Technology

Group B Food & Nutrition or Creating with Textiles

Group C Music General/Music Extension (Music Extension for Semester 2) or Digital Technologies

Group D Drama or Japanese

1) SUBJECTS STUDIED FOR THE WHOLE YEAR

ENGLISH (6 periods per week)

In English students learn about the English language and how to use it effectively. Through a study of texts and contexts students learn to think critically. In Year 8 English all students study a common programme, which incorporates the four main areas of Speaking and Listening, Reading, Viewing and Writing. The Western Australian Curriculum strands of Literature, Language and Literacy are embedded within the English programme.

A compulsory part of the Year 8 oral communications skills programme is the Oracy Assessment. All Year 8 students will be involved in preparing a fifteen minute oral presentation consisting of:

- a prepared talk of three to four minutes on a topic of personal interest
- a memorized piece of two to three minutes
- an oral reading from a novel or short story for two to three minutes
- audience interaction section

Assessors from the Oracy Australia Association Inc. will assess the students. Each student will receive a report on their performance as well as a certificate indicating a pass at distinction, credit, highly satisfactory or satisfactory level. The preparation for the English Speaking assessments will be incorporated into the Year 8 programme's course work and assessment structure.

Student Journals

Students will use an A4 exercise book as a general workbook for coursework, creative writing, reviews, journal writing and reflective writing.

Homework

Students should do approximately 1½ hours English homework per week. Homework may include formal assessments or non-formal assessment work to be completed in the Journal.

Assessments

All common assessment tasks are kept in a student file. Both student journals and common assessment tasks are given a weighting and mark that contributes towards the semester grade of A, B, C or D.

Semester Examinations

These will be held at the end of each semester and will assess skills outcomes that have been covered over that semester. Students will be made aware early in the semester of what will be assessed in the examination.

MATHEMATICS (6 periods per week)

All Years 8 students study the new Australian Curriculum. There are three content strands in the Australian Mathematics curriculum, which are as follows:

1. Number and algebra: In this content strand the concentration will be on number and algebra. Recent research has emphasised the connections between these. An algebraic perspective can enrich the teaching of number and the integration of number and algebra, especially representations of relationships.
2. Measurement and geometry: While there are some aspects of geometry that have limited connection to measurement, and vice versa, there are also topics in both for which there is substantial overlap, including newer topics such as networks.
3. Statistics and probability: Although students are familiar with the terms data and chance, statistics and probability more adequately describe the nature of the learning goals and types of student activity. For example, it is not enough to construct or summarise data — it is important to represent, interpret and analyse it. Likewise, probability communicates that this study is more than the chance that something will happen.

In Year 8 there are 2 levels of Mathematics. Students are placed in the difference levels depending on their ICAS, NAPLAN and school results. The depth of the course is determined by the mathematical ability of the student. If a student demonstrates they are not working at the correct level then an adjustment will be made as soon as it is possible.

Students will be required to complete formal assessments which will include tests, investigations and examinations and which address the content areas listed above. Grades will be awarded for each semester based on these tasks.

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SCIENCE (6 periods per week)

Science and the application of Science through technology is part of our daily human experience and has relevance for everyone. Knowledge of Science enables people to value the systems and processes that sustain life on our planet, and to take a responsible role in using Science, technology and their applications in our daily lives.

The study of Science empowers students and encourages them to have as their focus the need to be inquisitive, to be questioning, reflective and most of all to be critical thinkers. Studying Science equips students with the skills and processes of Science, emphasizing the importance of evidence in forming valid conclusions.

The Year 8 Science course has been specifically designed to train the student as a scientific thinker and to learn factual information required for their future success in this subject. Consequently some emphasis is on gathering information by various scientific processes such as experimentation, investigation, research, analysing and explaining observations and other emphasis is on learning science terminology and principles.

Course Outline

Students will cover five main strands of learning. These are:

Semester 1
Science Skills
Cells
Matter

Semester 2
Systems
Earth Science
Energy

The Topic Approach

Various concepts from the different Science areas are integrated to present discrete units of work organized as topics. The content of a topic can vary from being as specific as "Cells" to the much broader topic of "Systems".

A program based on a topic approach provides a degree of flexibility in the sequence of delivery and also provides an opportunity to focus on the specific areas of Science. The content of the course will be studied in class but it will be necessary for the student to complete various activities at home whether they are questions from the text or projects chosen by the teacher. In order to encourage organization and time management skills, student progress will be monitored and parents should assist in this process.

Assessment

A student's semester grade is determined from chapter tests and examinations (90%) and from assignments and homework that are issued by individual class teachers (10%). The total mark for each semester is then converted to a percentage and used to assign final grades.

HUMANITIES AND SOCIAL SCIENCES (6 periods per week)

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History. By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subject provides students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

The aim of our department is to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world

- events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

Course Outline

Each topic covered will be 5 weeks in length and students will have a specialist teacher for the unit.

History

- Medieval World
- Black Death

Civics and Citizenship

- Democracy

Economics and Business

- The Marketplace

Geography

- Landforms and Landscapes
- Changing Nations

Assessment

Students will complete a variety of assessments which include short and extended responses, practical tasks and examinations. They will assess the students skills and knowledge of the content areas of the course. Grades will be award for each discipline based on their assessment results.

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CHRISTIAN STUDIES (1 period per week)

In Year 8 Christian Studies students learn about the basic beliefs of Christianity and learn to navigate the Bible through a study of the Sermon on the Mount. Students will be able to say who Jesus is, why he died and what that means to people of the Christian faith. That is, how we put faith into action.

Reflections and House Eucharist

These services are held in the Rush Chapel. Each House Group will conduct at least one Reflection each year. House Groups will also have the opportunity to organise and run a Eucharist.

First Communion

Students will learn about the Communion Service, or the Eucharist as it is often called, and what it means. As a worshipping community the School offers each baptised child the opportunity to take communion. Students can also be baptized, be received for first communion and/or confirmed.

Assessment / Homework

The subject is assessed by assignment work, participation in class activities and discussions. Students are given time to complete most work in class but may need to finish assignments at home for homework. A grade will be awarded each semester based on these assessments.

HEALTH AND PHYSICAL EDUCATION

(3 periods of Health and Physical Education per week essentially two practical and 1 theory per week)

Health and Physical Education teaches students how to enhance their own and others health and wellbeing. Students develop knowledge, understandings and skills to strengthen their sense of self and to build and maintain satisfying relationships. It also helps them to be resilient, make decisions and help take actions to promote their health and physical activity participation.

The Australian Curriculum organises content in two interrelated strands Personal, social and community health and Movement and physical activity. The two strands provide a balance between health and movement-related knowledge, understands and skills.

Personal social and community health includes the following contexts

- Physical Fitness
- Stress
- Relationships
- Adolescence
- Nutrition

Movement and physical activity includes physical skill development in the following contexts:

- Gross motor skills, (open water swimming and survival skills)
- Throwing and Catching skills (netball/basketball/volleyball)
- Gross motor skills, (athletics skills, track and field)
- Kicking skills (soccer/Australian Rules/speedball)
- Striking skills (cricket/baseball/softball/tennis/hockey)

Assessment

Assessment is based on the demonstration of specific achievement standards for Health and Physical Education.

Attitudes and Values

Through Attitudes and Values students indicate how they value participation in physical activity and healthy, active lifestyles and is reflected through the indication of an effort rating on reports.



1) SUBJECTS STUDIED FOR 3 PERIODS PER WEEK FOR ONE SEMESTER

Group A ART

Materials and equipment to be provided by the student:

- A3 sketchbook
- 2B pencil, 4B pencil, 6B pencil
- Artline 0.4 and 0.6 fine liner
- Artline permanent marker

Projects

1. Mixed media drawings - developing and understanding of the elements and principles of design
2. Pottery – design and create a clay sculpture
3. Lino print – a study is drawn and then developed into a hand coloured lino print

Assessment of projects

Each project will be graded according to the Arts Learning Area outcomes:

- Arts ideas
- Arts skills and processes
- Arts responses
- Arts in society

At the end of the semester an average grade for each of these learning area outcomes will be determined and from these a final grade will then be determined.

Group A DESIGN AND TECHNOLOGY

Materials and equipment to be provided by the student:

- A4 display file and paper
- Pencil

Materials and equipment to be provided by the School:

- Aprons will be provided and must be worn at all times whilst in the workshop.
- Eye and hearing protection will also be provided. Students will be instructed in the use of the protective equipment and when and where it is necessary to wear it.

Tasks

1. The designing and making of a decorative key tag from metal, timber or plastic.
2. The designing and making of a simple toy.
3. The solving of practical design problems.
4. Lathe machining.

Assessment of tasks

A grade of A, B, C, D or E will be given at the completion of each task. Assessment is based on teacher evaluation. An effort rating will also be given for each assessment task.

Assignments

These will be based on the design process as well as the hand and electrical tools used by the students during the semester and will be given at appropriate times during the semester.



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Group B

FOOD AND NUTRITION

Material and equipment to be provided by the student:

- Scrap book
- Container for food
- Plastic sleeve for recipe sheets

Topics

- Practical procedures – measuring, oven management, safety and hygiene
- Healthy Food Guide
- Healthy snacks
- Fruit, milk, eggs, meat, meatless meals
- Breakfast
- Lunch
- Desserts
- Organizing a function
- Being a good host / hostess
- Morning tea preparation

Assignments / Assessment:

- Task 1 The Healthy Food Guide
- Task 2 Variety of Practical Lessons
- Task 3 Breakfasts
- Task 4 Bookwork

Group B

CREATING WITH TEXTILES

Materials and equipment to be provided by the student:

- Scrap book
- Pins
- Hand sewing needles

Topics

- Operating a sewing machine
- Different types of fibres
- Designing and making, a drawstring bag, a fantasy creature, a pencil case and a fabulous footy cushion
- Decorative stitches and appliqué

Assignments / Assessments

- Task 1 Machining operator's license
- Task 2 Bookwork
- Task 3 Sewing bag
- Task 4 Fantasy creature
- Task 5 Pencil case

Group C

DIGITAL TECHNOLOGIES

Materials required:

All consumables are supplied from the Digital Technologies Department and a small levy is included in the fees to cover these materials.

Course content

During the semester the students are given the opportunity to try numerous computer applications. The duration of each task is approximately three weeks and includes tests that form part of a cumulative mark for the end of the semester.

Many Applications are covered and include:

- Weebly web design – creation of web pages using online web creator
- A media production – design of a logo (illustrator) and film editing (premiere pro)
- 2D Graphics work – pixel and vector based graphic work.
- Computational thinking – ROBOMIND and scratch programming projects
- Animation creation – creation of an animation sequence.

Applications are kept as generic as possible so the skills learned can be used across all computer systems. Homework is kept to a minimum, and when it is required, does not need the use of a computer. All tasks covered in Year 8 are developmental tasks for work set in Year 9.

Group C

MUSIC GENERAL OR MUSIC EXTENSION

Year 8 students enrolled in the Instrumental/Vocal/Ensemble programme study an extension music course for one semester. All other Year 8 students study a general music course for one semester.

MUSIC GENERAL

Topics covered:

- Listening and simple analysis
- Musical instruments
- Rock music history
- Music Technology
- Keyboard skills
- Guitar skills

Project

All students will complete a Garage band composition project, utilising the in-built loops and creating their own. Their task will be to compose music for a particular purpose.

Cover Version Performance

Students investigate the elements of cover versions and then work in small groups to present their own version of a chosen song. The performance will require students to apply their guitar, keyboard and music technology skills.

Guitar Playing

Students are given the opportunity to learn the guitar in a class setting. The techniques covered include simple chords, with appropriate sequences, strumming styles, and the first steps to advanced techniques such as barre and power chords. Guitars are provided.

Keyboard Skills

All students are given the opportunity to learn to play the keyboard in a class setting. Students develop music notation skills and chordal understanding through their studies in the keyboard laboratory.

Assessment

There is no examination for this subject, although the guitar work and keyboard work is assessed by individual demonstration of skill attained. A grade is given by combining the assessment for:

- In-class bookwork and behaviour
- Projects and presentations
- Practical guitar and keyboard skills

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MUSIC EXTENSION

Topics covered:

- Listening and simple analysis
- Musical instruments
- Music technology
- Keyboard skills
- Aural training

Project

All students will complete a 12 Bar Blues Garage band composition project, utilising the in-built loops and creating their own musical work.

Performance

Students will perform to the class on their chosen instrument

Keyboard Skills

All students are given the opportunity to learn to play the keyboard in a class setting. Students develop music notation skills and chordal understanding through their studies in the keyboard laboratory.

Assessment

There is an examination held at the end of the semester. A grade is given by combining the assessment for:

- In-class bookwork and behaviour
- Projects and presentations
- Small tests and the Semester examination

Group D

JAPANESE

Year 8 Japanese is a theme-based, learner-centered course.

Themes

Students use the "Mirai Stage 1" course book and activity book to cover the following themes:

- Introductions, greetings and personal information
- Numbers and counting
- Nationality
- School grades, timetables, subjects, describing subjects and teachers, classroom objects

Students will learn to read and write in Japanese.

Assessments

At regular intervals students will have quizzes and topic tests based on the four skill areas of:

- Reading and Responding
- Writing
- Oral
- Aural

Written examinations will be held at the end of each semester.

Homework

Students are expected to do 10 minutes homework four times a week to review grammar, vocabulary and to practice writing Japanese.

Japanese Week

One week of a term is devoted to cultural activities and learning with a focus on Year 8 involvement. Students are involved in activities such as sushi making and origami.

Group D

DRAMA

All Year 8 students will undertake a course of study in Drama for one Semester. The focus for the course is on introducing students to Drama. Students may or may not have been given the opportunity to study it, so we begin with the fundamentals of improvisation.

This will involve the following:

- A basic study of voice production and the importance of using voice correctly in performance
- An introduction to the foundations of movement including gesture, posture, facial expression and body language
- Learning the importance of the communication process
- Learning the three basic questions associated with effective and successful improvisation
- Exploration of some design and production aspects of performance (including sound and lighting, costuming, use of props etc)

Learning the aspects mentioned above will culminate in the development of a small group devised production for assessment. Other assessment will be informal and made through observation of both individual and group processes.

Students should finish the course with a sound understanding of the basic process associated with small group productions. In addition to this, they will also have had the opportunity to:

- learn about themselves and their peers
- develop their own self confidence
- build on their self esteem
- realise the importance of group work and gain a clearer understanding of how groups work most effectively
- develop an awareness and sensitivity of others.



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