

# St John Bosco College

## Engadine



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

2009/2010



## A MESSAGE FROM THE PRINCIPAL

Dear students,

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

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

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

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

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

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

God bless,

Fr Bernie Graham SDB  
B.A., Dip Ed., B.Ed.Studies, B.Theol., M.Ed.Leadership, M.A.(Theol).  
Principal



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# INTRODUCTION

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

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

## **STRUCTURE OF THE CURRICULUM:**

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

**English**

**Mathematics**

**Science**

**Human Society and Its Environment**

**Languages Other Than English**

**Technological and Applied Studies**

**Creative Arts**

**Personal Development, Health and Physical Education**

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

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

## **Year 7**

*Religious Education*

*English*

*Mathematics*

*Science*

*Australian History, Geography,  
Civics and Citizenship*

*Mandatory Technology*

*Visual Arts*

*Music*

*PD, Health and PE*

## **Year 8**

*Religious Education*

*English*

*Mathematics*

*Science*

*Australian History, Geography,  
Civics and Citizenship*

*Mandatory Technology*

*Visual Arts*

*Music*

*PD, Health and PE*

*Italian*

## Homework Policy

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

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

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

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

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

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

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

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

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

Examples of homework set are -

|                                 |  |
|---------------------------------|--|
| <b>COMPLETING</b>               | work taught in class - completing examples, written responses, practising examples, etc.   |
| <b>PREPARATION</b>              | of presentations to class  |
| <b>READING</b>                  | is always beneficial. Students will generally have a novel for English, or may borrow from the exciting range of books for pleasure and for factual knowledge contained in our library. Newspapers provide an excellent source of data for subjects such as Commerce, English, Studies in Society, Religious Education, Geography, History, etc., and for any work on Current Affairs. |
| <b>INTERVIEWING</b>             | and gathering information from family, relatives and neighbours for a number of different subjects.  |
| <b>CREATING &amp; DESIGNING</b> | materials for Design and Technology, Geography, etc.   |
| <b>ASSIGNMENTS</b>              | that may be set on major topics in a number of subject areas. Such assignments are set well in advance. Students need to plan their time carefully to complete such assignments. Resources may need to be gathered and notes made, questions answered and presentations planned.   |
| <b>STUDY NOTES</b>              | will be beneficial for all students in preparing for <b>EXAMS</b> , class tests and other forms of assessment.   |

These are only a few of the many different forms that **HOMEWORK** may take, and parents are encouraged to support your children in planning and completing any task that has been set.

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

# Assessment Practices and Procedures

## Introduction

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

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

## Rules, Practices and Procedures

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

## Illness and Misadventure

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

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

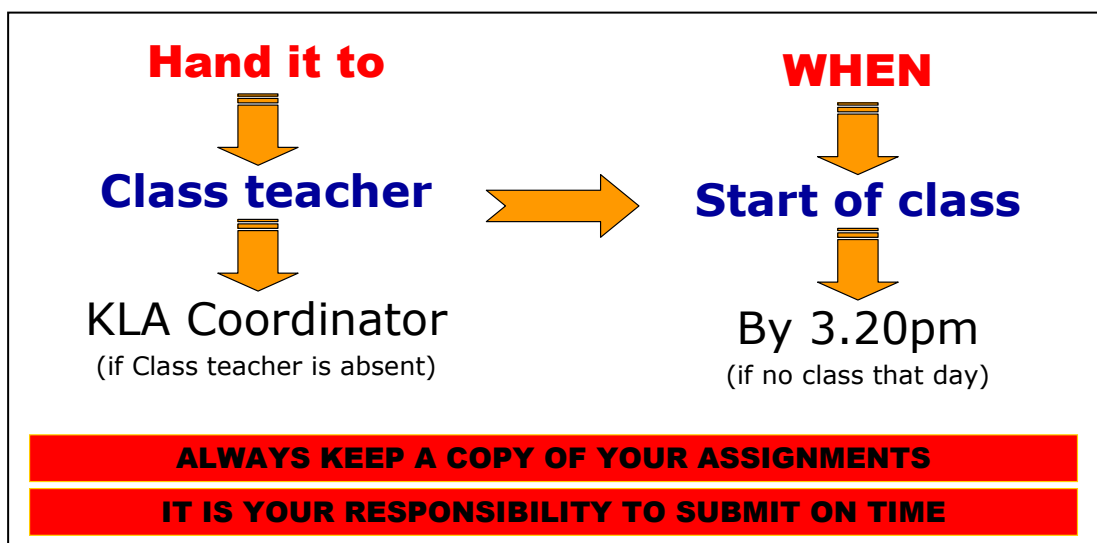
It is incumbent on the parent/carer and the student to inform the College at the earliest possible time of any factors, which may affect a student's performance.

# Assessment Guidelines

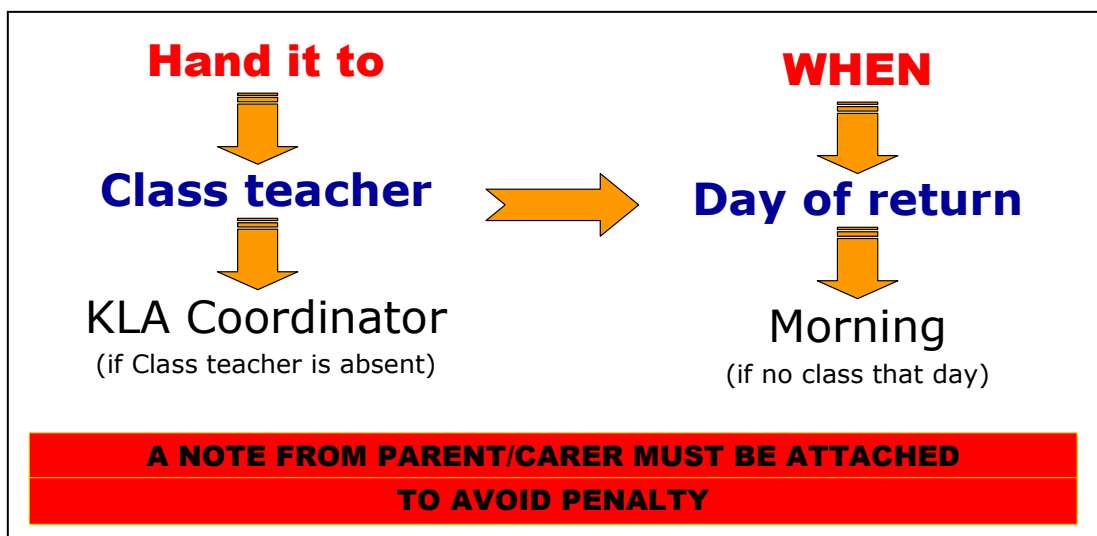
## Rationale

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

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



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



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

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

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

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

**Remember:**

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

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

# RELIGIOUS EDUCATION

At St. John Bosco College we teach the Sydney Archdiocesan Religious Education Curriculum - "Faithful to God: Faithful to People".

In addition, because we are a Salesian school the educational and religious philosophy of St John Bosco is kept before the students and teachers. The Salesian method is based on REASON, RELIGION and KINDNESS.

## YEAR 7 COURSE OUTLINE

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

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

|      |                                 |
|------|---------------------------------|
| A7.1 | The Bible: Sacred Story         |
| A7.2 | The Hebrew Scriptures: Overview |
| B7.1 | School and Church Communities   |
| C7.3 | God and People in Creation      |
| D7.1 | Ways People Pray                |
| D7.2 | The Liturgical Year             |
| E7.2 | Values and Moral Decisions      |

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

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

#### **The Bible: Sacred Story**

- \* appreciate the vitality, potential and sacredness of story, and the variety of books, people and messages contained in the Scriptures
- \* describe the nature of sacred stories and the structure of the Bible
- \* locate and interact with stories and passages in the Hebrew and Christian Scriptures

#### **The Hebrew Scriptures: Overview**

- \* identify with the experiences of people and events in the Hebrew Scriptures
- \* describe major themes, people and events of the Hebrew story
- \* communicate an overview of the themes, people and events of the Hebrew Scriptures

#### **School and Church Communities**

- \* appreciate the local Church community and its connection to their school
- \* demonstrate knowledge of the tradition of their school and local Church community within the diocese
- \* compile information about lives of individuals who contributed to the life of the school and local Church community.

#### **God and People in Creation**

- \* be aware of God's creativity experienced in human activity and the natural environment
- \* describe how God is active in all creation
- \* identify a range of expressions of God's presence in the natural environment and human experience

### **Ways People Pray**

- \* value the role of personal prayer, and the Church as a community which worships together
- \* identify a variety of ways in which people pray
- \* prepare for, and participate in, prayer in a variety of forms

### **The Liturgical Year**

- \* respect liturgical ritual as a response to the patterns of everyday life
- \* describe the seasons and celebrations which comprise the official liturgy of the Church
- \* creatively express elements of the seasons and celebrations of the Church

### **Values and Moral Decisions**

- \* appreciate the many influences that affect moral decision-making
- \* identify the various aspects in the formation of moral values and decisions
- \* assess the extent to which moral character has an impact on the process of making choices

### **ASSESSMENT**

Students will satisfy the outcomes of the course by:

- Assessment Tasks
- Semester Examinations
- Classwork and homework

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

## **YEAR 8**

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

|      |   |
|------|---|
| A8.3 | The Setting of the Gospels                  |
| B8.2 | People and Ministries in the Church         |
| B8.3 | Early Christian Communities                 |
| C8.1 | Experiences of Good And Evil                |
| C8.2 | Catholic Rites and Traditions               |
| D8.3 | Symbol and Ritual: Sacraments of Initiation |
| E8.2 | The Influence of Jesus                      |
| E8.3 | Living the Christian Life                   |

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

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

**The Setting of the Gospels**

- \* appreciate the regional diversity of Israel at the time of Jesus, and differences in customs and social groups
- \* identify the geography, customs and social groups at the time of Jesus
- \* analyse stories about Jesus in terms of their cultural and historical background

**People and Ministries in the Church**

- \* value the variety of practices, activities and people in the Church
- \* Describe the range of activities and people involved in ministry in the Catholic Church
- \* explore possible ways of being actively involved in the mission of the Church

**Early Christian Communities**

- \* be aware of the commitment and vision of the men and women in the early Christian communities
- \* describe important events and personalities of the early Christian communities
- \* use historical sources to interpret early Church history

**Experiences of Good And Evil**

- \* accept that there are various elements which contribute to actions being good or evil
- \* identify the elements of good and evil in personal and group experiences
- \* investigate influences which contribute to actions being good and evil

**Catholic Rites and Cultures**

- \* be open to different ways that Catholics express their relationship with God
- \* identify rites and cultural expressions of the Catholic Church
- \* demonstrate significant ways Catholics relate to God

**Symbol and Ritual: Sacraments of Initiation**

- \* value those signs, symbols and rituals which guide and enrich their own and other peoples' lives
- \* describe sign, symbol and ritual, the nature of the sacraments, and rituals associated with the sacraments of initiation
- \* classify examples of sign, symbol, ritual and sacrament

### **The Influence of Jesus**

- \* appreciate how the words and actions of Jesus provided a model of living for the people he encountered
- \* describe situations from the Gospels which portray Jesus as the guide for living the Christian life
- \* Gather information on the way in which some Gospel characters were changed by their response to Jesus

### **Living the Christian Life**

- \* value the relevance of the teachings of Jesus to contemporary society and life experiences
- \* identify ways in which Christians live lives of discipleship in accordance with the ideals and values of Jesus
- \* apply the teachings and values of Jesus to contemporary life situations

### **ASSESSMENT**

Students will satisfy the outcomes of the course by:

- Assessment Tasks
- Semester Examinations
- Classwork and homework

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

# ENGLISH

## AIMS

English is the area of the curriculum where students will acquire competence in the use of English language and literature. The curriculum aims to develop the following:

1. The ability to speak, listen, read, view and write with purpose, effect and confidence in a wide range of contexts.
2. A knowledge of the ways in which language varies according to context, purpose, audience and content, and the ability to apply this knowledge.
3. A sound grasp of the linguistic structures and features of standard Australian English and the capacity to apply these, especially in writing.
4. A broad knowledge of a range of literature, including Australian literature, and a capacity to relate this literature to aspects of contemporary society and personal experience.

## OUTCOMES

By the end of their years at Bosco, students will have become increasingly independent as learners and will demonstrate growing proficiency in:

- \* using spoken language effectively as required by the formal learning environment in school
- \* recounting events and describing and explaining their ideas and actions clearly to others
- \* reading and interpreting fiction and non-fiction texts produced for adolescent readers, and selecting reading material that suits their purposes
- \* writing imaginative and factual texts (poems, stories, reports, recounts and procedures) and showing a basic level of competence in two broad areas; selecting information and expressing ideas, imagination and feelings that are appropriate for purpose and audience; and in handwriting, text organisation, grammar, spelling and punctuation.
- \* recognising stereotypical treatment of characters and people in spoken, written and visual texts.
- \* critical and visual literacy

## IN YEARS 7 AND 8

In the first two years at Bosco students are involved in the activities of speaking, listening, viewing, reading and writing around a focus of interest or theme. The Year 7 and 8 courses incorporate the study of a variety of literature (poetry, novels, short stories, film, non-fiction, plays) and the mass media to develop these skills. The English syllabus also includes drama and library research. Each class has specific outcomes, a program and assessment tasks which enhance their learning.

Incorporated into all units of study in English is the teaching of formal language structures and concepts, including spelling, sentence structure and paragraphing. This is highlighted through the use of an English skills workbook.

### AREAS OF ASSESSMENT

Assessment in English is cumulative and continuous. It focuses on all aspects of the English program including:

- formal language structures
- speaking and listening skills
- reading
- writing
- literature
- viewing and representation

Strategies for assessment will vary from course to course, depending on the particular focus or theme. Therefore assessment could include such tasks as;

- research assignments (including the processes involved in the research)
- oral presentations
- writing: creative, poetry, essays, explanations, notes, reports, web sites.
- response to literature and mass media in oral, written or visual representations.
- drama: interpretation of texts or original material.
- listening tasks
- editing

# MATHEMATICS

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

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

As a result of learning Mathematics, all students should:

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

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

Number  
Patterns and Algebra  
Data  
Measurement  
Space and Geometry

Incorporated in all these strands is the strand of Working Mathematically, where students develop the knowledge, skills and understanding through inquiry and application of problem-solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection.

## YEAR 7 MATHEMATICS

Students in Year 7 will study such topics as:

### Number

- Operations with Whole Numbers
- Fractions and Decimals
- Integers
- Chance

### Patterns and Algebra

- Algebraic Techniques
- Number patterns

### Data

- Data Representation

### Measurement

- Time
- Length
- Area
- Mass

### Space and Geometry

- Angles
- Properties of Solids

## ASSESSMENT:

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

Topic Tests  
Assignments  
Practical Assessment Tasks  
Semester Exams

## YEAR 8 MATHEMATICS

Students in Year 8 will study such topics as:

Number

- Percentages
- Probability

Patterns and Algebra

- Algebraic Techniques
- Linear Relationships
- Equations and Inequalities

Data

- Data Analysis and Evaluation

Measurement

- Perimeter and Area
- Surface Area
- Volume and Capacity
- Properties of Geometrical Figures

### ASSESSMENT:

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

Topic Tests  
Assignments  
Practical Assessment Tasks  
Semester Exams

# SCIENCE

## INTRODUCTION

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

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

## Year 7

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

Textbooks: Heinemann Interactive Science 1 (Student Loan scheme with electronic copy available)  
Also available: 1 class set Core Science 1

## Year 8

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

Textbooks: Heinemann Interactive Science 2 (Student Loan scheme with electronic copy available)  
Also available: 1 class set Core Science 2

## Course Outline (Units of Study) - Years 7 and 8

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

### ***7A Science in Sydney***

This is an introduction to Science. Students will learn the safe way to purposefully work in a school laboratory.

### ***7B World under a microscope***

An introductory investigation of the world of living things, their structure and function. We use microscopes to examine the cells and their components.

### ***7C Taking a closer look***

We introduce students to the variety of matter and properties of matter that they have become accustomed and introduce students to the classification of matter.

**7D Living Things**

We examine cells, classification of living things and the habitats in which organisms live.

**7E Individual Research**

Research in science is fundamental to the building of new knowledge. Students will investigate and practice using the scientific method in a project.

**7F Our Place in Space**

This unit will develop students understanding of the historical development of our view of the Universe and how technology has changed our understanding of Earth's place in space.

**7G Here on Earth**

This unit looks at the factors that make the Australian environment unique. We examine the relationship between the atmosphere, the hydrosphere and the physical components of the Australian landscape.

**7H Classification**

This unit examines the similarities and differences of living things.

**8A Everyday Dynamics**

Dynamics is a term that used to be closely allied with physical science – motion, electricity, waves – the idea of 'movement' is encompassed by the term. The purpose of this unit is to examine the ways in which movement occurs about us everyday.

**8B Materials Science**

This unit continues the development of ideas about the nature and behaviour of matter. We examine elements, the building blocks of matter, by closely examining the periodic table and the relationships between atoms. A variety of physical and chemical properties of matter are described.

**8C Group Research**

Students will undertake a group research project to consolidate their skills to work scientifically.

**8D Health Science**

This unit is to examine the energy flows and processes in living things, especially animals. The focus is on health and the correct function of the body systems. We then shift to an examination of the support structure of animals and the principles of movement.

**8E Environmental Science**

In this unit we re-examine our use of the world's natural resources and the human impact of this use. We learn about the properties of minerals and rocks and consider the natural systems of our planet.

**8F Exploring Space**

In this unit we continue to build the picture of ourselves in space and evaluate the continuing need for space exploration.

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

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

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

## **YEAR 7 and 8 - GEOGRAPHY AND HISTORY**

The aim of Geography in the years 7-10 is to develop students knowledge, understandings, skills, attitudes and values about the distribution of human and natural phenomena and their spatial interactions in order to promote active, informed citizenship.

Students in year 7/8 will study the following topics in Geography.

1. Investigating the world
2. Global Environments
3. Global Change
4. Global Issues and the Role of Citizenship

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

Students in year 7/8 will study the following topics in History.

1. Investigating History
2. Societies and Civilisations of the Past
3. Aboriginal and Indigenous Peoples, Colonisation and Contact History

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

Students will complete a half yearly exam in either Geography or History and a yearly exam in the course studied in Semester 2.

Students will also be required to complete assessment tasks related to the topics being studied.

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

- a. Formal Assessment Tasks - Formal Examinations  
- Major Assignments

Marks and achieved outcomes in these areas constitute the bulk of the Achievement Grade as shown on the Student's Report.

- b. Informal Assessment Tasks - regular class tests;  
- class exercises and activities;  
- homework;  
- oral and written presentations;  
- bookwork; and,  
- class participation.

Marks and achieved outcomes in these areas constitute the bulk of the Application Grade as shown on the Student's Report.

### **Course Expectations**

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

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

- Homework - Regular homework will be given. Students are expected to complete all set homework. Failure to do so will result in Recess, Lunch or Afternoon Detention, additional work and may result in Course Failure.
- Assignments - Assignments are set to enable students to build on the knowledge and skills developed in class through the creation of a well constructed piece of work. Student assignment work should be completed by the due date. Requests for extensions should be submitted in writing.

# ITALIAN

## INTRODUCTION

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

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

## RATIONALE

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

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

## ITALIAN AT ST. JOHN BOSCO

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

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

## AIMS

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

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

## GENERAL OUTCOMES

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

### KNOWLEDGE

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

Within each given topic, students will be expected to:

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

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

### SKILLS

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

### VALUES

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

## ORGANISATION OF THE COURSE

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

1. An introduction to the Italian language
2. Lets introduce ourselves
3. Let's Eat and Easter in Italy
4. The Italian Family
5. At School
6. Daily Activities and Telling the Time
7. Fashion in Italy
8. The Animals
9. In an Italian Town
10. Let's revise
11. Designing an Italian language game
12. Christmas in Italy

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

## **ASSESSMENT**

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

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

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

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

|                  |            |                |            |
|------------------|------------|----------------|------------|
| <b>LISTENING</b> | <b>20%</b> | <b>READING</b> | <b>20%</b> |
| <b>SPEAKING</b>  | <b>20%</b> | <b>WRITING</b> | <b>20%</b> |

The remaining 20% is allocated to the Culture Assignment.

# MANDATORY TECHNOLOGY

## What is Mandatory Technology?

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

## Areas of Study

During Years 7 and 8, students will undertake learning in three different focus areas by participating in various design specialisations.

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

## Course Structure

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

- Electronic technologies
- Food technologies
- Graphic technologies
- Information technologies
- Media technologies
- Metal technologies
- Textile technologies

## Assessment

Students will be assessed regularly on their performance on a variety of tasks. These tasks may be formal for example a design portfolio or informal for example class question and response or class exercises. Formal Assessment for reporting purposes will take the form of:

- Observations
- Research activities
- Design activities and portfolios
- Presentations
- Written responses and reports
- Written and practical tests etc

## Basic Requirements

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

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

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

## Safety and Equipment

The study of this subject requires student to work in Technology rooms and to use tools and equipment which are potentially dangerous. It is therefore imperative that they follow instructions and are attired correctly.

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

# CREATIVE ARTS

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

In both Art and Music courses students undertake practical, theoretical and appreciation lessons. St. John Bosco College has specialist rooms to cater for art and music.

## VISUAL ART

The Visual Art syllabus allows for students to make and study images and objects which have a range of meanings and purposes. At school making art works involves creating images and objects that represent ideas, experiences and understandings.

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

### YEAR 7

During Year 7, students will use themselves and their world as the subject matter for their artworks in Semester 1. They will produce a self portrait (drawing) as well as an abstract painting. In Semester 2 Year 7 students will experiment with clay work, lino printing and sculptural assemblage based around the theme of “Creepy Creatures”.

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

Throughout the year students will examine critical and historical studies of artists relevant to the student’s practical work. Students will also begin to learn to decipher and understand artworks.

### YEAR 8

During Year 8, students will explore the school environment as the subject matter for their artworks in Semester 1. They will produce drawing work as well as a series of lino prints. Year 8 students will also produce a plaster mask exploring the presentation of personal qualities. In Semester 2 Year 8 students will produce a clay container or vessel and will also examine appropriation in art. Students will then appropriate a famous artwork (painting).

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

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

## MUSIC

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

### YEAR 7

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

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

Homework encompasses revising class notes and instrument practice.

### YEAR 8

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

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

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

## ASSESSMENT

Assessment is individually rated in the Creative Arts. Students are graded according to personal progress and achievement. Many creative works are on going projects that are graded at the end of a term or semester depending on completion. Students undertake assignment work in their critical and historical studies of the creative arts, this forms the basis of any homework. Students are encouraged to make personal assessments and reflections of their own progress.

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

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

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

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

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

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

## **PLEASE NOTE :**

All students require an A4 Exercise Book.

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

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

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

## YEAR 7

### Content Overview

- UNIT 1: *New Environment/New Challenges*** (Fitness Testing)  
Students will explore positive relationships, coping and effective communication in relation to family, friends and school. Students also participate in a range of fun, practical games that promote team work, problem solving, and effective interpersonal communication between group members.
- UNIT 2: *Eat Smart + Be Active*** (Aquatics, Street Hockey and Softball)  
Students will explore lifestyle behaviours that are formed in childhood in reference to physical activity, healthy food habits and socio-cultural factors. Lifestyle diseases will also have a particular focus in this unit. They will critically analyse food labels and examine food myths and fallacies.
- UNIT 3: *Puberty Blues*** (Gymnastics)  
The physical, mental and emotional changes associated with puberty are explored.
- UNIT 4: *Interaction in Action*** (Athletics)  
Through the essential skill of interaction, students will become familiar with a variety of PDHPE issues surrounding road safety, harm minimisation, personal safety and healthy food habits.
- UNIT 5: *Recognising Risk*** (Creative Dance)  
In this unit students will explore the concept of risk taking in relation to drugs, roads safety and child protection. They will recognise, assess and respond to risk situations and identify how positive health behaviours can protect health.
- UNIT 6: *Mental Fitness*** (Soccer and Racquet Skills)  
Students will examine the issues of mental health, bullying, connectedness, power in relationships and challenges through a range of communication and problem solving activities. Students will also identify and understand the forms of abuse and neglect and how it can impact on children.

### ASSESSMENT TASKS

|           |   |                              |
|-----------|---|------------------------------|
| Theory    | - | Personal Dossier             |
|           | - | Healthy Eating Research task |
|           | - | Risk Powerpoint presentation |
|           | - | Yearly exam                  |
| Practical | - | Performance                  |
|           | - | Participation                |

## YEAR 8

### Content Overview

- UNIT 1: *Beat the Bulge*** (Fitness Testing)  
Students will undertake a primary focus on healthy food habits, and recommended dietary intakes of children and adults, planning and creating a strategy to combat the current health issue of childhood obesity.
- UNIT 2: *Rock ‘n’ Water*** (Gymnastics and Aquatics)  
Students will learn skills to help defend themselves when attacked. They will also learn how to express opinions in a calm manner through conflict resolution.
- UNIT 3: *Alcohol Module*** (Basketball and Cross Country)  
Students undertake an interactive ICT unit covering a multitude of issues surrounding teenagers and drinking, including harm minimisation strategies, standard drinks and physical and psychological effects of alcohol.
- UNIT 4: *We Are Family*** (Touch Football)  
Students will gain an understanding of the role relationships play in the development of the individual. Students will explore the qualities of caring and respectful relationships, and how they can be developed and maintained in a variety of contexts in their lives.
- UNIT 5: *Sexuality*** (Athletics and European Handball)  
Students will recognize sexuality as being an integral part of an adolescent’s growth and development, and to instill the values of respect, commitment and responsibility which characterize a Christian approach to sexuality.
- UNIT 6: *REDI, Set, Go*** (Bush Dance and Cricket)  
Resilience Education and Drug Information (REDI). This unit focuses on preventing and reducing harm from drug use by building more resilient young people. Students will improve skills such as decision making, self talk and assertiveness.

### ASSESSMENT TASKS

|           |   |                           |
|-----------|---|---------------------------|
| Theory    | - | Health Promotion Strategy |
|           | - | Family Biography          |
|           | - | Exams                     |
|           | - | Sexuality in class test   |
| Practical | - | Performance               |
|           | - | Participation             |