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

This booklet contains descriptions of subjects offered in 2011 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.

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<tr>
<th>Year Level</th>
<th>Minimum Expectation</th>
<th>Service Activity</th>
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<tbody>
<tr>
<td>R–2</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>6</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>10</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 2010, 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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<tr>
<td>Drama</td>
<td>Textiles Technology</td>
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<tr>
<td>Music</td>
<td>U&amp;ICT</td>
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In Term 1 of 2011, Year 8 students will participate in a Camp at Port Hughes. 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**

At the start of each semester, the Year Level Coordinator publishes a year level homework timetable. 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: Knowledge (10)
Criterion B: Concepts (10)
Criterion C: Skills (10)
Criterion D: Organisation and Presentation (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: One World (6)
Criterion B: Communication in Science (6)
Criterion C: Knowledge and Understanding of Science (6)
Criterion D: Scientific Enquiry (6)
Criterion E: Processing Data (6)
Criterion F: Attitude in Science (6)

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)
English is a full year subject for Years 8, 9 and 10. At SACE Stage 1 students can choose English Studies, English Communications or English Pathways (with a teacher recommendation). 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.

○ With teacher recommendation only.
French B and Italian B are only offered to new students who have not studied either of the languages in their previous school.
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.

© With teacher recommendation only.
Science and Science for Life in Year 10 differ in some content details and in the depth of treatment of some topics. Science is generally more analytical and mathematical in its approach.
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 E Smith

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
- Mime
- Conflict
- Dance/ music drama
• Performance
• Melodrama
• Radio drama
• 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
• Endangered wilderness areas
• 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: Knowledge
- Criterion B: Concepts
- Criterion C: Skill
- Criterion D: Organisation and Presentation

**Pathways**

Leads to a study of Year 9 Geography.

**Humanities - History (The Medieval World)**

*Contact Teacher: Mr P Foley*

**What will I learn?**

- What happened to begin the Middle Ages
  - The Vikings
  - Anglo-Saxon Britain
- How historians have divided this period
- Who some of the central figures were
- Medieval Women
- The Royal court
- The Church
- Life in a Medieval Town
- The Black Death
- How, when and why the Middle Ages ended and what happened next
- How the Medieval period contributed to modern society

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: Knowledge
Criterion B: Concepts
Criterion C: Skill
Criterion D: Organisation and Presentation

Pathways

Leads to a study of Year 9 History.

Home Economics

Contact Teacher: Ms K Stoodley

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*

**What will I learn?**

English involves learning about texts and language, using the modes of speaking, listening, reading, viewing and writing. Students will read and compose a range of literary, media and everyday texts. As they learn about the English language and texts, they will also develop functional and critical literacy skills which will allow them to understand, analyse, critically respond to and produce spoken, written, visual and multimodal texts in different social and cultural contexts.

The course is aimed at developing students' abilities to work both independently and collaboratively and to encourage them to take increasing responsibility for their learning. Students will be encouraged to develop a love of literature and to read widely. They will be given the opportunity to develop their skills as readers, writers, listeners and viewers. Students will be able to articulate their opinions and will develop an increased capacity for critical analysis.

**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: Ms N Trinh

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 and writing skills during each unit of work.

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

Criterion A: Oral Communication – Message and Interaction
Criterion B: Oral Communication – Language
Criterion C: Writing – Message and Organisation
Criterion D: Writing – Language
Criterion E: Reading Comprehension

Criteria A, B, C and D are scored on a continuum up to 8, Criterion E is initially scored on a continuum up to 8 and the score is then doubled.

The total score for Language B is 48.

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.

The International Baccalaureate Middle Years Programme assessment criteria will be used:  
Criterion A: Oral Communication – Message and Interaction  
Criterion B: Oral Communication – Language  
Criterion C: Writing – Message and Organisation  
Criterion D: Writing – Language  
Criterion E: Reading Comprehension

Criteria A, B, C and D are scored on a continuum up to 8, Criterion E is initially scored on a continuum up to 8 and the score is then doubled.

The total score for Language B is 48.

**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. Students new to the school, who have not studied French before, will be placed in a beginners’ French class (French B). They will learn how to exchange information about themselves, school and friends.

Listening, speaking, reading and writing skills develop, while an understanding of social
and cultural aspects of language is incorporated.

**How will I be assessed?**

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

Students continuing their language study in Year 8 will be assessed using the Assessment Criteria for Year 3 of the programme throughout the whole year. Students commencing at Loreto College in Year 8, who have not studied one of the languages available at the school will be placed in a beginner’s class of French (French B) and be assessed for the whole year using the Assessment Criteria for Year 1 of the programme.

The International Baccalaureate Middle Years Programme assessment criteria will be used:
Criterion A: Oral Communication – Message and Interaction
Criterion B: Oral Communication – Language
Criterion C: Writing – Message and Organisation
Criterion D: Writing – Language
Criterion E: Reading Comprehension

Criteria A, B, C and D are scored on a continuum up to 8, Criterion E is initially scored on a continuum up to 8 and the score is then doubled.

The total score for Language B is 48.

**Pathways**

Leads to Year 9 French.

**Italian**

*Contact Teachers: Mrs M Ugolini / Miss C Kenny*

**What will I learn?**

In Year 8, students will continue to learn to exchange information about themselves and their everyday lives. Students new to the school, who have not studied Italian before, will be placed in a Beginners’ Italian class. They will learn how to exchange information about themselves and their daily lives.

Listening, speaking, reading and writing skills will develop, while an understanding of social and cultural aspects of the language is incorporated.

**How will I be assessed?**

Students will be assessed continuously on their ability to communicate orally and in writing. Their comprehension of written and spoken texts will be tested. There will also be vocabulary and grammar tests.
Students continuing their language study in Year 8 will be assessed using the Assessment Criteria for Year 3 of the programme throughout the whole year. Students commencing at Loreto College in Year 8, who have not studied one of the languages available at the school will be placed in a beginner’s class of Italian (Italian B) and be assessed for the whole year using the Assessment Criteria for Year 1 of the programme.

The International Baccalaureate Middle Years Programme assessment criteria will be used:
- Criterion A: Oral Communication – Message and Interaction
- Criterion B: Oral Communication – Language
- Criterion C: Writing – Message and Organisation
- Criterion D: Writing – Language
- Criterion E: Reading Comprehension

Criteria A, B, C and D are scored on a continuum up to 8, Criterion E is initially scored on a continuum up to 8 and the score is then doubled.

The total score for Language B is 48.

**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?**

- Number
- Geometry
- Fractions and Integers
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 above) 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 themes of Musicals and Jazz which develop music skills and theoretical knowledge through practical activities including singing, tuned percussion 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.

**Arts (Music) MYP Level 3**

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.
**Physical Education**

*Contact Teacher: Mrs G Rigney*

**What will I learn?**

Physical Education aims to facilitate the physical, mental, social and intellectual development of students. Experiences in 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:

- **Individual:** Gymnastics, Dance, Badminton, Fitness, Athletics.
- **Team:** Hockey, Softball, Volleyball, Touch.

**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 Physical Education.
Religious Education

Contact Teacher: Mr L Travers

**What will I learn?**

Students will learn about:

- Belonging
- Preparing during Lent—Celebrating Easter
- Discipleship and Mary, Mother of God
- Mary Ward as Disciple
- Caring for Creation
- Made in the image of God—experiencing goodness
- Journey stories
- Representing the Joy of 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: Dr J Wright

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 world
- 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 human reproduction, forces in action, energy transformations, heating and cooling, ecosystems, mixtures and matter, and adaptations.

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 six MYP Science criteria:

Criterion A: One World
Criterion B: Communication in Science
Criterion C: Knowledge and understanding of Science
Criterion D: Scientific inquiry
Criterion E: Processing data
Criterion F: Attitudes in 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.
Year 8 U&ICT

Contact Teacher: Ms A M Tippins

Technology exists as a single subject in the MYP in terms of its aims, objectives and assessment criteria. Inquiry and problem solving are at the heart of the MYP technology course.

Students are expected to solve problems through the creation of technological products/solutions. Students investigate problems and use the technology design cycle as a tool to design, plan, create and evaluate products/solutions.

This course is undertaken as a one semester unit. The course has a practical base and emphasises the development of a broad range of Information and Communication Technology skills that can be use in all other curriculum areas. The development of an effective ICT skill set is fundamental in all learning situations.

Pre-requisites

No prerequisite skills are required.

Content/Learning Outcomes

- Revision of:
  - File Management / Network environment
  - Word Processing / Desktop Publishing
- Spreadsheets
- Digital Photography
- Robotics
- Cyber World / Communication

Assessment

Students will undertake a range of tasks that will be assessed against the Year 3 Technology Criteria using rubrics, checklists and observations and the successful completion of assigned tasks:

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.