

# St John Bosco College

## Engadine



## **Year 7/8 Subject Handbook**

2017-2018



## A MESSAGE FROM THE PRINCIPAL

Dear students,

Moving up to secondary school is a major step in the life of any young person, leaving behind the familiar and comfortable setting of primary school into the new and different educational setting of a secondary school like St John Bosco College. We welcome you into our school community and hope that the next few years continue to provide you with challenging learning opportunities.

In your experience here you will continue to study some subjects that are familiar to you, but will also be challenged by subjects that are new, and you will certainly have a range of different teachers to teach and guide you through the years ahead. Hopefully you will settle quickly into this new routine and really enjoy the wide range of opportunities that are part of learning and studying at St John Bosco College.

This subject handbook outlines the various subjects that you will be studying in Stage 4 (Years 7 & 8) and the requirements that need to be met in order to experience success in these years as well as prepare you both for Stage 5 (Years 9 & 10) and then for Stage 6 (HSC in Years 11 & 12).

At St John Bosco College we value education, in all its forms, and expect students to strive for excellence in all aspects. To achieve the best academic outcomes a commitment to study, to completion of all work tasks, to learning and to following the guidelines and regulations set by the Board of Studies and by the school is essential.

Commitment to the life of the College and being fully involved in all aspects of College life is part of a good and fulfilling educational experience and so a commitment to an active participation in the religious, social, cultural and sporting aspects are also significant aspects of these your time at the College.

I wish you well in these first two years at secondary school where you set the foundation for the years ahead, and promise the support of the College in bringing your educational dreams and aspirations to fruition.

God bless,

Mr Damien Carlton  
PRINCIPAL



# CONTENTS

<b>INTRODUCTION</b>	6
<b>HOMEWORK POLICY</b>	7
<b>ASSESSMENT PRACTICES AND PROCEDURES</b>	8
<b>ASSESSMENT GUIDELINES</b>	9
<b>KEY LEARNING AREAS</b>	
<b>RELIGIOUS EDUCATION</b>	12
<b>ENGLISH</b>	15
<b>MATHEMATICS</b>	17
<b>SCIENCE</b>	20
<b>HUMAN SOCIETY &amp; ITS ENVIRONMENT</b>	22
- HISTORY AND GEOGRAPHY	
<b>LANGUAGE OTHER THAN ENGLISH</b>	25
- YEAR 8 ITALIAN	
<b>TECHNOLOGICAL &amp; APPLIED STUDIES</b>	28
- MANDATORY TECHNOLOGY	
<b>CREATIVE ARTS</b>	30
- VISUAL ART	
- MUSIC	
<b>PD / HEALTH AND PE</b>	32

# INTRODUCTION

This booklet has been produced for the benefit of both parents and students. It provides an outline of all courses studied by Year 7 and Year 8 students, and indicates procedures and methods of assessment.

Also included is a general policy for Homework which provides guidelines that should be followed by all students.

## **STRUCTURE OF THE CURRICULUM:**

The Secondary School Curriculum is divided into 8 KEY LEARNING AREAS (KLA's). These Key Learning Areas are:

**English**

**Mathematics**

**Science**

**Human Society and Its Environment**

**Languages Other Than English**

**Technological and Applied Studies**

**Creative Arts**

**Personal Development, Health and Physical Education**

**\*Within a Catholic School, Religious Education is considered also to be a Key Learning Area.**

Year 7 and Year 8 students study the following Subjects within these Key Learning Areas:

## **Year 7**

*Religious Education*

*English*

*Mathematics*

*Science*

*History and Geography*

*Mandatory Technology*

*Visual Arts*

*Music*

*PD, Health and PE*

## **Year 8**

*Religious Education*

*English*

*Mathematics*

*Science*

*History and Geography*

*Mandatory Technology*

*Visual Arts*

*Music*

*PD, Health and PE*

*Italian*

## Homework Policy

The purpose of homework, like school, is learning. Homework is important for students of all ages, as it helps them build on what they have already learnt in the classroom and prepares them for the next stage in their learning.

Homework is also valuable for teachers, as it helps them assess the progress of their students.

Research carried out in Australia and overseas shows a clear link between the time spent by students on out-of-class study and student achievement.

Homework helps to bridge the gap between home and school, providing a partnership between home and school.

### ***Parents can help by:***

- ensuring the completion of, and supporting students in undertaking homework
- providing, if possible, a dedicated place and desk for homework and study
- assisting teachers to monitor homework by signing the diary weekly
- communicating with teachers about any concerns with homework or their child's approach to homework.

***As a guide*** St. John Bosco College recommends the following suggestions for home study.

Year 7	1 hour per night
Year 8	1 and a half hours per night
Year 9	2 hours per night
Year 10	2 and a half hours per night
Year 11, 12	3 hours per night

Homework activities may vary according to the needs of the various subject areas being studied. While most homework will consist of completing work begun in class and preparing for future lessons, students may also be given work to consolidate what they have learnt and to help them progress to the next stage of their learning.

***DIARIES*** should be used by all students for the purpose of recording their Homework for each day, and Assessments due. Parents may use the diary to communicate with the class teacher, particularly if there are any concerns, or difficulties being experienced by the student.

# Assessment Practices and Procedures

## Introduction

St John Bosco College regards assessment as an important and integral aspect of the teaching and learning process. Effective assessment processes assist students to develop awareness of their own knowledge and skills. Appropriate assessment practices and procedures are essential to ensure justice and equity in the assessment process.

It is hoped that the following makes clear the College's Practices and Procedures pertaining to assessment:

## Rules, Practices and Procedures

1. Each student is expected to abide by the reasonable expectations set out by each subject teacher.
2. Each student will be expected to complete each assessment task and assignment as set out by each subject and within this handbook, along with other tasks that the teacher presents to students along the way. Note that this expectation will be maintained even after the assessment has been marked and grades/marks awarded. That is even if a student does not present a piece of assessment on the due date without a valid reason, it is expected that the student will complete the task in all cases. This may involve students doing so as part of a ***Tuesday afternoon Detention or via another means as indicated by the class teacher.***
3. **Assessment Tasks are to be submitted at the start of the subject on the day they are due.** If students do not have that subject on the due date then it must be submitted no later than 3.20pm that day (note for practical works/projects as required by some subjects such as Visual Arts are to be submitted by 8.50am the morning of the due date).
4. **Penalty for late submission of work** (without a valid reason, such as a medical reasons or those involving misadventure) involves the student being ***penalised 20% for the first day late, 40% if two days late and a score of zero after the second day (noting that weekends count as 2 days).*** Generally in these circumstances the parent/carer will be informed as a student can put themselves at risk of moving toward a "N" Determination.

## Illness and Misadventure

For medical reasons a **note from the parent** is required to be presented to the class teacher at the earliest possible opportunity along with the assessment task. For Misadventure such as a car breakdown etc. the onus is on the student to prove their case, usually via a parental note. If a student knows that they are going to be away on the day an assessment task is due because of illness then a good practice is to have a responsible person deliver it to the school/teacher in the morning of the due date. In this situation a parental note will then not be required if handed in on the due date.

1. **Failure to sit for an examination** without a valid reason will also lead to the awarding of a **zero mark**. Where a student was absent from an examination due to illness they will have to produce a letter from their parent/carer. For misadventure students will have to produce a letter from their parent/carer proving their case. A date may then be organised for the student to then complete the examination which will in some cases involve an alternate test.
2. **Students are encouraged to ensure that the class teacher signs off that they have received their assessment task on the due date** (this will involve the use of the diary).
3. All students place their academic progress in danger when they do not respond appropriately to the above expectations.

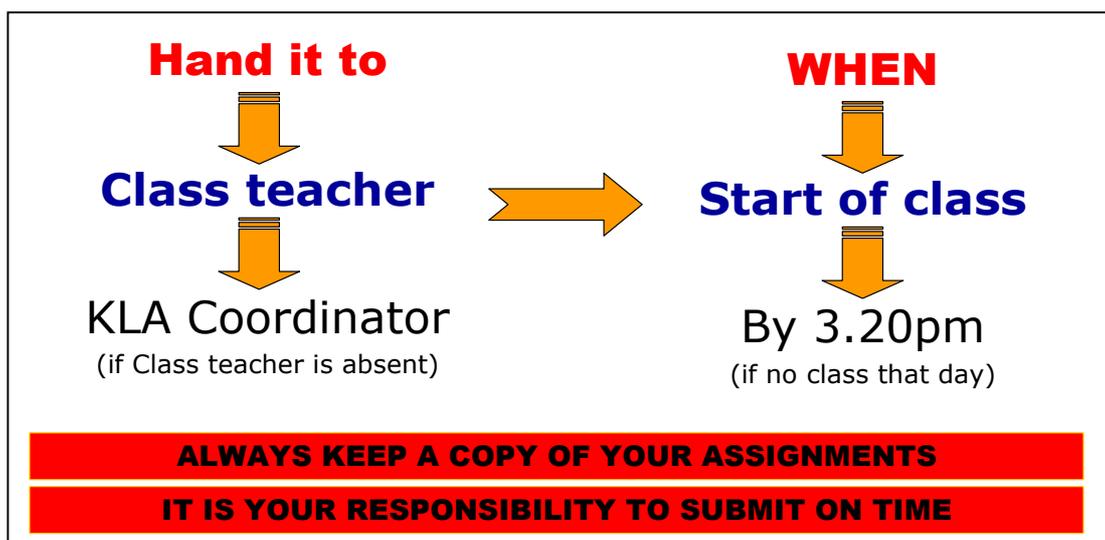
It is incumbent on the parent/carer and the student to inform the College at the earliest possible time of any factors, which may affect a student's performance.

# Assessment Guidelines

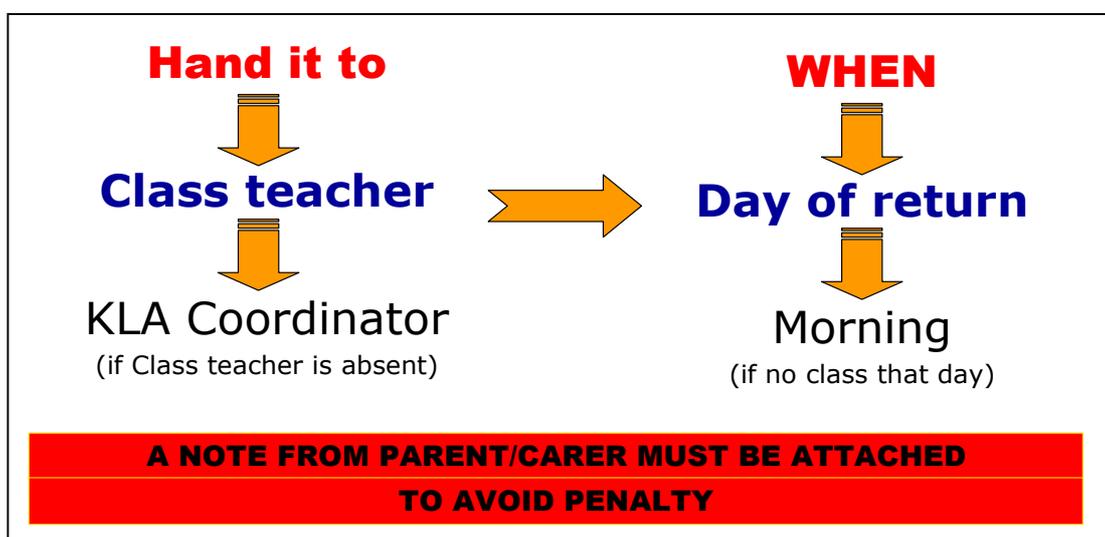
## Rationale

St John Bosco College regards assessment as an important and integral aspect of the teaching and learning process. Effective assessment processes assist students to develop awareness of their own knowledge and skills. Appropriate assessment practices and procedures are essential to ensure justice and equity in the assessment process.

## How do I submit a task on the due date?



## What do I do if I am away on the due date of a task?



What are the penalties for submitting or sitting a task late without a note from a parent/carer?

**1 day late = 20% deduction**  
**2 days late = 40% deduction**  
**3 days late = zero**  
**(deductions are from the total mark)**

What happens if I haven't submitted or sat a task 3 days after the due date?

**A mark of zero**  
**+**  
**Still have to submit or sit the task**  
**+**  
**Detention**  
**(should be used to complete the task)**

**Remember:**

- Submit on due date to your class teacher in that subject period.
- If you haven't got that subject that day, submit to class teacher by 3.20pm.
- If teacher is absent that day see the KLA Coordinator.
- If you were absent the due date of a task, you **MUST** have a note from your parent/carer attached to the task explaining your illness or misadventure.
- You **MUST** submit or sit the task on the very first day you return or the note will be irrelevant.
- Always keep a copy of your assignments on paper and computer.
- Computer or printer problems are **NOT** an excuse for failure to submit.

**Always get your diary signed by the teacher  
when you hand in tasks.**

# Yr 7-10 Assessment Procedures Guide

Year Group	Problem and Penalty	Documentation to avoid penalty
7-9	Late completion of a task/exam <i>One day late (-20%) Two days late (-40%) (of total mark)</i>	Parental note
	Non completion of a task/exam <i>More than two days past due date</i> OR Academic Misconduct = ZERO MARK	
10	Late completion of a task/exam <i>One day late (-20%) Two days late (-40%) (of total mark)</i>	Stage 4/5 Illness/Misadventure Form – Medical Certification
	Late completion of task <i>More than two days late</i> = ZERO MARK	
	Non completion of a task/exam <i>More than two days past due date</i> OR Academic Misconduct = ZERO MARK	
7-10	Application for misadventure	Stage 4/5 Illness/Misadventure Form
	Application for illness	Stage 4/5 Illness/Misadventure Form – Medical Certification (Yr 10 only)
	Application for School Representation or school based activity	College Form for Junior Assessment Tasks

## ABSENCE DURING EXAM PERIODS

Students and parents should note that attendance during exam periods as indicated on the College calendar is compulsory. Any absence other than illness or misadventure must be applied for in writing to the College Principal at least one month in advance of the exam period. FAILURE TO DO THIS WILL RESULT IN A ZERO MARK.

## REQUEST FOR LEAVE

**Leave should not be taken during exam or assessment periods.** However, if circumstances require leave parents and students must fill in the designated Government leave forms at least a month BEFORE the leave dates. These forms can be obtained through the office or on the College website.

By law these forms MUST be submitted to the Principal for approval. Any student who does not have approval for leave and misses an assessment task (including an exam) will receive a zero for the task.

A family holiday, an overseas trip and the like, are not considered to be valid reasons to miss an assessment task. Students and their families are encouraged not to consider any length of absence from school, as this may result in failure to satisfactorily complete a course. In this instance, the student will receive a **zero result** for missed assessment tasks.

# RELIGIOUS EDUCATION

St John Bosco College follows the Sydney Archdiocesan Religious Education Curriculum (revised 2014). This Curriculum is categorised within five Strands, common through Years 7-12.

- Strand A: SCRIPTURE AND JESUS
- Strand B: CHURCH AND COMMUNITY
- Strand C: GOD, RELIGION AND LIFE
- Strand D: PRAYER, LITURGY AND SACRAMENTS
- Strand E: MORALITY AND JUSTICE

In addition, the Salesian Charism of the College is embedded across the curriculum together with the educational and religious philosophy of St John Bosco. The Salesian method is based on REASON, RELIGION and KINDNESS.

## YEAR 7 COURSE OUTLINE

The Year 7 course consists of 5 modules, each module being allocated 8 weeks. In Year 7 the students start the year with a camp to give an the opportunity to interact socially and develop quality relationships with their peers in a Christian environment. The camp also involves prayer and liturgical experience.

### MODULES PRESENTED FOR STUDY IN YEAR 7 (STAGE 4)

A7-4	Sacred Scripture
B7-4	What it means to be Catholic
C7-4	Stewardship, a way of life
D7-4	Ways of Praying
E7-4	Affirming Human Dignity

These modules are written, taught and assessed according to the Outcomes for each module.

### THE OUTCOMES for each MODULE are as follows:

#### **Sacred Scripture**

A student:

- interacts with and appreciates the importance and role of Sacred Scripture in the Catholic tradition.
- investigates and explains the message and purpose of selected stories within the Bible.
- locates and interacts with stories and passages in the Old and New Testaments.

#### **What it means to be Catholic**

A student:

- appreciates the place of the Catholic school community in the wider church.
- recognises some of the distinguishing characteristics of a Catholic school, the local church community and the universal Church.
- investigates the history and traditions and the contemporary expression of Catholicism within a school community.

**Stewardship, a way of Life**

A student:

- appreciates God’s creative presence in the world.
- examines key Scriptural texts which inform understanding of God as Creator.
- applies Catholic teachings on God as creator of people and the environment to everyday living.

**Ways of Praying**

A student:

- appreciates the importance of personal, communal and liturgical prayer in Catholic life.
- understands the nature and purpose of common forms of personal, communal and liturgical prayer in the Catholic Church.
- make use of appropriate forms of prayer for various needs within the school and Church community.

**Afirming Human Dignity**

A student:

- understands the nature of the human person and our social and moral obligations.
- applies a Christian moral decision making process to everyday living.
- appreciates the rich tradition of Catholic Social teaching and the importance of an informed conscience for Christian living.

**ASSESSMENT**

Students will satisfy the outcomes of the course through:

- Assessment Tasks
- Semester Examinations
- Classwork and homework

At the start of each year students and parents are provided with a list of assessment tasks and their weightings.

**YEAR 8**

**MODULES PRESENTED FOR STUDY IN YEAR 8 (STAGE 4)**

A8-4	The Teachings of Jesus
B8-4	Disciples, Martyrs and Witnesses to the Faith
C8-4	Striving for Goodness
D8-4	Sacraments of Initiation
E8-4	Alive in Christ

These modules are written, taught and assessed according to the Outcomes for each module.

**THE OUTCOMES for each MODULE are as follows:**

**The Teachings of Jesus**

A student:

- recognises the relevance and importance of Jesus' teachings.
- Explains Jesus' principal teachings.
- Draws meaning from the action and parables of Jesus and applies this to everyday living and Christian discipleship.

**Disciples, Martyrs and Witnesses to the Faith**

A student:

- realises the connection between the qualities of the early church and the relevance for believers today.
- examines the lived experience of the early Christian communities and its significant events and people.
- analyses the importance of significant events and people in the life of the early Church.

**Striving for Goodness**

A student:

- appreciates that God is the source of all goodness
- recognise the challenges that exist between Church teachings and societies perceptions of good and evil
- investigates the Christian understanding that good triumphs over evil

**Sacraments of Initiation**

A student:

- recognises that the Sacraments enrich and guide Christian living.
- explains the nature of the Sacraments.
- describes the rituals, signs and symbols associated with the Sacraments of Initiation.

**Alive in Christ**

A student:

- explains how Jesus' teaching calls us to be disciples and witnesses in both word and action.
- investigates the Scriptures to determine how the ministry and actions of Jesus impacts upon how to live a life alive in Christ.
- acknowledges the baptismal call of discipleship to follow Jesus' way of life in thoughts, words and actions.

**ASSESSMENT**

Students will satisfy the outcomes of the course through:

- Assessment Tasks
- Semester Examinations
- Classwork and homework

At the start of each year students and parents are provided with a list of assessment tasks and their weightings.

# ENGLISH

## AIMS

The aim of English at St. John Bosco College is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

## CONTENT

Students will read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

- fiction
- poetry
- film
- nonfiction
- drama

Students will study texts that give them the experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

## Areas for Assessment:

Students will be assessed in the following modes:

- reading
- writing
- speaking
- viewing and listening
- representing

**Assessment Strategies:**

Assessment is an integral part of teaching and learning. Assessment in its various forms – for, as and of learning – will be closely aligned to the outcomes within the stage.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

Formal and informal assessment strategies will include:

- collaborative activities
- peer assessment
- self-assessment
- teacher observations.

# MATHEMATICS

Mathematics is a search for patterns and relationships. This search, utilising acquired knowledge and skills, leads to the development of concepts and generalisations which can be applied in finding solutions to problems, improving our understanding of the world around us and meeting the specific needs of people.

**MATHEMATICS IS ESSENTIAL FOR LIVING.** Some aspects of Mathematics are required by individuals in order to function adequately as members of society. These aspects include strategies, skills and techniques involved in number facts, computation, mathematical problem solving and reasoning. Mathematics is a part of our culture and a part of our leisure.

As a result of learning Mathematics, all students should:

- realise that mathematics is relevant to them personally and to their community
- gain pleasure from mathematics and appreciate its fascination and power
- realise that mathematics is an activity requiring the observation, representation and application of patterns
- acquire the mathematical knowledge, ways of thinking and confidence to use mathematics to: conduct everyday affairs such as monetary exchanges, planning and organising events, and measuring; to make individual and collaborative decisions at the personal, civic and vocational levels; and to engage in the mathematical study needed for further education and employment
- develop skills in presenting and interpreting mathematical arguments
- possess sufficient command of mathematical expressions, representations and technology to: interpret information in which mathematics is used; continue to learn mathematics independently and collaboratively; and to communicate mathematically to a range of audiences
- appreciate that mathematics is a dynamic field which is closely connected to social and technological change

The content for Mathematics (7-10) is structured in three strands. These strands are:

Number and Algebra  
Measurement and Geometry  
Statistics and Probability

Incorporated in all these strands is the objective of Working Mathematically, where students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

## YEAR 7 MATHEMATICS

Students in Year 7 will study such topics as:

### Number and Algebra

- Operations with Whole Number
- Fractions, Decimals and Percentages
- Computation with Integers
- Patterns and Algebra

### Measurement and Geometry

- Volume and Capacity
- Mass
- Time
- Length
- Area
- Three-Dimensional Space
- Angles and Angle Relationships

### Statistics and Probability

- Data Collection and Representation
- Chance

## ASSESSMENT:

Each section of work is assessed either formally or informally, and all students do common assessment tasks:

Topic Tests  
Assignments  
Practical Assessment Tasks  
Semester Exams

## YEAR 8 MATHEMATICS

Students in Year 8 will study such topics as:

### Number and Algebra

- Financial Mathematics
- Rates and Ratio
- Algebraic Techniques
- Indices
- Equations
- Linear relationships

### Measurement and Geometry

- Area
- Volume
- Properties of Geometric Figures

### Statistics and Probability

- Single Variable Data Analysis
- Probability

## ASSESSMENT:

Each section of work is assessed either formally or informally, and all students do common assessment tasks, with the more capable student doing additional work.

Topic Tests  
Assignments  
Practical Assessment Tasks  
Semester Exams

# SCIENCE

## INTRODUCTION

The study of science in years 7 and 8 will develop your scientific understanding, skills, values and attitudes across a broad map of concepts and ideas. Science contributes in a huge way to our society, the technology that we use and to the sustainable management of the environment. In this course you will examine the historical and ongoing contribution of scientists and their research to the world community.

Practical experiences, which include hands-on activities, occupy a large fraction of the course time in science and you will undertake at least one research project.

### Year 7

There are five classes in each year. The classes in year 7 are in common classes for all subjects. The classes are not streamed (graded), however there is some extra support offered for students with special needs.

Textbook: Jacaranda – Core Science Stage 4 (electronic copy)

### Year 8

The classes in year 8 are in common classes for non-specialist subjects. Four classes are not streamed (graded), and there is some extra support offered for students with special needs. One class is a “Challenge Class” for students with demonstrated ability across all KLA’s.

Textbook: Jacaranda – Core Science Stage 4 (electronic copy)

## Year 7 Course Outline

### *Solids, Liquids and Gases*

Students will learn how to explain the properties of the different states of matter in terms of the motion and arrangement of particles. They will also learn how scientific knowledge and developments in technology have changed our understanding of the structure and properties of matter.

### *Cells*

Students will learn how cells are the basic units of living things and have specialised structures and functions. They will also learn how multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.

### *Rock On*

Students will learn to describe the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system. They will also explain how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

### *May the Force be with You*

Students will learn to describe the action of unbalanced forces in everyday situations. They will also discuss how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

***It's a Matter of Separation***

Students will learn to describe the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles. They will also explain how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

***Classification***

Students will learn to relate the structure and function of living things to their classification, survival and reproduction. They will also explain how new biological evidence changes people's understanding of the world

**Year 8 Course Outline*****Everyday Electricity (Team Research Project)***

Students will learn to describe the action of unbalanced forces in everyday situations. They will also discuss how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

***Changes***

Students will learn to describe the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles. They will also explain how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

***Am I Healthy?***

Students will learn to relate the structure and function of living things to their classification, survival and reproduction. They will also explain how new biological evidence changes people's understanding of the world

***Keep an eye out just in case!***

Students will learn to describe the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system. They will also explain how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

***Started from the bottom, now we're here***

Students will learn to relate the structure and function of living things to their classification, survival and reproduction. They will also explain how new biological evidence changes people's understanding of the world

# HUMAN SOCIETY AND ITS ENVIRONMENT (H.S.I.E.)

The secondary curriculum in NSW has been organised into eight Key Learning Areas (KLA's), one of which is **Human Society and its Environment**. This social science area concerns itself with the different ways we study all the areas in which human beings are involved.

HSIE is based on an inquiry approach which is intended to enable students to develop skills in investigation, analysis and interpretation, critical thinking, problem-posing, problem-solving and communication. This approach will assist students in the acquisition and internalisation of knowledge, understanding, skill, attitude and value outcomes, now, and in their future learning.

## YEAR 7 and 8 - GEOGRAPHY AND HISTORY

In 2017 students in Year 7 will be undertaking the newly implemented Geography syllabus, while students in Year 8 will complete the current syllabus. The new syllabus aims to stimulate students' interest in and engagement with the world, and enables teachers to develop units of work that reflect our students experiences while broadened their understanding of environmental issues on a local and global scale. By the end of Stage 4 will be able to describe places and environments, explain the interconnections within and between people, places and environments as well as developing research skills and strategies to address geographical challenges.

Students in Year 7 will study the following topics of the new Geography syllabus.

1. Water in the World
2. Landscapes and Landforms

Students in Year 8 will study the following topics of the existing Geography syllabus.

1. Global Issues and the role of citizenship
2. Global Change

The aim of History in years 7-10 is to enable students to acquire the knowledge and understandings, historical skills, values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

In History, students in Year 7 will focus on studies of the Ancient World through the study of:

1. Investigating the Ancient Past
2. The Mediterranean World
3. The Asian World

Students in Year 8 will develop an understanding of the transition of Ancient to the Modern world through the study of:

1. Depth Study 4 – The Western and Islamic World: Medieval Europe
2. Depth Study 5 – The Asia-Pacific World: Angkor/Khmer Empire
3. Depth Study 6 – Expanding Contacts: The Black Death in Asia, Europe and Africa

Civics and citizenship education is not a separate entity within either syllabus and will be taught as an integral part of the topics within each course.

**Assessment** in each of these subjects would include:

- a. Formal Assessment Tasks - A range of weighted tasks for individual courses as outlined in the Assessment Handbook

Marks and achieved outcomes in these areas contribute to areas of assessment shown on the Student's Report.

- b. Class Tasks - regular class tests;  
 - class exercises and activities;  
 - homework;  
 - oral and written presentations;  
 - bookwork; and,  
 - class participation  
 - Research Assignments

Marks and achieved outcomes in these areas contribute to the areas of assessment and Application Grade as shown on the Student's Report.

### Course Expectations

HSIE Subjects aim to challenge students in many ways. To meet this challenge, and to allow others to, certain expectations are placed on the students.

- Attendance - Students are expected to attend all classes. It becomes difficult to regard a student's progress as satisfactory when he / she fails to attend classes for the entire course. Students who are removed from classroom lessons for unsatisfactory behaviour or work, are not considered to have attended classes.
- Behaviour - Students are expected to comply with standard classroom procedures. This means respecting their teachers, fellow classmates and themselves. Failure to do so hinders their own and others progress. Students who fail to meet behavioural expectations will result in a student facing measured discipline including detention and conduct cards in an attempt to aid student in behaviour modification.

- Homework - Regular homework will be given. Students are expected to complete all set homework. Failure to do so will result in recess, lunch or afternoon detention, additional work and may result in course failure.
- Assessments - Assessment tasks are set to enable students to build on the knowledge and skills developed in class through the creation of a well constructed piece of work. Student assessment tasks should be completed by the due date. Requests for extensions should be submitted in writing.

# ITALIAN

## INTRODUCTION

The study of a language other than English plays a valuable role in the general education of students. Through learning another language, students gain a better understanding of how language in general works. They develop skills and acquire intellectual discipline which can be transferred to other learning areas. They also gain satisfaction and a sense of accomplishment in mastering a valued new skill.

In addition, the ability to communicate in a language other than English provides avenues for personal expression, access to an extended range of recreational activities and most importantly, enhances employment prospects.

## RATIONALE

Italian is among the priority languages that the Board of Studies has nominated to be offered in secondary schools. It is one of the most widely spoken languages in Australia and thus opportunities exist for students to hear and use the language in real-life situations.

A knowledge of Italian provides direct access to understanding Italian culture which has made a significant contribution to contemporary Australian society. It is therefore an appropriate European language for study in Australian schools.

## ITALIAN AT ST. JOHN BOSCO

Italian has always played an integral role in the education program at St. John Bosco College, which was founded by the "Salesians of Don Bosco". The Salesians are a religious order with a strong Italian background, and thus it is quite appropriate to have Italian as part of our school curriculum.

The study of Italian at St. John Bosco College begins with the mandatory 100 hours study of one particular language in a 12 month period, which is implemented in Year 8. This enables later elective study in years 9 and 10, and then further to Senior Italian study in years 11 and 12.

## AIMS

Our Year 8 Italian language programme aims to develop students' ability to comprehend and use basic, standard Italian within the topics studied, with the hope of instilling in them the curiosity and desire to continue learning another language. It also aims to develop students' appreciation and understanding of another culture which has contributed greatly to the development of our country, Australia. Students will gain knowledge about the customs and ways of life which are characteristic of Italian society.

Finally, students will be able to feel a sense of achievement and personal satisfaction through studying another language such as Italian, which is one of the easiest foreign languages to learn.

## **GENERAL OUTCOMES**

The general outcomes of the Year 8 Italian course have been divided into three areas: knowledge, skills and values.

### KNOWLEDGE

Through the study of this course, students will be able to comprehend spoken and written Italian.

Within each given topic, students will be expected to:

- show they understand the spoken Italian
- imitate the sounds of the speech presented
- recognise and read the written content
- recall and reproduce the content orally
- recall and reproduce the content in writing.

They will also be able to demonstrate knowledge of various aspects of the Italian way of life.

### SKILLS

Through the study of this course, students will be able to communicate in basic Italian on a variety of set topics. They will be able to write confidently using basic Italian within the range of given topics. Overall, this will contribute to the students' personal and social development.

### VALUES

Through the study of this course, students will be able to recognise and more readily accept the differences between people of different cultural backgrounds.

## **ORGANISATION OF THE COURSE**

The following are the units taught in the Year 8 Italian course.

1. An introduction to the Italian language
2. Let's introduce ourselves
3. Easter in Italy
4. Dates and birthdays
5. Food and meals
6. Describing yourself
7. School subjects
8. Leisure activities
9. My house
10. Nationalities
11. Christmas in July

**NOTE:** Culture topics are also incorporated within the units studied throughout the year. Grammar points are taught in context within the above units.

## **ASSESSMENT**

Students' progress in Year 8 Italian is by continuous assessment in the four language skills of: listening, speaking, reading and writing.

This is achieved through the completion of two major assessment tasks, a culture assignment and a half-yearly and yearly exam.

All students studying Italian will know in advance how to prepare for the specific assessment tasks, exams and assignments. They will also know the criteria used to judge their performance.

Overall, specific weightings have been prescribed for the language skills to indicate the relative emphasis given to each:

<b>LISTENING</b>	<b>25%</b>	<b>READING</b>	<b>30%</b>
<b>SPEAKING</b>	<b>20%</b>	<b>WRITING</b>	<b>25%</b>

# TECHNOLOGY (MANDATORY)

## What is Technology (Mandatory)?

The aim of Technology (Mandatory) is to develop students’ ability to design, produce and evaluate quality design solutions. It encourages students to responsibly, safely and creatively use and select materials, tools and techniques. Through Technology, students will learn new skills, and they will get to make decisions about what they do and how they do it.

## Areas of Study

During Years 7 and 8, students will undertake learning in three different focus areas by participating in various design specialisations. The focus areas and design specializations are identified in the table below:

<p><b>Built Environments</b> The focus of this area is on space, place and use.</p>	<p><b>Products</b> The focus of this unit is on objects, systems and artifacts.</p>	<p><b>Information and Communications</b> The focus of this area is on various types of data and information for the purposes of conveying a message.</p>
<p>Design Specialisations For example</p> <ul style="list-style-type: none"> <li>• Architectural Design</li> <li>• Environmental Design</li> <li>• Interior Design</li> <li>• Landscape Design</li> </ul>	<p>Design Specialisations For example</p> <ul style="list-style-type: none"> <li>• Fashion Design</li> <li>• Food Design</li> <li>• Industrial Design</li> <li>• Structural Design</li> </ul>	<p>Design Specialisations For example</p> <ul style="list-style-type: none"> <li>• Promotional Design</li> <li>• Packaging Design</li> <li>• Digital Media Design</li> </ul>

## Course Structure

Students will complete at least one design specialisation from each area of study over a two year period. For each design project undertaken, students will be required to develop a solution to a problem by following a design process and completing a design folio. Students will use various technologies in the completion of their design projects. These technologies may include:

- Electronics technologies
- Food technologies
- Graphic technologies
- Information technologies
- Media technologies
- Textile technologies
- Timber technologies

## Assessment

Students will be assessed regularly on their performance on a variety of tasks. These tasks may be formal for example a design portfolio or informal for example class question and response or class exercises.

Formal Assessment for reporting purposes will take the form of:

- Research activities
- Design activities and portfolios
- Practical projects
- Written tests

## Basic Requirements

Students will require materials for the completion of practical projects within each unit of work. Most materials required for these projects will be supplied by the school. Students may wish to purchase additional materials to compliment those supplied.

In addition to this, students will be expected to have the following stationary items. They will need to be brought to class every lesson.

- A4 display folder & A4 writing paper or A4 workbook
- Plastic sleeve OR display folder for homework & assignments
- 4H and HB lead pencil, blue or black biro, eraser, highlighter and ruler
- Coloured pencils/textas/crayons etc

## Safety and Equipment

The study of this subject requires student to work in specialist Technology rooms and to use tools and equipment which are potentially dangerous. It is therefore imperative that students follow all instructions given and are attired correctly in order to participate in practical classes.

Students must have **leather** shoes, must wear an apron (supplied) and must wear safety glasses (supplied) while in practical workshops.

# CREATIVE ARTS

Students are required to undertake compulsory study of Visual Arts and Music for 100 hours to satisfy school certificate requirements. At St. John Bosco College, Year 7 and 8 students study Visual Art and Music for 50 hours each, continuously over the two years.

## VISUAL ART

The production of artworks is grounded in the critical and historical study of the art world. The Visual Arts syllabus allows for students to study the work of artists and produce artworks which have a range of meanings and purposes. Making artworks involves creating images and objects that represent ideas, experiences and interpretations of the world.

Students undertake an integrated approach to art study and making through a range of art materials, methods, styles and techniques. Becoming visually literate empowers students to engage actively in one of the primary forms of communication in society. It also provides them with a unique means of personal growth and development.

### YEAR 7

During Year 7, students will study the work of portrait artists and will use themselves and their world as the subject matter for their artworks in Semester 1. They will produce two artworks. In Semester 2 Year 7 students will experiment with clay work based around the theme of “Gothic Architecture and gargoyles”.

Students will experience a variety of 2D and 3D media over the duration of the course.

Throughout the year students will examine critical and historical studies of artists relevant to their practical work. Students will also begin to learn to interpret and understand artworks.

### YEAR 8

During Year 8, students will study the work of landscape artists and printmakers, using the school environment as the subject matter for their artworks in Semester 1. They will produce drawing work as well as a series of lino prints. In Semester 2 Year 8 students will produce a clay form that explores the expressive qualities of texture and surface design. Students will examine and appropriate a famous artwork.

Students will experience a variety of 2D and 3D media over the duration of the course.

Throughout the year students will examine critical and historical studies of artists relevant to their practical work. Students will further their skills in interpreting and understanding artworks.

## MUSIC

The Music syllabus provides for student to undertake integrated study in both practical and theoretical aspects of music.

### YEAR 7

Students in year 7 undertake studies on percussion instruments and keyboard. Students will acquire skills in reading and listening, and will gain an understanding of rhythm, pitch, tone, structure and dynamics. The music course intends for students to learn in a 'hands on' manner.

Students quickly become conversant with musical terminology and the processes involved in playing an instrument and composing musical pieces. Students are assessed both individually and in the context of class and year groups. Formal testing is undertaken at the end of each semester. Students are also assessed on their performance skills and class work.

Homework encompasses revising class notes and instrument practice.

### YEAR 8

Students in year 8 undertake studies on keyboard, guitar and percussion instruments while developing listening skills. The elements of rhythm, pitch, structure and composition will be explored in more depth.

As in year 7, students will be assessed individually and in-class groups. Students are assessed on their practical and theoretical work.

Students in year 7 and 8 are welcome to take part in the extra curricula activities that the music department runs.

## ASSESSMENT

In the creative arts the students are assessed in a range of practical and theoretical tasks. Students are graded according to their personal progress and achievements of the outcomes as outlined on the marking criteria their receive for each task.

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Personal Development, Health and Physical Education is concerned with the capacity of an individual to perform effectively and actively within society . Health and physical fitness are significant components and are best achieved through the development of positive attitudes and a well balanced programme of activities. At Bosco students will participate in units of work which include the following skills:

- |   |               |   |                 |
|---|---------------|---|-----------------|
| * | moving        | * | interacting     |
| * | planning      | * | problem-solving |
| * | communicating | * | decision-making |

Courses offered in Year 7 and Year 8 (Stage 4) cover all four content strands;

- \* Self and Relationships
- \* Movement Skill and Performance
- \* Individual and Community Health
- \* Lifelong Physical Activity

Evaluation is an essential part of each course, Students will be judged in knowledge and understanding, skill levels and attitudes and values. Forms of formative and summative evaluation used include;- skill tests, topic tests, rules and regulations, observation, values clarification activities, written assessment, oral presentations, assignments, participation and attendance. Students are required to reach acceptable standards in each area of evaluation.

## PLEASE NOTE :

All students require an A4 Exercise Book.

Students are not allowed to wear P.E. uniforms to or from school. Students are to change into and out of P.E. uniforms in P.E. lessons. (students are to be prompt in changing.) A school hat is a compulsory part of the PE Uniform during terms 1 and 4.

Out of school facilities and resources are used where possible to enhance the student development. Facilities which are used include: Engadine Swimming Centre, Ferntree Netball Courts and Cross Country running tracks.

Details of illness or injury which may hamper performance in P.E. class should be brought to the class teacher's attention through the homework diary.

## YEAR 7

### Content Overview

**UNIT 1: *New Environment/New Challenges*** (Fitness Testing)

Students will explore positive relationships, coping and effective communication in relation to family, friends and school. Students also participate in a range of fun, practical games that promote team work, problem solving, and effective interpersonal communication between group members.

**UNIT 2: *Eat Smart + Be Active*** (Aquatics, Street Hockey and Softball)

Students will explore lifestyle behaviours that are formed in childhood in reference to physical activity, healthy food habits and socio-cultural factors. Lifestyle diseases will also have a particular focus in this unit. They will critically analyse food labels and examine food myths and fallacies.

**UNIT 3: *Puberty Blues*** (Gymnastics)

The physical, mental and emotional changes associated with puberty are explored.

**UNIT 4: *Interaction in Action*** (Athletics)

Through the essential skill of interaction, students will become familiar with a variety of PDHPE issues surrounding road safety, harm minimisation, personal safety and healthy food habits.

**UNIT 5: *Recognising Risk*** (Creative Dance)

In this unit students will explore the concept of risk taking in relation to drugs, roads safety and child protection. They will recognise, assess and respond to risk situations and identify how positive health behaviours can protect health.

**UNIT 6: *Fitness Testing*** (Soccer and Racquet Skills)

Students explore a range of fitness testing protocols and implement ways to improve the components of fitness relevant to each fitness test.

### ASSESSMENT TASKS

Theory	-	Personal Dossier
	-	Healthy Eating multiple intelligence task
	-	Risk multiple intelligence task
Practical	-	Creative Dance
	-	Fitness Testing
	-	Performance
	-	Participation

## YEAR 8

### Content Overview

- UNIT 1: *Beat the Bulge*** (Fitness Testing)  
Students will undertake a primary focus on healthy food habits, and recommended dietary intakes of children and adults, planning and creating a strategy to combat the current health issue of childhood obesity.
- UNIT 2: *We Are Family*** (Touch Football)  
Students will gain an understanding of the role relationships play in the development of the individual. Students will explore the qualities of caring and respectful relationships, and how they can be developed and maintained in a variety of contexts in their lives.
- UNIT 3: *Sexual Sanity*** (Athletics and European Handball)  
Students will recognize sexuality as being an integral part of an adolescent's growth and development, and to instill the values of respect, commitment and responsibility which characterize a Christian approach to sexuality.
- UNIT 4: *Alcohol Module*** (Basketball and Cross Country)  
Students undertake an interactive ICT unit covering a multitude of issues surrounding teenagers and drinking, including harm minimisation strategies, standard drinks and physical and psychological effects of alcohol.
- UNIT 5: *Let's Get Mental*** (Bush Dance and Cricket)  
Students explore a range of resilience, team and self-confidence building activities that aim to arm students with the skills to enhance their self-concept and decrease the chance of developing mental illness in the future.
- UNIT 6: *Rock 'n' Water*** (Gymnastics and Aquatics)  
Students will learn skills to help defend themselves when attacked. They will also learn how to express opinions in a calm manner through conflict resolution.

### ASSESSMENT TASKS

- |           |   |
|-----------|---|
| Theory    | - Metal Health Survivor Challenge<br>- Family Biography<br>- Sexuality multiple intelligence task |
| Practical | - Fitness Testing<br>- Performance<br>- Participation   |