



# Year 8 2017

Curriculum Handbook

## IMPORTANT INFORMATION FOR 2017

In order to maintain a balanced curriculum, and to ensure students experience a breadth of subjects during Years 7, 8 and 9, we have implemented the following year 8 curriculum for 2017.

CORE (26 periods per week)							Semester units (4 periods per week)	
EN	EA	MA	SC	HUM	HPE	LANG	FT	IT
5		5	4	4	4	4	4	

## Subject codes for 2017

EN080 Sequential English – (Semester 1 and 2)	EN
EA080 Sequential English as an Additional Language	EA
MA080 Sequential Mathematics	MA
SC080 Sequential Science	SC
<b>HUMANITIES UNITS</b>	
GG080 Geography - 1 Semester	HUM-GG
HS080 History - 1 Semester	HUM-HS
PE080 Sequential Health and Physical Education	HPE
<b>LANGUAGE UNITS</b>	
GE080 Sequential German	LANG-GE
JA080 Sequential Japanese	LANG-JA
<b>SEMESTER UNITS</b>	
\$FT080 Food Technology	FT
IT080 TechThisOut	IT

## VICTORIAN CURRICULUM

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. Brentwood's curriculum content and assessment tasks reflect the Victorian Curriculum requirements.

More information about the Victorian Curriculum may be obtained online at <http://victoriancurriculum.vcaa.vic.edu.au/>

## ENRICHMENT PROGRAM

An Enrichment program, offered to Year 7 students who demonstrate academic skills above those of their peer group, continues into year 8 and 9. In year 8 students in the program undertake the same core subjects as the rest of the year level, in addition to further enrichment and in-depth studies of the curriculum. High achieving students in other classes could fill any vacancies that arise throughout the 3 year period to the end of year 9. A panel will review the academic performance of interested candidates in Semester 2 2017 to offer places to students as they arise and for year 9 in 2018.

**LEARNING SUPPORT**

Learning support is offered to those students who require more time to develop their skills, and who need more intensive teacher support. Where appropriate, Heads of Faculty may offer additional support to suitable students.

**EAL and EAL SUPPORT**

English as an Additional Language (EAL) is offered to suitable students. Students who have recently arrived from overseas with a Non-English Speaking Background will receive additional EAL Support to further improve their English literacy.

**HOMEGROUPS**

These are composed of about 25 students. The Home Group teacher is responsible for administration, including attendance and daily Home Group roll call.

**SUBJECT CHARGES**

Funding from the DET does not adequately cover the materials costs in some of the units. Some units involve the purchase of consumable goods and therefore carry a subject charge to recoup costs. Such units are denoted in this handbook by a \$ sign and the relevant subject charges are listed with the subject description in this handbook.

# ENGLISH LEARNING AREA

## INTRODUCTION

Efficient use of language is an essential skill. It is important that the individual communicates effectively in a variety of situations. To this end, the English units offered emphasise literacy and the development of verbal and written fluency, promoting effective language use for a wide range of audiences and purposes. Students are provided with opportunities to think, speak, listen, read and write on a wide range of topics. To assist in more appropriate use of language, the basic word and language skills are revised and extended. The study of literature is included as being valuable in its own right as well as further developing language skills. Students are also given the opportunity to consider other forms of communication such as film and the media, as they are increasingly influential in our modern life.

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## EN080 MAINSTREAM ENGLISH – SEMESTERS 1 AND 2

**Aims:** This unit is designed to develop students' literacy and critical thinking skills. A key focus is the provision of reading as a means of acquiring information about themselves, society and human experiences. This leads to the creation of original, imaginative commentaries using their own and other people's experiences from their developing insight and perception. Learning technologies are used to further refine their abilities to prepare and present work. Thinking skills and problem solving practice are critical in the development of analytical skills.

### Content:

- Read a variety of texts including short stories, poetry, novels and non-fiction.
- Produce sustained pieces of writing in a variety of styles.
- Speak in formal and informal situations to both small groups and the whole class presenting ideas clearly and creatively.
- Develop an ability to read and write in a sustained way.
- Use a wide variety of ICT applications to plan for and present a range of tasks.

**Recommended Preparation:** Year 7 TLC

### Assessment:

- Oral Work
  - Writing Folio
  - Text Essay
  - Wider Reading/Literature circles
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## EAL08 - YEAR 8 ENGLISH AS AN ADDITIONAL LANGUAGE (E.A.L)

**Aims:** To develop and extend the English language skills of students from Non-English speaking backgrounds, by:

- Identifying the individual needs of students.
- Developing self-esteem and confidence.
- Focusing on and developing students' reading, writing, speaking and listening skills.
- Participating in activities aimed at enhancing their grammar and vocabulary.

### Content:

- Read a variety of texts both in class and at home.
- Complete comprehension activities, tasks and extension work including examining the themes and issues.
- Write in a variety of styles and develop writing skills through a drafting process.
- Speak in informal and formal situations to both small groups and the whole class presenting ideas clearly.
- Listen to and understand instructions.

**Assessment:** Writing, reading and oral activities and tests.

- Language skills
- Comprehension skills

## EN081 ENRICHMENT ENGLISH – SEMESTERS 1 AND 2

Efficient use of language is an essential skill. It is important that the individual communicates effectively in a variety of situations. To this end, these English units promote the development of verbal and written fluency as well as effective language use for a wide range of audiences and purposes. Students are provided with opportunities to think, speak, listen, read and write on a wide range of topics, thereby increasing their awareness and analysis of the world around them. The study of literature is included as being valuable in its own right as well as further developing language skills, thus students are introduced to tasks such as passage analysis and discussion papers. Students are challenged to extend their critical thinking skills through analysing a range of mediums; including poetry, picture books, novels, short stories and film.

### Assessment:

- Oral Work
- Writing Folio
- Text Essay
- Wider Reading
- Language Skills
- Comprehension Skills

## MATHEMATICS LEARNING AREA

**Overall Aims:** To ensure that all students are competent with basic number skills, can select and use appropriate technology to solve problems and to develop reasoning and problem solving skills. All students will need to: demonstrate arithmetic and algebraic skills, perform measurement and spatial tasks, interpret data, determine and understand probability. Students will acquire the knowledge and skills to provide the foundation for further study in mathematics.

Students who are having difficulty in coping with the standard of work in the mainstream unit and/or are identified as being on an Individual Learning Plan, will be provided with a modified program.

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## MA080 MAINSTREAM MATHEMATICS

### Content:

- Review of number properties, relating to fractions, decimals and ratios, factors, divisibility tests and multiples.
- Directed Number operations.
- Measurement and Time, length, perimeter, circumference of a circle, area and volume.
- Introduction to Pythagoras' Theorem
- Review of Algebra skills: simplification and substitution. Multiplying and dividing Algebraic terms, expanding brackets and factorising expressions.
- Data and Statistics, including presenting data, calculating measures of central tendency and spread.
- Percentages and Money, including percentage increase and decrease, profit, loss and the unitary method to solve problems.
- Geometry: properties of quadrilaterals and sum of angles in polygons.
- Probability: two step experiments, tree diagrams, Venn diagrams and two way tables.
- Equations: solving multistep equations, use formulas to evaluate values and solving worded problems.
- Linear Graphs, including tables and rules, finding gradients, determining the equation of a straight line, and use graphs to solve linear equations.
- Indices and index laws.
- Ratio's and rates: scale drawings and introduction to rates and solving problems.
- Congruence conditions for triangles and quadrilaterals.
- Algorithms applied to working with lists, minimising and maximising rectangles.

**Prerequisite:** Year 7 Mathematics

### Assessment:

- Topic Tests
- Class work and Homework
- Application/Problem Solving Tasks

## MA081 ENRICHMENT MATHEMATICS

**Aims:** Students undertaking the enriched mathematics stream will learn selected content from the year 8 and 9 courses. To further deepen content knowledge students will apply mathematical concepts, skills and processes to pose and solve problems. Students will develop an appreciation of mathematics as a discipline – its history, ideas, problems and applications.

### Content:

- Pythagoras' Theorem and its application
- Review of Indices and index laws
- Introduction to surds.
- Probability, including Venn, two-way tables, tree diagrams and arrays.
- Data and Statistics, including summarising and presenting data
- Solving linear equations, inequalities and simultaneous equations.
- Geometry: properties of quadrilaterals, sum of angles in polygons, Euler's Rule, congruence and similar figures of triangles.
- Percentages and Money, including percentage increase and decrease, profit, loss, the unitary method to solve problems, simple interest and compound interest, and problems relating to wages and taxation.
- Linear Graphs, including graphing linear relations, the use of gradient, determining the equation of a straight line, transposition, and distance and midpoint formulae. Use of graphs to solve a system of linear equations.
- Data and Statistics, including presenting data, calculating measures of central tendency and spread, stem-and-leaf plots, grouped data and boxplots.
- Trigonometry, including trigonometric ratios and their application, introduction to the unit circle.
- Algebraic skills of binomial expansions and more complex factorisation
- Measurement: circumference and area of a circle and sectors, surface area and volume.
- Algorithms

**Prerequisite:** Year 7 Enriched Mathematics

### Assessment:

- Classwork and Homework Tasks
- Topic Tests
- Semester Exam
- Application/Problem Solving Tasks

## SCIENCE LEARNING AREA

**Aims:** To introduce students to basic principles related to the mainstream sciences; Biology, Chemistry, Physics and Earth and Space Science. Students will develop an appreciation of Science as a human endeavour, develop inquiry skills to identify and answer questions objectively and communicate their findings using appropriate scientific language.

### Content:

- National Curriculum areas covered will include;
  - The particle theory of matter, periodic table, atoms, elements, molecules, compounds and mixtures, chemical reactions and the Law of Conservation of Mass
  - Cells as the basic building blocks of life and the systems of organs that enable organisms to function
  - Types of energy and its role in driving changes within systems
  - Geology of the Earth and the significance of minerals
- In addition to National Curriculum requirements, students will:
  - Design and implement a Student Led Inquiry Investigation
  - Attend incursion/excursion programs to make real-life links with the curriculum materials
  - This unit will also focus on developing robust scientific and practical skills, the appropriate use of basic laboratory apparatus, the suitable choice of measurement methods and the compiling of scientific reports of findings. Students will learn to appreciate that Science evolves as new knowledge is discovered and the process of discovery is mostly collaborative.

**Recommended Preparation:** Successful completion of Year 7 science

**Assessment:** Written tests/pre-tests, assignments, homework, practical work performance/reports, presentations.

**Costs involved/Dissections etc:** Students will be expected to attend any organised excursions.

**JUNIOR SCHOOL SCIENCE UNITS:**

# HUMANITIES LEARNING AREA

## GG080 GEOGRAPHY

Students investigate **two** units of study in the **Year 8** Geography curriculum:

### Unit 1: Landforms and Landscapes:

- Different types of landscapes and their distinctive landform features
- Geomorphic processes that produce landforms, including a case study of at least one landform
- The differences in at least one landform in Australia compared to other places and the geomorphic processes involved
- Human causes of landscape degradation, the effects on landscape quality and the implications for places
- The spiritual, cultural, aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes
- Causes of geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future

### Unit 2: Changing Nations:

- The causes and consequences of urbanisation, drawing on a study from Indonesia
- The causes and consequences of urban concentration and urban settlement patterns between Australia and the USA and reasons for these similarities and differences
- The reasons for and effects of international migration to Australia
- The reasons for and effects of internal migration in Australia and China
- The challenges of managing and planning Australia's urban future

### Assessment:

- Research Task/Oral presentation
- Unit 1 and Unit 2 Tests
- Fieldwork

## HS080 HISTORY

Students investigate **three** units of study in the **Year 8** History curriculum:

### Units:

1. Japan under the Shoguns (794–1867)
2. Medieval Europe (including the Black Death 1347-1500)
3. Renaissance Italy (Expanding contacts: discovery and exploration 1400–1600)

Students will begin the study of History with an overview study (i.) of 'Ancient to Modern World' (c.650-1400) – *A world in Change*

Students investigate the following elaborations:

- The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society
- Significant causes and effects of developments and/or cultural achievements and reflect the concentration and/or expansion of wealth and power
- Life in the Middle Ages
- People on the move
- Religion on the move
- Power, society and religion
- Medieval Europe
- New migrants, invasions and empires

### Assessment:

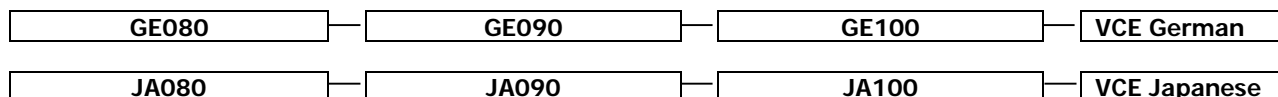
1. Source Analysis of written and visual documents
2. Extended response
3. Essay portfolio

# LANGUAGE LEARNING AREA

## GERMAN AND JAPANESE

### MAINSTREAM LANGUAGE

A language is by its very nature sequential. The serious student who hopes to study a language at VCE level will need to ensure that continuity of study is maintained particularly in the latter stages of the course.



To study your chosen language as part of your VCE studies, it is recommended that you study your chosen language and achieve satisfactory grades throughout Years 8, 9 and 10.

GE080	Year 8 German
JA080	Year 8 Japanese

### (a) GERMAN

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#### GE080 YEAR 8 GERMAN

##### Aims:

- To develop students' ability to understand contemporary German in written and spoken texts.
- To write and speak effectively in German about familiar every day situations.
- To heighten awareness of German culture and lifestyle.
- To promote understanding and tolerance of other cultures.

**Course Outline:** Students develop their listening, speaking, reading and writing skills by studying topics which relate to their own world. Topics include:

- Time and Dates – making arrangements and appointments
- Weather – seasons, activities
- Clothing – describing clothing, appearance, shopping for clothes
- Food – mealtimes, German cuisine, recipes, expressing likes and dislikes and giving reasons.
- Animals – describing animals, caring for pets
- At home – naming and describing rooms, furniture, local area
- Mini topics based on topical themes and class interest

Students are required to learn topic-related vocabulary and become familiar with the following grammar elements: word order in simple sentences and questions, nominative definite and indefinite articles, subject pronouns, possessive pronouns, present tense of commonly used verbs and the use of modal verbs, simple comparatives and superlatives.

Students will use a range of technology resources to support their learning of vocabulary and grammar and to research aspects of German culture.

**Prerequisite:** Year 7 German

##### Assessment:

- General class work and homework
- Participation in language activities
- Formal grammar and vocab tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in German
- Project work



## **(b) JAPANESE**

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### **JA080 YEAR 8 JAPANESE**

#### **Aims:**

- To develop students ability to understand and use Japanese within the world of their experiences.
- To convey personal or factual information in writing and speaking.
- To heighten awareness of Japanese culture and lifestyle.
- To promote understanding and tolerance of other cultures.

**Course Outline:** Students develop their listening, speaking, reading and writing skills by studying topics related to their experiences. Topics include:

- Days, dates and seasonal events
- Sports and hobbies and ability
- People, places and transport
- Daily activities
- Discussing free time activities
- Making arrangements
- Mini topics based on topical themes and class interest

Students are required to learn topic-related vocabulary and become familiar with the following grammar elements:

- A wider variety of verbs
- The different verbs forms used to express tenses. Eg: present tense, past tense, etc.
- Word order in simple sentences and questions
- Adjectival forms
- Make arrangements and suggestions in role-plays

Students also learn the second alphabet, Katakana, and expand their knowledge of Kanji.

Students may undertake cultural assignments, which may involve the use of information technology resources to research aspects of Japanese culture.

**Prerequisite:** Year 7 Japanese

#### **Assessment:**

- General class work and participation in language activities
- Formal grammar and vocabulary tests
- Formal reading and listening comprehension tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in Japanese
- Cultural and language assignments.

# ARTS / TECH LEARNING AREA

## FOOD TECHNOLOGY

Food Technology at all year levels offers a valuable education to students as well as the opportunity to apply concepts ranging from food and technology, nutrition, family and personal development areas of study. Students will experience practical and theoretical understanding of food preparation, decision-making and management skills for everyday living and well being. Food Technology courses enable students to undertake a diverse range of subjects and courses at Senior Levels, which lead to a broad range of challenging careers. Units are closely linked to VCE Technology Studies and T.A.F.E. requirements.

### COURSE STRUCTURE

FT080	Food technology – subject charge \$70
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#### FT081 Food technology

**Aims:** To teach students basic measurement, presentation and recipe reading skills. Students have also developed their sensory perception and knowledge of equipment and utensils, commonly found in kitchens.

**Content:** A basic course in Food Technology starting with healthy breakfasts, lunches, dinners and deserts.

**Recommended Preparation:** Nil

**Assessment:**

- Productions
- Investigation(s)
- Log Book
- Test(s)

## HEALTH AND PHYSICAL EDUCATION LEARNING AREA

**Introduction:** We aim to provide students with the skills, knowledge & attitudes to lead active & healthy lives. Students will experience a wide range of physical activities, including a variety of sports and recreational activities.

Emphasis will be placed on students' participation, development of personal fitness and ability to perform a range of skills in game situations. In addition to practical activities, there will be an increased emphasis on theory in order to best prepare students for the rigors of VCE studies.

To participate in practical lessons students must wear full Brentwood sports uniform. This uniform consists of:

- Brentwood navy polo shirt
- Brentwood navy shorts/track pants
- Brentwood jacket/rugby polo
- White socks
- Brentwood navy cap(must be worn during PE and Sport when outside all year)

**NOTE: Skins, Leggings or Tights are NOT part of the PE/Sports Uniform and should not be worn.**

All items can be purchased in one of three ways:

1. **ONLINE:** Purchase your garments online at [www.psw.com.au](http://www.psw.com.au) using PSW's secure internet service. Payment is made by credit card and garments will be delivered to you anywhere in Australia. Delivery fee applies;
2. **SCHOOL ORDER FORM:** Print out your school order form and submit it to the school uniform shop with payment details during opening hours or alternatively hand it in at the school office. It will then be filled the next uniform day and given to your child; or
3. **IN PERSON:** View the range and try on the garments at the following location:

PSW Mount Waverley  
288-290 Stephenson's Road  
Mount Waverley VIC 3149  
Tel: (03) 9809 5477

Shop Hours  
Monday - Friday: 8:30am - 5:00pm  
Saturday: 9:00am - 5:00pm

**Aims:**

This unit enables students to:

- identify the outcomes of risk-taking behaviour and enable students to make informed decisions;
- participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific, skills;
- develop and improve their fitness in a variety of ways.

**Content:**

This unit is a combination of theoretical and practical applications.

The theoretical areas of study in this unit include the:

- sexual and reproductive health;
- determinates of health that impact on adolescence;
- establishing healthy relationships and boundaries;
- the link between self-esteem, body image and eating disorders; and
- alcohol, smoking and other drugs, alongside decision making.

The practical areas of study in this unit will mainly focus on the following sports: dance-tinkling, cricket, lacrosse, tennis, soccer, basketball and volleyball. Depending on time of year and availability of teaching spaces students may also participate in some netball, badminton, athletics, golf and minor games. There will be some excursions/incursions for a small charge depending on the activity.

**Assessment:** Students will be assessed on the following items:

- participation
- development and application of skills and strategies
- fitness testing
- written task(s)

# INFORMATION TECHNOLOGY

## COURSE STRUCTURE

### IT080 TechThisOut

**Aim:** Information Technology in Year 8 is a semester unit.

The aim of the unit is to ensure a balanced transition from the TLC environment with the use of iPads to a PC platform. The unit develops skills using Office based applications whilst continuing to ensure creativity. ICT tools and techniques are used to represent and explore processes, patterns and cause-and-effect relationships. Students use a wider range of ICT tools, techniques and functions to support their thinking processes, to model systems, to solve problems and to create information products for a variety of purposes.

**Content:** Students will develop skills in word processing, programming and media tools. Students create user and technical documentation and are encouraged to develop computational ideas to create interactive stories, animations or games, while also learning to think creatively and work collaboratively. Students create and maintain an up-to-date, logically structured bank of evidence of their learning.

Students will investigate the accepted codes of practice when using ICT, and discuss the consequences of ICT use in a range of environments and contexts in the community.

**Assessment:** Students will be assessed on the following items:

- Classwork
- Projects
- Oral Presentation
- Test

