## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Loreto Education Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Middle Years Programme (MYP)</td>
<td>4</td>
</tr>
<tr>
<td>Social Justice Passport</td>
<td>6</td>
</tr>
<tr>
<td>Year 8 Overview</td>
<td>7</td>
</tr>
<tr>
<td>Subject Criteria Overview</td>
<td>8</td>
</tr>
<tr>
<td>Learning Area Pathways</td>
<td>9</td>
</tr>
<tr>
<td>Art</td>
<td>17</td>
</tr>
<tr>
<td>Curriculum Enrichment</td>
<td>18</td>
</tr>
<tr>
<td>Drama</td>
<td>19</td>
</tr>
<tr>
<td>Geography</td>
<td>20</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>21</td>
</tr>
<tr>
<td>History</td>
<td>22</td>
</tr>
<tr>
<td>Home Economics - Food &amp; Textile Technology</td>
<td>23</td>
</tr>
<tr>
<td>Language A</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>24</td>
</tr>
<tr>
<td>Language B</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>25</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>26</td>
</tr>
<tr>
<td>French</td>
<td>27</td>
</tr>
<tr>
<td>Italian</td>
<td>28</td>
</tr>
<tr>
<td>Mathematics</td>
<td>29</td>
</tr>
<tr>
<td>Extended Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>Music</td>
<td>31</td>
</tr>
<tr>
<td>Religious Education</td>
<td>33</td>
</tr>
<tr>
<td>Science</td>
<td>34</td>
</tr>
<tr>
<td>U&amp;ICT</td>
<td>35</td>
</tr>
</tbody>
</table>

Year 8 Coordinator - Ms Lydia Baccanello
Head Middle Years - Ms Jane Omond
Introduction

This booklet contains descriptions of subjects offered in 2015 for Year 8 students. Information is also included regarding the subject pathways in subsequent years.

Loreto College offers a diverse range of subjects which prepares students both academically and personally for the challenges of the 21st Century. Courses of study in Year 8 are based on the eight Areas of Learning as described in the International Baccalaureate Middle Years Programme (IBMYP). As a Catholic School, Religious Education is also an integral part of the curriculum.

The IBMYP curriculum framework is underpinned by the five Areas of Interaction which enable students to view their world from different perspectives. Approaches to Learning, Environments, Community and Service, Human Ingenuity and Health and Social Education are the inquiry model through which units of work are developed and are woven into teaching across all curriculum areas. The range of options available to students broadens as they progress through the Middle Years at the College, in preparation for study at SACE Stages 1 & 2. Please refer to the pathways for each area of learning to see the range of subjects offered in each year level.

Every effort will be made to place students in their chosen subjects. However, due to class sizes, resources and staffing, sometimes this may not be possible.

Students are encouraged to discuss choices at home and to seek advice and support from:

- Pastoral Care Teacher
- Subject Teachers
- Year 8 Level Coordinator – Ms L Baccanello
- Student Counsellor – Ms K Munro
- Careers Counsellor – Ms S Randell
- Middle Years Programme Coordinator (MYP Coordinator) – Ms A Reid
- Head Middle Years – Ms J Omond
Loreto Educational Philosophy

“The Institute of the Blessed Virgin Mary was founded at the beginning of the 17th century by an English woman, Mary Ward, to serve the Church through education. The goals of our education today are in essence the same as the goals of our Foundress: the spiritual, intellectual and social development of the individual, and the preparation of students to take their place in the society in which they live, as well as to achieve their ultimate goal, the knowledge and love of God, in so far as this can be attained.

The Christian person as envisaged by Mary Ward is characterised by:

- freedom of spirit
- justice
- integrity

These ideals incorporating personal responsibility, responsiveness to God and others, and the search for truth optimise the yearnings of all peoples in every age. Being fundamental human values, they are particularly relevant in today’s world where the dignity of the human person is threatened.

In modern society, with its rapid change and scientific and technological advances, the most important issues to be raised are not in fact technological - they are issues of values, and the translation of these values into action. A recognition of our responsibilities is a necessary part of education. Our society is a pluralist one, with often conflicting attitudes to religion, morality, human rights and associated areas. Hence our education needs to involve the development of our ability to evaluate critically, and to make decisions based on informed judgement and Christian principles, decisions reflecting a faithful use of the freedom given to us by God.

Our schools, through their climate, teacher-student relations and curriculum, aim to meet the spiritual, intellectual, psychological and social needs of each student, developing more fully the ability of each one to think objectively and responsibly, to value the search for truth, and to appreciate the dignity and value of the human person.”

Australian Province of the Institute of the Blessed Virgin Mary
**Middle Years Programme (MYP)**

The International Baccalaureate Middle Years Programme (IBMYP) is designed for students aged 11 to 16. This period is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

**What is the IBMYP?**

The IBMYP stands for the International Baccalaureate Middle Years Programme. It is a course of study for students from Years 6 – 10 and is based upon eight subject groups or Learning Areas. These subject groups are Language A (English), Language B (English as a Second Language, French, Chinese, Italian), Mathematics, Science, Humanities, The Arts (Music, Art or Drama), Technology and Physical Education. At Loreto College students also study Religion as part of the curriculum in the Middle Years.

**What do we mean by the Fundamental Concepts?**

The IBMYP is designed to provide students with the values and opportunities that will enable them to develop sound judgement, problem solving skills and the capacity to adapt to a rapidly changing world. In order for this to happen, students are encouraged to question and evaluate information critically and to develop an awareness of their own place in the world. The IBMYP is guided by three fundamental concepts that underpin its development, both internationally and in individual schools.

**Holistic Learning:** emphasises the link between different disciplines, providing a global view of situations and issues.

**Intercultural Awareness:** is concerned with developing students’ attitudes, knowledge and skills as they learn about their own and others’ social and national cultures. This awareness fosters tolerance and respect for diversity.

**Communication:** is fundamental to learning, as it supports inquiry and understanding and allows student reflection and expression.
What are the Areas of Interaction?

Students are required to experience and explore the Areas of Interaction in each year of the program. These areas are common to all subject areas and are designed to help students become increasingly aware of the connections between different subjects as well as between subjects and real life issues.

Five Areas of Interaction

1. Approaches to Learning (ATL): Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

2. Community and Service: This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

3. Human Ingenuity: Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

4. Environments: This area aims to develop students’ awareness of their interdependence with the environment so that they understand and accept their responsibilities.

5. Health and Social Education: This area deals with physical, social and emotional health and intelligence—key aspects of development leading to complete and healthy lives.
Social Justice Passport – Middle Years 6-9

Mary Ward wanted her companions to be directly engaged with society and to be women characterised by a spirit of ‘freedom, justice and sincerity’. Justice, as she describes it, involves a personal integrity based on harmonious relationship with God, with other people and with the whole of creation and it is expressed in ‘works of justice’. For 400 years Loreto schools have been educating women as leaders of tomorrow. To do this successfully, students are challenged ‘to act justly, to love tenderly and to walk humbly with their God’ (Micah 6:8).

In the Middle Years (6-9) – from Charity to Justice - students begin to move towards a more independent approach in their learning. Drawing on the natural gift of this age group to view the world optimistically and the desire they have to contribute, in positive ways to make a difference for good in our world, each student will be involved in minimum requirements of service. Serving the Wider Community; Serving the School Community; and Social Awareness. The possibilities are boundless. Another important part of the programme is reflection. Once a term students will be given an opportunity to record their service activities and reflect on their experiences in a Pastoral Care class. All of these activities will be documented as a passport for entry into the Senior Years.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Minimum Expectation</th>
<th>Service Activity</th>
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<tbody>
<tr>
<td><strong>R–2</strong></td>
<td>1 activity per term</td>
<td>Participation and reflection in serving their families, school and community</td>
</tr>
<tr>
<td>3-5</td>
<td>1 hour per term</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>2 hours per term</td>
<td>Participation and reflection in serving the school and wider communities and raising social awareness</td>
</tr>
<tr>
<td>7</td>
<td>2 hours per term</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3 hours per term</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3 hours per term</td>
<td></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>5 hours per term</td>
<td>Participation and reflection in serving the school and wider communities and raising social awareness</td>
</tr>
<tr>
<td>11</td>
<td>5 hours per term</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>voluntary</td>
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**Year 8 Overview**

**Year 8 Coordinator: Ms L Baccanello**

Students will study the following compulsory subjects.

**Compulsory**

Religious Education

The Arts - either Art, Drama or Music (1 semester)

Humanities - Geography and History (1 semester of each)

Language A - English

Language B - either Chinese, French or Italian (2 semesters) **Please note:** If at Loreto in 2012, the language selected should be the same language that your daughter has studied this year.

Mathematics

Physical Education

Science

Technology - either Food Technology, Information Technology or Textiles Technology (1 Semester).

**Choices**

Students also choose 2 additional subjects from the following list:

<table>
<thead>
<tr>
<th>Art</th>
<th>Food Technology</th>
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<tbody>
<tr>
<td>Drama</td>
<td>Textiles Technology</td>
</tr>
<tr>
<td>Music</td>
<td>U&amp;ICT*</td>
</tr>
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</table>

**Please note:** Subjects with an * can only be taken for 1 semester (therefore they can only be selected once).

In Term 1 of 2015, Year 8 students will participate in an outdoor camp. The focus of the camp is on building friendships and working with others. The Pastoral Care Programme covers a wide range of topics aimed at assisting students to develop effective friendships, learn a process for making well informed decisions, manage conflict and gain competencies in organisation and study skills. Wellbeing and health topics are critical to the social and emotional development of adolescent girls and they are covered in a range of ways. Topics are covered in open discussion forums in the Pastoral Care Programme, embedded where appropriate in the Areas of Learning and are the focus of whole day seminars using a range of experts in the field.

All students are expected to attend the Day Retreat in Term 3 at which students engage in a range of activities which encourage them to explore their developing understanding of their spiritual self.

In addition, all Year 8 students are required to continue service towards their Social Justice Passport – Middle Years. Students are expected to undertake a minimum of 3 hours of service in Terms 1 to 3 and reflect on their experiences.

**Homework**

Students may be expected to spend up to one and a half hours on homework each week night at Year 8.
Subject Criteria Overview

The Arts
Criterion A: Knowledge and Understanding (8)
Criterion B: Application (10)
Criterion C: Reflection and Evaluation (8)
Criterion D: Personal Engagement (8)

Humanities
Criterion A: Knowing and understanding (8)
Criterion B: Investigating (8)
Criterion C: Thinking critically (8)
Criterion D: Communicating (8)

Language A
Criterion A: Content - Receptive and Productive (10)
Criterion B: Organisation (10)
Criterion C: Style and Language Mechanics (10)

Language B
Criterion A: Oral Communication- Message and Interaction (8)
Criterion B: Oral Communication- Language (8)
Criterion C: Writing- Message and Organisation (8)
Criterion D: Writing- Language (8)
Criterion E: Reading Comprehension (16)

Mathematics
Criterion A: Knowledge and Understanding (8)
Criterion B: Investigating Patterns (8)
Criterion C: Communication in Mathematics (6)
Criterion D: Reflection in Mathematics (6)

PE
Criterion A: Knowledge and Understanding (8)
Criterion B: Movement Composition (6)
Criterion C: Performance (10)
Criterion D: Social Skills and Personal Engagement (8)

RE
Criterion A: Knowledge (10)
Criterion B: Conceptual Strands (10)
Criterion C: Organisation and Presentation (8)

Science
Criterion A: Knowing and Understanding (8)
Criterion B: Inquiring and design (8)
Criterion C: Processing and evaluating (8)
Criterion D: Reflecting on the impacts of science (8)

Technology
Criterion A: Investigate (6)
Criterion B: Design (6)
Criterion C: Plan (6)
Criterion D: Create (6)
Criterion E: Evaluate (6)
Criterion F: Attitude to Technology (6)
Business, Enterprise and Technology

Year 8
Home Economics
Textiles
Technology

Year 8
U&ICT

Year 9
Textiles
Technology

Year 9
Movie Making

Year 9
Website Creation

Year 10
Design
Technology—Textiles

Year 10
Digital Tools

Year 10
Computer Animation

Year 10
Movie Making

Stage 1
Business & Enterprise

Stage 1
Accounting

Stage 1
Textiles–Design & Technology

Stage 1
Information Processing & Publishing

Stage 2
Business & Enterprise

Stage 2
Accounting

Stage 2
Textiles–Design & Technology

Stage 2
Information Processing & Publishing—Desktop and Electronic
Health and Physical Education

Year 8 Physical Education

Year 9 Physical Education

Year 10 Physical Education

Stage 1 Physical Education

Stage 2 Physical Education

Year 8 Home Economics Food Technology

Year 9 Food Technology

Year 10 Food Technology

Stage 1 Food & Hospitality

VET certificate 1 and/or 2 Hospitality

Stage 2 Food & Hospitality

Vocational Studies Hospitality

Year 10 Introduction to Child Studies
History and Geography are core subjects and a semester each in length in Years 8, 9 and 10.
English is a full year subject for Years 8, 9 and 10.

At SACE Stage 1 students can choose English Studies or English Communications. These are all offered as 10 credit subjects but students must complete 20 credits of English at Stage 1 or Stage 2 at C standard to complete their SACE.

Progression from English Comms to English studies and vice-versa with teacher recommendation only.
French B and Italian B are only offered to students who have studied Beginners’ French or Italian at Loreto in Year 8 or Year 9 2012.
Running of any of the options offered for Stage 1 Mathematics is dependent on sufficient numbers choosing a particular option to ensure a viable class size. Year 10 progression to Stage one Pathways or Pre-Specialist with teacher recommendation only.
**Art**

*Contact Teacher: Mrs J Hamilton*

**What will I learn?**

In Year 8 you can elect to do either 1 semester or a full year of Visual Art. Different programs are devised for each semester. Drawing is the foundation and unit themes are developed which extend your application of drawing skills. Possible areas of extension - printmaking, mixed media, 3 dimensional relief work and ceramics.

Your knowledge of Visual Art terminology is further developed in the context of your practical work and documentation of processes.

Theoretical understanding is enhanced by exposure to a variety of experiences which include art analysis, studies of artists’ work and gallery visits if appropriate exhibitions are available.

You will build on your experience in Year 7 Visual Art to reflect on your learning. This is a continuous process and includes verbal discussion and written reflection in the Developmental Workbook.

In addition, you will be supported in developing critiquing and evaluation strategies that reflect on themes encountered during the course.

**How will I be assessed?**

Types of assessment:

- The production of practical work
- Developmental Workbook – recording the development of your ideas, the progress of your practical work and writing reflections on your learning
- Writing and talking about artists' works

Using MYP Arts assessment criteria:
- Criterion A: Knowledge and Understanding
- Criterion B: Application
- Criterion C: Reflection and Evaluation
- Criterion D: Personal Engagement

**Pathways**

Leads to Year 9 Art.
Curriculum Enrichment

Contact Teacher: Mrs K Frost

Pre-requisite

Negotiated placement dependent on demonstrated specific learning needs (years 6-12).

Content/Learning Outcomes

Curriculum Enrichment provides individualised or small group learning support, including extension, across all learning areas for students in Years 6-12. Students with identified learning needs may select Curriculum Enrichment on a subject line in negotiation with the Inclusive Education Coordinator. This option provides students with the opportunity to work at their own pace, on tasks set by their subject teachers, with the support of Curriculum Enrichment staff as needed. Students in Years 11 and 12 may only select this option if they have sufficient units to meet the SACE requirements.

Assessment

None

Further Study

As a support programme, Curriculum Enrichment enables students to access most subject areas by negotiation.
Drama

Contact Teachers: Mr M Randell

What will I learn?

Year 8 Drama builds on the skills of performance, and helps students develop an awareness of the scope and place of Drama in society. Students will explore different genres in their historical context from which they evolve or devise representative performances. Students are encouraged to develop effective collaborative skills, receive and give feedback and build on it. They will consider the role of the audience in reacting to a performance.

Possible topics may include:

- Stage configuration
- Conflict
- Dance/music drama
- Performance
- Melodrama
- Radio drama
- Script/Play analysis
- Physical theatre
- Advertising

Written work is designed as a means of reflecting both process and problem solving, with an introduction to analysis.

How will I be assessed?

Students work will be assessed against the following MYP criteria:

Criterion A: Knowledge and understanding
Criterion B: Application
Criterion C: Reflection and Evaluation
Criterion D: Personal Engagement

Pathways

This course leads to Year 9 Drama.
**Humanities - Geography**

*Contact Teacher: Mr P Foley*

**What will I learn?**

Geography is a study of environments, and human activities, and the connections between them. In particular, the aims of Geography are:

- Understanding of how people affect the environment, using local, national and global examples.
- Awareness that these features and their distributions change.
- Skills in planning, investigating and communicating information on issues.
- Awareness of technologies available to geographers.
- Attitudes and values in relation to environmental, democratic and social justice issues.

The topics covered at this year level introduce students to key geographical skills and concepts.

The Year 8 Geography course is seen as an introduction to Geography.

The topics are:

- Water catchments
- Field techniques in the local area
- Mapping skills
- Urbanisation

**How will I be assessed?**

Assessment is continuous and various activities will be incorporated including:

- Written research assignments
- Statistical Interpretation
- Oral presentations
- Audio-Visual interpretations
- Mapping Exercises
- Field investigations
- Tests

Students work will be assessed against the following MYP criteria:

- Criterion A: Knowing and Understanding
- Criterion B: Investigating
- Criterion C: Thinking Critically
- Criterion D: Communicating

**Pathways**

Leads to a study of Year 9 Geography.
Health & Physical Education

Contact Teacher: Mrs M Braddock

What will I learn?

Health & Physical Education aims to facilitate the physical, mental, social and intellectual development of students. Experiences in Health & Physical Education will provide both immediate and long term opportunities for students.

Through well planned and structured teaching we will assist students to:

- Develop an experience of a wide range of both basic and advanced movement and coordination skills.
- Acquire skills, techniques and attitudes which promote physical, mental, social and emotional health.
- Develop a coherent set of personal and social values to which they commit themselves, including honesty, consideration for others, self discipline, acceptance of responsibility, self reliance and initiative.
- Learn how to solve problems during physical activity through individual and group work.

Students will be provided with various practical unit experiences. Students can experience and develop a wide range of movement skills as well as knowledge in the related areas of fitness, health and lifestyle management. Units will be selected from the following areas:

Physical Education: Gymnastics, Athletics, Dancing around the World, Court divided games, Volleyball, Touch, Table Tennis.
Health: Mental Health & Wellbeing, Fitness.

How will I be assessed?

The following assessment criteria have been established by the IBO for physical education in the MYP. The final assessment required for IBO-validated grades and certification at the end of the MYP must be based on these assessment criteria.

Criterion A: Use of knowledge
Criterion B: Movement composition
Criterion C: Performance
Criterion D: Social skills and personal engagement

Pathways

Leads to Year 9 Health & Physical Education.
Humanities - History (The Ancient to the Modern World)

Contact Teacher: Mr P Foley

What will I learn?

- Medieval Europe (c590-c1500)
- Angkor/Kmer Empire (c802-c1431)
- Black Death in Asia, Europe and Africa (14th century plague)

Through this study, students will develop their analytical skills. They will also learn interpretative and investigative skills. Furthermore, their knowledge and understanding of a particular historical period and its impact upon our contemporary society will be discovered. Finally, students will be able to envisage a world and a way of life that is vastly different from their own.

How will I be assessed?

Research assignments, empathic responses, short answer tests, source analysis, group task, essays and examination.

Students work will be assessed against the following MYP criteria:

Criterion A: Knowing and Understanding
Criterion B: Investigating
Criterion C: Thinking Critically
Criterion D: Communicating

Pathways

Leads to a study of Year 9 History.
**Home Economics**

*Contact Teacher: Ms K Stoodley*

The Technology courses in Year 8 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skillful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

**What will I learn?**

**Food Technology**

Fabulous Food with Flair — Students will use the Design Cycle to explore recipes and develop skills required to plan, prepare and present various foods, both savory and sweet. Careful work habits, food safety, effective time management, wise nutritional selection considerations, problem-solving and correct use of equipment will be practiced. The following topics will be studied:

- Snack
- Fast food
- Casual entertaining
- Finger foods
- Vegetables with flair
- Celebratory foods to share

**Textile Technology**

Fibre, Fashion and Fantasy — Students will use the Design Cycle to design products, using various processes and systems. They will be able to demonstrate their own design ideas, using the sewing machine, decorative fabrics and pattern making principles. The following topics will be included:

- A fantasy creation
- A simple garment like boxers or track pants
- Craft skills, such as knitting, embroidery or crochet
- Creating something new from a previously loved item
**How will I be assessed?**

Assessment of practical and written work will be using MYP Technology criteria.
Criterion A: Investigate
Criterion B: Design
Criterion C: Plan
Criterion D: Create
Criterion E: Evaluate
Criterion F: Attitude to technology

**Pathways**

Provides background for the study of Food Technology and Textiles Technology in Years 9 and 10.
Language A

English

Contact Teacher: Ms L Mulligan

The Australian Curriculum for English will provide the context for the study of language, literacy and literature.

What will I learn?

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognise that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. (International Baccaluareate Organization, 2014)

A focus on the development of students’ literacy skills is at the core of this subject. Students will continue to develop their abilities by practising the macroskills of language: listening, speaking, reading, writing, viewing and presenting.

In Year 8, students will study language by examining the variation and change in language over time and across places. They will understand and explain how language is used for interaction and analyse text structures and organisation. Students will learn how authors (including themselves) express and develop their ideas.

Students will study and create a variety of literary and non-literary texts throughout the year - including prose, film, poetry, drama and media texts - with the aim of exploring the literature in context, and engaging with the various perspectives offered in literature. They will analyse and evaluate the features used by authors of texts in order to create meaning.

How will I be assessed?

Assessment will be based on a wide range of written, oral and multimodal responses.

The MYP criteria for assessment are as follows:

Criterion A: Content (receptive and productive)
Criterion B: Organisation
Criterion C: Style and language mechanics

Pathways

Leads to a study of Year 9 English.
**Language B**

**Chinese — Mandarin**

*Contact teacher: Mrs Christina Emblem*

**What will I learn?**

The program is designed to teach students communication skills in both spoken and written Mandarin Chinese in the context of everyday situations. Students will learn the character writing system. An awareness of social and cultural understanding is also incorporated in the teaching of Chinese. This course is unsuitable for students who already have fluency in the language.

**How will I be assessed?**

Regular assessment of written and oral responses, with one or two extended tasks. Regular assessment of listening, speaking, reading, visual interpretation and writing skills during each unit of work. Year 8 students are assessed at Phase 1, Phase 2 or Phase 3 of the programme.

The International Baccalaureate Middle Years Programme assessment criteria will be used:

Criterion A: Oral communication
Criterion B: Visual interpretation
Criterion C: Reading comprehension
Criterion D: Writing

**Pathways**

Leads to Year 9 Chinese – Mandarin.
English as a Second Language

Contact Teacher: Mrs C Emblem

What will I learn?

This program is designed to develop students’ communication skills in both spoken and written English in a variety of everyday and academic contexts. A key focus of this course will be on developing students’ understanding of English grammar. This course is aimed at students for whom English is not their first language. Students who have grown up in Australia may require an assessment of their English language skills to determine eligibility for this course.

How will I be assessed?

There will be regular assessment of written and oral responses, with some extended tasks using a variety of genres. Tasks will focus on assessing communication and text production skills. Assessment will be based on each student’s phase of learning.

The International Baccalaureate Middle Years Programme assessment criteria will be used:
Criterion A: Oral communication
Criterion B: Visual interpretation
Criterion C: Reading comprehension
Criterion D: Writing

Pathways

Leads to Year 9 English as a Second Language.
French

Contact Teacher: Mrs C Emblem

What will I learn?

In Year 8, students continue to learn how to exchange information about themselves and their everyday lives. Listening, speaking, reading, visual interpretation and writing skills develop, while an understanding of social and cultural aspects of language is incorporated. The complexity and variety of the language used will depend on the previous French learning experience of each student.

How will I be assessed?

Students will be assessed continuously on their ability to communicate orally and in writing. Their comprehension of written and visual texts will be tested. There will also be vocabulary and grammar tests.

Assessment will be based on each student's phase of learning which, in Year 8, could be Phase 1, Phase 2 or Phase 3.

The International Baccalaureate Middle Years Programme assessment criteria will be used:
Criterion A: Oral communication
Criterion B: Visual interpretation
Criterion C: Reading comprehension
Criterion D: Writing

Pathways

Leads to Year 9 French.
Italian

Contact Teacher: Mrs C Emblem

What will I learn?

In Year 8, students will continue to learn to exchange information about themselves and their everyday lives. Listening, speaking, reading, visual interpretation and writing skills will develop, while an understanding of social and cultural aspects of the language is incorporated. The complexity and variety of the language used will depend on the previous Italian learning experience of each student.

How will I be assessed?

Students will be assessed continuously on their ability to communicate orally and in writing. Their comprehension of written and visual texts will be tested. There will also be vocabulary and grammar tests.

Assessment will be based on each student’s phase of learning which, at Year 8, could be Phase 1, Phase 2 or Phase 3.

The International Baccalaureate Middle Years Programme assessment criteria will be used:
Criterion A: Oral communication
Criterion B: Visual interpretation
Criterion C: Reading comprehension
Criterion D: Writing

Pathways

Leads to Year 9 Italian
Levels of Mathematics

MYP Mathematics should be accessible to and be studied by all students. Schools must ensure that the Mathematics curriculum allows all students the opportunity to reach their full potential and achieve the final aims and objectives of MYP Mathematics. In order to achieve this, the concepts and skills of the framework for Mathematics are organised so that students can work at two levels of ability: standard Mathematics and extended Mathematics.

Standard Mathematics aims to give all students a sound knowledge of basic Mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP Mathematics. Extended Mathematics consists of the standard Mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in Mathematics.

Mainstream Mathematics

Contact Teacher: Mrs F Winter

What will I learn?

- Integers and indices
- Fractions, decimals and percentages
- Algebra
- Ratio and rate
- Measurement
- Linear graphs
- Linear equations
- Geometry
- Statistics and probability

How will I be assessed?

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria:

Criterion A: Knowledge and Understanding
Criterion B: Investigating patterns
Criterion C: Communication in Mathematics
Criterion D: Reflection in Mathematics

Pathways

Movement between Mainstream and Extended Mathematics is available when deemed appropriate by the student’s Mathematics teacher in consultation with the Mathematics Coordinator.

Year 8 Mainstream Mathematics can lead to any choices of Mathematics in Year 9, and provides the basis for further study in Years 9 to 12.
Extended Mathematics

Contact Teacher: Mrs F Winter

Recommendation by teaching staff based on recognition of prior learning, a high retention of skills and processes, and a liking for Mathematics coupled with a strong work ethic and the ability to master concepts and processes readily. Students in Year 8 will be recommended for Extended Mathematics as early as practicable in Semester 1. Parents will be notified of their daughter’s inclusion in this group.

What will I learn?

Students will cover the core work with students in the mainstream classes (see page 28) and will attend Extended Mathematics classes once a week enabling them to explore problem solving approaches, extra content and mathematical technology, including graphics calculators, computer software, interactive geometry and dynamic statistics.

How will I be assessed?

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria: Knowledge and Understanding, Investigating patterns, Communication in Mathematics, Reflection in Mathematics.

Pathways

Movement between Mainstream and Extended Mathematics is available when deemed appropriate by a student’s Mathematics teacher in consultation with the Mathematics Coordinator.

Year 8 Extended Mathematics can lead to any choices of Mathematics in Year 9, and provides the basis for further study in Years 9 to 12.
**Music**

*Contact Teacher: Ms C Martin*

**What will I learn?**

In Year 8 music can be taken either as a semester subject or for a full year. Students are encouraged to take up instrumental tuition as this assists in developing performance skills and provides the necessary background for those considering future music studies. The course allows students to explore skills in music through listening, composing and performing.

The Year 8 Music Course is based on unit theme of looking at the way music can express emotion and ideas with a focus on music in film and advertising. The course aims to develop music skills and theoretical knowledge through practical activities and composition. The Developmental workbook builds on Year 7 experience and is used for written reflections, evaluation and recording research ideas about the creative process.

**How will I be assessed?**

Types of assessment tasks include a research and composition project, theory test, Developmental workbook and participation in group activities.

The four criteria by which you will be assessed are as follows:-

- **Criterion A** Knowledge and understanding
- **Criterion B** Application
- **Criterion C** Reflection and evaluation
- **Criterion D** Personal engagement

**Pathways**

Provides skills to continue with Music in Year 9.
Religious Education

Contact Teacher: Ms P Cramond

What will I learn?

Students will learn about:

- Belonging
- Lent/Easter
- Discipleship– Mary the Mother of Jesus
- Mary Ward as Disciple
- Caring for Creation
- Made in the image of God—experiences of good and evil
- Spiritual journeys
- Advent

How will I be assessed?

Students will be assessed on:

- Enquiry tasks
- Homework tasks
- Oral assignments
- Role plays and group activities
- Visual representations
- Multi-media presentation
- Research tasks—Personal reflections

Assessment tasks will be marked according to the MYP criteria set for each task.

Pathways

Leads to Year 9 Religious Education.

Note: All students attend a one day Retreat as part of their Religious Education Programme.
Science

Contact Teacher: Mrs P Warrender

The majority of Science lessons take place in one of five laboratories, enabling a practical centred approach.

What will I learn?

The aims of the teaching and study of sciences are to encourage and enable students to:

- Develop inquiring minds and curiosity about Science and the natural word
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- Appreciate the benefits and limitations of Science and its application in technological developments
- Understand the international nature of Science and the interdependence of Science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

The skills and attitudes listed above will be developed in a variety of contexts including states of matter, cells, living systems, rocks and mining and using energy.

In addition, some option and extension work may be included at particular stages in the course. Students are encouraged to participate in Science activities beyond the classroom, such as competing in the Oliphant Science Awards and in the Australian Schools Science Competition.

How will I be assessed?

Students will be assessed using the four MYP Science criteria:

- Criterion A: Knowing and Understanding
- Criterion B: Inquiring and design
- Criterion C: Processing and evaluating
- Criterion D: Reflecting on the impacts of science

Assessment is continuous and carried out by a variety of means - topic tests, homework, practical work, assignments and essays.

Pathways

This course forms the basis for Year 9 Science.
Technology—Year 8 U&ICT

Contact Teacher: Ms A M Tippins

One Semester

The Technology courses in Year 8 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skilful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- challenge all students to apply practical and creative-thinking skills to solve problems in technology
- encourage students to explore the role of technology in both historical and contemporary contexts
- raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

Pre-requisites
No prerequisite skills are required.

Content/Learning Outcomes
The course uses the design cycle and combines knowledge, skills and techniques of both computer and design technology in the generation of products/solutions to perform a task or meet a need. Throughout the semester, students will undertake tasks that involve a revision of general ICT capabilities. They will also explore image manipulation using a variety of applications and filming as they create a short movie. Students also examine basic programming techniques as they build and control a simple robot.

Assessment
Students will undertake a range of tasks that will be assessed against the Technology:
Criterion A – Investigate (6)
Criterion B – Design (6)
Criterion C – Plan (6)
Criterion D – Create (6)
Criterion E – Evaluate (6)
Criterion F – Attitude to technology (6)

Pathways
All technology skills that will be investigated will support content and activities in other learning areas / disciplines and provide a sound foundation for exploring ICT subjects in later years.