VALUES FOR LIFE

Hunter Valley Grammar School is committed to the following core values:

**RESPONSIBILITY**
Be accountable and do your best for the School and its ideals in all situations.
Strive for personal excellence in any endeavour.

**INTEGRITY**
Behave with commitment and consistency when dealing with others of any background; be reliable, trustworthy and loyal.

**RESPECT**
Honour oneself, others, property and values; be tolerant and inclusive.

**CITIZENSHIP**
Participate with teamwork and cooperation in the community; practice leadership and behave with consideration for those you deal with in all situations.

**COURAGE**
Do what you feel is right even when it is hard, persevere when facing risk or challenge, and give new opportunities a try.

**COMPASSION**
Practice understanding others with empathy, benevolence and thoughtfulness.
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Work Ethic

The School recognises that students’ positive work ethic is crucial to their success with their academic studies.

For students, their work ethic can be enhanced by addressing each of the points listed below:

1. Be punctual to all lessons
2. Provide all necessary equipment and books for all lessons
3. Be prepared for lessons by having books open with other equipment at hand ready to use as required; they should do this without awaiting specific teacher direction
4. Be aware that there will be consequences when deadlines are not adhered to
5. Be aware that the responsibility for learning lies with the student themselves
6. Need to become planners and goal setters
7. Need to make every endeavour to NOT waste time
The Curriculum for our School

The Board of Studies has the responsibility for curriculum development within the State and as such has a duty through its Subject Advisory committees for the ongoing development of subject syllabuses.

General Curriculum Guidelines

The School will provide:

- courses of study in the Key Learning Areas which are appropriate for the children concerned, having regard to their stages of development, levels of achievement and needs;
- adequate opportunities for practical experience and application of theory;
- adequate opportunities for the acquisition of competence in the English language,
- courses which aim to develop the potential of students;
- courses which adequately equip students to take their place in Australian society;
- courses which allow for appropriate interaction among students and between students and teachers;
- courses of study which develop students’ skills in problem solving, analysis, synthesis, communication, information gathering, research and the use of technology, including computers;
- opportunities which encourage students to develop a set of values consistent with life in a democratic society.

The curriculum for Secondary education in Stages 4 and 5 is based upon eight Key Learning Areas:

i. English
ii. Mathematics
iii. Science and Technology
iv. Human Society and its Environment
v. Languages other than English
vi. Technological and Applied Studies
vii. Creative Arts
viii. Personal Development, Health and Physical Education

The way in which we choose to meet Board of Studies requirements at Hunter Valley Grammar School is to timetable all compulsory courses into Years 7 and 8 in the Secondary School. These include Design and Technology, Languages, Music and Art with PD/Health/PE continuing into Years 9 and 10. The Senior School curriculum is determined by guidelines relating specifically to the end of Year 10 credentialing and the Higher School Certificate.

Co-Curricular Activities
There are a wide variety of co-curricular activities available through the School. A list of Secondary School co-curricular activities may be found in the Parent Co-curricular Handbook.
Outdoor Education/Year Camps
As an integral and vital part of the School’s Outdoor Education Curriculum, each student in Year 8 to 10 attends camp for one week. In 2016, these camps will be conducted during Term 1 at various venues, using professional staff.

Specially designed programs are organized for each camp in keeping with the aims and objectives of the School’s Outdoor Education program. In essence, the camps provide students with the opportunity to experience different outdoor environments and pursuits (camping, bushwalking, canoeing, abseiling, rock climbing, archery, etc.) as a vehicle for developing new outdoor skills, team work, initiative, self-confidence and leadership skills.

It is a firm belief within the School that students should be exposed to a variety of educational experiences, necessitating them to foster, develop and extend their potential. Through participation in the School’s Outdoor Education Programme, students gain enrichment from their experiences and newly learnt skills that will advantage them in a competitive and demanding world.
Time Management

Students, whether in Year 7 or Year 12, typically complain about:

1. the size of their workload; and
2. the amount of unstructured time.

On the surface, these two issues appear to go together, but it takes time management skills to resolve them. Taking control of your time is one of the most valuable skills you can acquire.

You will have been given a timetable for the year. This is NOT the only timetable you will need nor is it complete in terms of work you will need to do. You will also need to allow time for personal study. There will be pressures and demands made upon your time throughout the course. You can plan for these by developing a personal homework timetable based around your daily timetable of classes. In this way you will maximise your chances of success. Remember, time is like energy, it should not be wasted.

Planning for the Semester

Your personal timetabling should start with a long-term plan. Information for this process can be drawn from the course outline documents provided in this booklet. This will help you gain an overview of the year ahead. Make a note of camp dates, examination periods, the length and dates of each term, any holidays and any time in which you can review and revise work to date.

Planning for a Term

From the semester plan you can now devise a term plan. You will be able to mark on it the assignment hand-out dates and hand-in dates. This will help with your week-to-week work plans. Remember that it is best not to leave assignments to the last minute when library books may not be found on the shelf, empty computer terminals difficult to find, and expert advice from your teachers hard to obtain. Remember that these dates are FINAL deadlines. There is no penalty for handing in an assignment BEFORE the specified hand-in date, indeed you are encouraged to do so. However, if you fail to hand in by the specified hand-in date you may incur a penalty of up to a 10% mark deduction per day late and/or an adjustment to your allocated grade.

Planning for the Week

The weekly timetable is the most useful personal timetable you can have. It should cover MOST hours of the day and every day of the week. You will need to plan your homework and study time around all the routine activities in your week. To do this you should use construct a blank timetable and then follow the instructions below.

1. Enter all fixed activities (sports practice, band practice, etc.) that you are involved in after school.
2. Add time needed for meals, sleep, chores, travel, grooming, etc.
3. Put in your fun time! Especially if there are activities at a fixed time that you enjoy (special T.V. programs, tennis matches on a regular basis, etc.) If this is a planned part of our schedule, you won't feel guilty about doing it. There won't be that nagging feeling of "I should be doing something else," that often accompanies a student’s attempts at recreation or relaxation.

Note:  Set Priorities: Strike a balance between your sporting, social, family or other responsibilities by not overdoing it in one area at the expense of another. It helps to have the support of your family, friends and teachers so that they understand your studies are important to you.
Homework

Rationale
Homework provides an avenue for students to practice and revise the skills learnt in the classroom, as well as developing attitudes of self-responsibility. It is important that students appreciate that learning is not restricted to the classroom and that work done at home is an important part of the overall approach to school work that all students must complete.

Homework provides the teacher with a means of obtaining input from parents on a directed basis and allowing them to make a significant contribution to the educational process at home.

Well-structured homework will encourage students to develop independent working skills and to seek help (where appropriate) from other sources. It also helps students gain an awareness of areas where they need extension or additional assistance.

Students ought to be able to:
- complete nominated tasks within the times specified below;
- feel comfortable to seek assistance from teachers if homework is providing problems;
- complete tasks to the best of their ability in both neatness and content;
- be able to complete homework without parental insistence.

Students are expected to:
- bring their homework diaries to all lessons including Mentor Group;
- write all homework tasks in their homework diaries as soon as it is issued;
- have their homework diaries signed by their parent/guardian each weekend to show that they are aware of the homework set and completed;
- produce their homework diaries each week for inspection by the Mentor Group Teacher or Class Teacher;
- take a responsible attitude toward completing homework and be prepared to devote the necessary time and effort to complete it to the best of their abilities.

Some homework activities will require a prolonged effort over several days or even weeks e.g. projects, research activities. It is therefore essential that student’s plan their homework time sufficiently in advance to accommodate these tasks.

On some occasions the amount of homework set for a particular night will fall short of the loads specified for that age group. It is desirable that students take advantage of these times and use them for general reading e.g. newspapers, periodicals etc. Students need to learn to individualise their work routines as they approach their Senior School courses.

Guidelines for Parents
Parents are expected to support the aims and objectives of this policy and recognise homework as a valid educational activity.

Parents are asked to help provide a suitable environment for the completion of homework. This may include:
- a quiet area away from distractions such as the television and/or siblings;
- a suitable workspace which provides a comfortable table and chair with adequate lighting and ventilation; and
- support and encouragement in the formation of good study habits.
Parents should use some discretion in the amount of involvement they have in their child’s homework. Children ought to be able to complete their homework with limited parent involvement.

Parents are expected to inspect the child’s homework as frequently as possible and:
- take note of the amount of homework;
- discuss the completion of the tasks with the student;
- read any comments inserted by teachers and act as required by such comments; and
- sign the homework diary in the space provided to indicate that the diary has been sighted and the tasks completed.

Homework Load Guidelines – an average per night as a guide
Years 7, 8, 9 and 10: suggested 1½-2½ hours per night

A major goal for students in the Secondary Years is the development of sound organisation and study skills. Students are expected to commit to a regular block of study even if little or no set work has been given by teachers. The formation of regular study times, free of distractions such as television, video and computer games and mobile telephones is a vital foundation for future studies. Students are encouraged to commence assignments well before the due date so that a quality product is achieved. Revision of class notes and class work, reading of novels etc. are all activities which can be done if little set work is scheduled at any particular time.

General Procedures
The times indicated are average loads which should be expected Monday to Thursday nights. Friday nights and weekends are often left free of formal homework activities and could be used in part for long term projects and revision purposes. Some students may choose to spread their work over more than 4 nights. This would then alter the times indicated above.

What is vital from the guideline above is the increase in time as the students near the completion of their secondary education.

It is also important to note that the nature of the homework varies considerably from subject to subject.

Teachers request the support of parents by asking that a note be recorded in the student diary when set homework has not been completed in the requested time frame and that, where possible, missed homework be re-scheduled.

For teachers, homework provides the opportunity for the consolidation of work presented in class. Teachers will therefore set consequences for homework commitments that have not been met in the specified time.
Masterminds Program

Students at HVGS now have access to a tutoring program, free of charge. This is available during term time, with the exception of the first and last week, on Tuesday, Wednesday and Thursday from 3.15pm to 4.30 pm in D block.

The program offers help with Mathematics on Tuesdays, general assistance with assignments homework and organisation on Wednesdays and will focus on developing English skills on Thursdays.

To enrol your son/daughter in the academic support program:

1. Download and complete the Masterminds Enrolment Form available through a link on the Parent Portal
2. Have your child bring the completed form to their first day at Masterminds
3. Email tutoring@hvgs.nsw.edu.au
4. In the heading, please include the student’s full name
5. In the body of the email state
   • name of student
   • year group
   • day(s) attending in following week (ie Tuesday, Wednesday, Thursday) and whether they will be attending on regular basis or intermittently

The cut-off time for the email will be 5pm on the Friday prior to them attending. The enrolment form only needs to be completed once.

If your child will be attending regularly on a given day each week you only need to email or phone when they will not be attending.

If your child will be attending intermittently you will need to email the student details each week prior to attendance.

It is important that our records accurately reflect those students who will be present, to allow us to carry out our duty of care.

Please see Dr Anne Kitchener, Science Department, for more information on this program.

Think of Yourself as a Resource that needs Self-Managing!
Information & Resources: The Weeks Library

The Information & Resources faculty at Hunter Valley Grammar School oversees the School’s libraries and provides information and resource services to the School community.

There are two libraries on the campus - one is in the Junior School and its collection is mainly for students in Pre-School, Kindergarten, Year 1 and Year 2, whilst the other, the Weeks Library is mainly for students in Years 3-12.

How the Weeks Library is able to assist Secondary School Students?

It has trained, competent and interested staff ready to assist

We would like to think that the Weeks Library is the ‘resource centre’ of the School community. We invite our Secondary School students to spend time in the facility discovering what is available. We are very keen to assist the progress of our students so please ask us for assistance!

It provides modern, comfortable facilities

The Weeks Library is in the building directly behind the School’s Administration building. It has areas for classes and individuals. There are spaces for quiet reading and rooms for discussion groups. Seating is plentiful and there are lounges and ottomans for relaxed reading; study desks, tables and computer facilities are provided for more formal or academic work.

It offers a relevant collection

The resource collection is ever-expanding and up-to-date resources are provided for students. We hope that our Secondary School students will make the most of the wide range of material (including electronic resources) that is available.

It provides an automated Library Management System

The School’s libraries are fully automated and use the Softlink Oliver Library Management System. Demonstrations of the capabilities of the system can be provided for interested users. Information is retrieved by conducting searches. More advanced searches can be done by Information & Resources staff.

It allows Secondary School students to borrow resources

Students in Years K-10 are permitted to borrow 4 items from the fiction and/or non-fiction collection for two weeks.

It offers access to a wide range of fiction

Picture books, junior fiction and senior fiction are provided in the Weeks Library. The fiction collection covers a range of genres and provides books catering to varying levels of reading ability for students of all ages.

It offers access to a comprehensive range of non-fiction

Materials held in the collection support the concept that the purpose of education is the investigation of ideas. Resources are acquired to complement and supplement the curriculum and are continually added to the collection.
It offers up-to-date reference facilities in electronic and book form

The reference collection covers a wide variety of subjects and interests. It includes material across all the non-fiction categories in electronic and book form. Electronic access increases each year and information about what is available is promoted by Information & Resources staff.

It provides photocopying facilities

Students will be required to use a card issued by the School for photocopying/printing. Information about the cards and the “topping up” will be made available to staff and students.

Students should advise Information & Resources staff when paper stocks are low or the photocopier requires toner or is not working properly.

It offers information technology facilities

The Weeks Library provides a number of computers for students wishing to use computer facilities. Students gain access via their personal passwords and are able to use a number of programs relevant to their studies. The Weeks Library offers access to the internet and research for educational purposes has priority. A scanner, colour printer and mono printer are also part of the computer network.

Students are asked to abide by the School’s ‘acceptable use’ policy when using the computers in the libraries. Also, guidelines for copyright are in accordance with agreements set out by the Association of Independent Schools and the Australian Copyright Council. Notices in the libraries provide further information.

It provides access to newspapers and a range of journals

Daily newspapers are available in the Weeks Library. Whilst print versions of some journals are available, HVGS Moodle provides links to online journals and students should speak to Information & Resources staff about access to these resources.

It promotes the Scholastic Australia Book Club

Secondary School students are welcome to participate in the Scholastic Australia Book Club. Students may choose books, software and other items of interest from the catalogues provided each term. The School receives Bonus Points for orders made with the club and eventually the points are redeemed on items for the School.

It promotes information and resource services in a friendly way

The Weeks Library is a popular venue for displays, exhibitions, debates, meetings and other School events as well as being a learning area.

Children’s Book Week, Australian Library Week and reading and information ‘occasions’ are celebrated each year with special events such as visits by authors and illustrators. Students are invited to participate in various borrower competitions throughout the year and books and other interesting things are the prizes.

We encourage students to make use of the Weeks Library, a part of ‘the right learning environment’!
Note: Informal assessments will not have assessment notifications; the students will be advised the dates of these assessments by their classroom teacher.
| Term 1 | Week 1-6 | Narrative (Short Story) Study/Creative Writing Focus  
Students are called upon in Stages 5 & 6 to compose imaginative texts and creatively respond to stimulus or concepts, such as in an Area of Study. An appreciation of narrative conventions/structure and awareness of the ways short stories may be manipulated through language, structure and integrated forms will enable students to confidently express short narratives in imaginative and varied ways. This unit also provides the opportunity to engage in extensive wide reading and evaluate language and structural devices employed by published authors, as well as promote the benefits of drafting, editing and reflection on their own creative and literary progress. Thematic concerns considered through the narrative material may include Indigenous cultural perspectives, stories from other countries/times, issues of environment/social sustainability, stories about peoples and cultures of Asia, etc. |
| Term 1 | Week 7-9 | Essay Writing  
Students engage in an essay writing unit focusing on the process of writing an expository essay. Structural features and language register are key components of the study. |
| Term 2 | Week 1-3 | Poetry Anthology – Cities of the World  
This unit explores how cities of the world, and by extension, cultures, have been represented in poetry. In this exploration students will respond to poems that reflect a broad cultural experience, along with the sights and sounds of specific cities of the world. Students will respond to a range of forms of poetry and develop analytical skills on how these forms, structures and features shape a poem’s meaning. Students will experiment with forms in their own compositions, through drafting, reflecting and editing compositions. |
| Term 2 | Week 4-9 | Close Study of Fiction Text  
This unit aims to develop students’ appreciation of narrative elements and the construction of the novel text form. Students will engage in the close reading of a specified text, listening to others, close analysis comprehension and evaluation of the composer’s craft in constructing an engaging plot, interesting and evolving fictional characters and meaningful themes. Questions about what makes a valued/quality text are raised. |
| Term 3 | Week 1-8 | Shakespearean Comedy Study  
This unit provides students with a more in-depth study of a Shakespearean text to follow the introductory unit in Year 7. The focus on Shakespearean Comedy allows students to explore different forms of humour in texts therefore broadening their understanding of humorous techniques. Contextual comparison between Shakespeare’s world and their own develops student understanding of the ways texts can illuminate the values of the past and provide a window into times gone by. The assessment task allows students to demonstrate their oral presentation skills. |
| Term 3 | Week 9 – Term 4 Week 4 | Close Study of Film Genre/Film Text  
Through this unit students develop their appreciation for film techniques and production roles, as well as the way characters, plot, setting, dialogue and film techniques interact to produce genre. Students also have the opportunity to articulate their own responses to films they experience, developing their understanding of their personal response to certain genres. They are provided with the opportunity to create texts in a new and different form from their previous experience. |
| Term 4 | Week 5-9 | Media Study: News Media in the 21st Century  
In this unit, Year 8 students will explore the changing nature of mass media and the role that it can play in our lives. Students will examine the construction of online newspaper sites and other forms of news communication. They will study the forms and features of these texts and develop an understanding of how journalists and the public can construct articles through a blend of fact and opinion. This unit will develop students’ awareness and analysis of the manipulation of truth and the causes of media manipulation. Students will engage in responding to and composing texts representing media influence and the shaping of apparent truth. |
Assessment

Evaluation of student progress in knowledge, skills and understanding will be determined through various activities and/or work samples throughout the course, within and beyond the classroom.

In English, these appraisable activities may be realised in a variety of forms, including:

- Reading stimulus and responding to short answer questions
- Reading stimulus and responding in the form of an extended responses
- Group work and collaborative response to indicate evidence of student understanding
- Oral presentation
- Diaries and journals
- Student self-reflections and evaluations
- Drafts and completed versions of written texts or representations
- Evaluation/review of a text
- Editing texts to remove errors, improve style, adjust for a different purpose, audience and context etc.
- Imaginative re-creation or extension of a text (e.g. writing as a character, creating an additional incident, interviewing the composer)
- Composing a visual representation that emphasises a particular point of view or accompanies an oral presentation
- Research tasks using information drawn from a variety of sources
- Expositions (essays) and non-essay responses, such as feature articles, speech transcripts, interviews etc.
### YEAR 8 MATHEMATICS

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Algebraic Techniques and Indices</th>
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<tbody>
<tr>
<td></td>
<td>In this unit, students will further develop their fluency with a range of algebraic techniques. They will simplify algebraic expressions involving the four operations, substitute into algebraic expressions and formulas, and expand and factorise algebraic expressions. They will also use index notation for numbers with positive integral indices and simplify numerical expressions involving indices.</td>
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<td></td>
<td><strong>Equations</strong></td>
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<td></td>
<td>In this unit, students will learn a variety of techniques for solving linear equations systematically and will use equations to solve problems. They will also solve simple quadratic equations of the form $x^2 = c$. Some students may also solve inequalities and use formulas.</td>
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<tr>
<td></td>
<td><strong>Measurement and Pythagoras Theorem</strong></td>
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<td></td>
<td>In this unit, students will calculate the perimeters and areas of a variety of polygons, circles, sectors and simple composite figures, and solve related problems. They will calculate the volumes and capacities of right prisms and cylinders, and solve related problems. They will also convert between units of area and units of volume, and connect units of volume and capacity. Students will calculate time duration and apply their understanding of Australian and world time zones to solve problems. Pythagoras' theorem will be introduced, then used to calculate side lengths in right-angled triangles and solve problems in two dimensions.</td>
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<tr>
<th>Term 2</th>
<th>Fractions, Decimals, Percentages and Financial Mathematics</th>
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<tr>
<td></td>
<td>In this unit, students will continue to develop a range of mental and written strategies to enhance their computational skills. They will operate competently with fractions, decimals and percentages, and apply these in a range of practical contexts, including problems related to GST, discounts and profit and loss.</td>
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<td></td>
<td><strong>Ratios and Rates</strong></td>
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<td></td>
<td>In this unit, students will become familiar with the concepts of ratios and rates, including the use of scale drawings. They apply their learning to solve problems, including those involving speed. They will also use distance/time graphs.</td>
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<tr>
<th>Term 3</th>
<th>Angle Relationships And Properties Of Geometrical Figures</th>
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<tr>
<td></td>
<td>In this unit, students will increase their knowledge of the properties of two-dimensional geometrical figures, including line symmetry and rotational symmetry. They will employ logical reasoning to solve numerical exercises involving unknown lengths and angles in figures. They will also solve problems by applying their knowledge of angles, including those associated with intersecting lines, parallel lines and perpendicular lines.</td>
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<td></td>
<td><strong>Linear Relationships</strong></td>
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<td></td>
<td>In this unit, students will plot points in all four quadrants of the Cartesian plane. They will see how number patterns can be generalised using tables, rules and graphs. They will also develop tables of values from linear relationships and illustrate these relationships on the Cartesian plane. They will also use graphs of linear relationships to solve equations. Some students may encounter the concept of gradient and possibly graph some non-linear relationships.</td>
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YEAR 8 MATHEMATICS (cont’d)

Term 4

Transformations and Congruence
In this unit, students will use coordinates to draw shapes on the Cartesian plane. They will then use translation, reflection and rotation to transform the shape. The original shape and the image are congruent figures.

Data collection, representation and analysis
Students will construct, interpret and compare data displays, including dot plots, stem-and-leaf plots, sector graphs, divided bar graphs, and frequency tables and histograms. In analysing data, they will consider both categorical and numerical (discrete and continuous) variables, sampling versus census, and possible misrepresentation of data, and calculate the mean, mode, median and range.

Assessment

Evaluation of student progress in knowledge, skills and understanding will be determined through various activities and/or work samples throughout the course within and beyond the classroom.

In Year 8 Mathematics, assessment of student learning should incorporate measures of students’:

- ability to work mathematically
- knowledge, understanding and skills related to: Number and Algebra; Measurement and Geometry; and Statistics and Probability.

It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem solving skills.

These tasks could take the form of:

- samples of students’ work
- explanation and demonstration to others
- questions posed by students
- student-produced overviews or summaries of topics
- practical tasks such as measurement activities
- investigations and/or projects
- students’ oral and written reports
- short tests
- pen-and-paper tests involving multiple choice, short-answer questions and questions requiring longer responses, including interdependent questions (where one part depends on the answer obtained in the preceding part)
- open-book tests
- comprehension and interpretation exercises
- student-produced worked examples
- teacher/student discussion or interviews
- observation of students during learning activities, including listening to students’ use of language
- observation of students’ participation in a group activity
- consideration of students’ portfolios
- students’ plans for and records of their solutions of problems
- students’ journals and comments on the process of their solutions.
| Term 1 | CHEMISTRY  
Ch Ch Ch... Changes...  
This unit examines the difference between physical and chemical changes and the properties of everyday substances that makes them useful.  
Keep ‘em Separated  
This unit builds on the ideas covered in "Building Blocks of Matter" and "The Importance of Water". It covers some basic chemistry ideas and a range of separation techniques. |
|---|---|
| Term 2 | PHYSICS  
Do The Locomotion...  
This topic builds on the ideas from "Action at a Distance". It looks at the effect of forces and how technological developments have contributed to reducing the impact of forces in everyday life.  
Thunderstruck!  
Students learn about electricity in terms of a form of energy that can be easily transformed to other types of energy. Our growing ability to manipulate electrical charges on a small scale has led to a wide array of technological advances. |
| Term 3 | SCIENTIFIC RESEARCH and BIOLOGY  
Blinded Me With Science  
A topic investigating the scientific process and the design of experiments. This includes measures that ensure that experiments are fair and reliable.  
This term will include the following units:  
Staying Alive  
This unit looks at how cells in multicellular organisms have specific roles to keep the whole organism functioning. Cells are organised into a hierarchy of tissues, organs and systems. When these systems fail this can lead to disease. |
| Term 4 | BIOLOGY and ENVIRONMENTAL ISSUES  
Nothing Compares To You  
This topic looks at how scientists group organisms to make sense of evolutionary relationships and help with communication between scientists around the world.  
Welcome To The Jungle  
Students study the components of healthy ecosystems, the flow of energy in ecosystems and the impacts of humans on ecosystems. |
Assessment

Evaluation of student progress in knowledge, skills and understanding will be determined through various activities and/or work samples throughout the course within and beyond the classroom.

In Science, assessment will cover the following areas

- Knowledge - three knowledge tests.
- Science Skills and Literacy - this will include research, scientific literacy, report writing, use of the scientific method including practical skills, data collection and presentation

These tasks could take the form of:

- Multiple choice questions
- Reading and responding to short questions and extended responses
- Responding to on-line tests
- Writing emails and letters
- Presentations
- Extracting information from scientific texts
- Constructing a timeline
- Planning and conducting science experiments
- Writing scientific reports
- Presenting data in a number of formats
- Constructing tables
- Graphing
- Comprehension
- Taking measurements
- Interpreting data
- Group work
- Oral presentation
## YEAR 8 HUMANITIES

<table>
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<tr>
<th>Term 1</th>
<th>Moving Outward: Exploring New Worlds</th>
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<tbody>
<tr>
<td>Weeks 1-7</td>
<td>The overarching concept underpinning Year 8 Humanities is that of global connectedness. We start by investigating the news ways of thinking coming out of the Medieval and Renaissance periods, culminating in the great voyages of discovery. We will case study the Vikings as part of this unit.</td>
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<th>Term 1</th>
<th>Looking Inward: Resistance to Global Influence</th>
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<tbody>
<tr>
<td>Weeks 8-9</td>
<td>This unit will be a case study of Medieval Japan and its failed attempt to isolate itself from the increasingly connected global community.</td>
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<th>Term 2</th>
<th>Global Change: Globalisation and the Global Village</th>
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<tr>
<td>Weeks 5-9</td>
<td>The changing nature of the world and responses to these changes. This unit will zoom in on current global issues surrounding globalization, connecting with the cultural and economic impact of these changes. We will investigate both the spatial and ecological implications of these changes.</td>
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<th>Term 3</th>
<th>Conquest and Colonisation: Spain in the Americas</th>
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</thead>
<tbody>
<tr>
<td>Weeks 1-4</td>
<td>The final two units of Humanities will showcase the consequences of increasing global connections, exploring firstly the impact of Spanish colonization on the Aztecs at the end of the Medieval period.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Global Issues and Citizenship in the 21st Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-9</td>
<td>The final unit of Stage 4 delves into the issues surrounding citizens of the world in the 21st century. We will look closely at issues of human rights, climate change, urbanization, threatened habitats and more, in the context of our role as citizens and agents of change.</td>
</tr>
</tbody>
</table>
### YEAR 8 FRENCH

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Eat! Eat! Eat!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional Food, recipes, reading a menu, dining out, reviewing food, food vocabulary</td>
</tr>
<tr>
<td>Term 2</td>
<td>Travel Tales</td>
</tr>
<tr>
<td></td>
<td>Where should I visit, in depth look at a town, major tourist attractions, how to get around, promote the city</td>
</tr>
<tr>
<td>Term 3</td>
<td>Breakfast TV</td>
</tr>
<tr>
<td></td>
<td>In groups create a Breakfast TV show including the following segments: entertainment, news, weather, sport, cooking, travel tips</td>
</tr>
<tr>
<td>Term 4</td>
<td>Breakfast TV continued</td>
</tr>
<tr>
<td></td>
<td>Filming final product</td>
</tr>
</tbody>
</table>

### Assessment

Tasks and outcomes will be presented at the beginning of each topic by the classroom teacher. Tasks will be worked on during class time under the guidance of the classroom teacher.

These tasks could take the form of:

- multiple choice questions
- writing emails
- dialogues
- Storybird
- Prezi presentations
- question writing
- close activities
- reading and responding to short questions and extended responses
- listening and responding
- monologue
- conversations with the teacher
- PowerPoint
- Who am I?
- asking questions
- comprehension
- Interview with teacher
## YEAR 8 GERMAN

<table>
<thead>
<tr>
<th>Term</th>
<th>Task Description</th>
</tr>
</thead>
</table>
| Term 1| Eat! Eat! Eat!  
Traditional Food, recipes, reading a menu, dining out, reviewing food, food vocabulary |
| Term 2| Travel Tales  
Where should I visit, in depth look at a town, major tourist attractions, how to get around, promote the city |
| Term 3| Breakfast TV  
In groups create a Breakfast TV show including the following segments: entertainment, news, weather, sport, cooking, travel tips |
| Term 4| Breakfast TV continued  
Filming final product |

## Assessment

Tasks and outcomes will be presented at the beginning of each topic by the classroom teacher. Tasks will be worked on during class time under the guidance of the classroom teacher.

These tasks could take the form of:

- multiple choice questions
- writing emails
- dialogues
- Storybird
- Prezi presentations
- question writing
- close activities
- reading and responding to short questions and extended responses
- listening and responding
- monologue
- conversations with the teacher
- PowerPoint
- Who am I?
- asking questions
- comprehension
- Interview with teacher
# YEAR 8 JAPANESE

| Term 1 | Eat! Eat! Eat!  
Traditional Food, recipes, reading a menu, dining out, reviewing food, food vocabulary |
|--------|----------------------------------------------------------|
| Term 2 | Travel Tales  
Where should I visit, in depth look at a town, major tourist attractions, how to get around, promote the city |
| Term 3 | Breakfast TV  
In groups create a Breakfast TV show including the following segments: entertainment, news, weather, sport, cooking, travel tips |
| Term 4 | Breakfast TV continued  
Filming final product |

## Assessment

Tasks and outcomes will be presented at the beginning of each topic by the classroom teacher. Tasks will be worked on during class time under the guidance of the classroom teacher.

### These tasks could take the form of:

- multiple choice questions
- writing emails
- dialogues
- Storybird
- Prezi presentations
- question writing
- close activities
- reading and responding to short questions and extended responses
- listening and responding
- monologue
- conversations with the teacher
- PowerPoint
- Who am I?
- asking questions
- comprehension
- Interview with teacher
| Term 1 | Concepts of Music  
Rhythm Intro Beat revision  
How is time organised?  
Drum skills  
Rhythm dictation Intro to guitar | |
|-------|---------------------------------------------------------------|
| Term 2 | Concepts of Music  
What makes a good song?  
Tonality  
Melody Composition  
Bass Clef Harmony | |
| Term 3 | Instruments of the Orchestra  
Instruments families intro  
Theme and variations structure  
Composition Theme and Variations Dynamics and Expressive techniques | |
| Term 4 | Instruments of the Orchestra  
Tone Colour Texture  
New Instrument Making  
New Instrument Performance | |
Assessment

Evaluation of student progress in knowledge, skills and understanding will be determined through various activities and/or work samples throughout the course within and beyond the classroom.

In Music, assessment will cover the following areas

- **Performance:**
  Regular checks of progress and class performances

- **Composition:**
  This will include research, hand-written notation and publication on Sibelius software

- **Musicianship/ Aural:**
  Regular Aural training, musicianship work from Musicraft program and regular listening activities to expose students to a variety of different music.

**These tasks could take the form of:**

- Multiple choice questions
- Class Performances
- Presentations
- Aural tests (online and in class)
- Composition of a Musical work
- Regular checks of Musicraft work
- Checks of bookwork
YEAR 8 PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Term 1
- Respectful Relationships
- Court Games
- Fitness

Term 2
- A Balanced Lifestyle
- Athletics
- End Zone

Term 3
- Risky Business
- Field Games

Term 4
- Personal Interest Project
- Striking Games
- Cultural Games

Assessment

Evaluation of student progress in knowledge, skills and understanding will be determined through various activities and/or work samples throughout the course within and beyond the classroom.

In PDHPE, assessment will cover the following areas:

- Knowledge, understanding and skills
  - Values and attitudes

Assessment tasks could take the form of:
- Multiple choice questions
- multiple choice questions
- reading and responding to short questions and extended responses
- presentations
- extracting information
- comprehension
- group work
- personal reflections
### YEAR 8 TECHNOLOGICAL & APPLIED SCIENCES (TAS)
#### MANDATORY TECHNOLOGY

| Term 1 | **Reintroduction to Computers and the School Network**  
Revision of the computer network works at HVGS. Ergonomics, the intranet, H drive, email, Moodle One Note |
|--------|----------------------------------------------------------------------------------------------------------|
| Term 2 | **Unit A**  
A unit of work based around Food (major) and Textiles (minor) where a design situation will be investigated and solved using a number of relevant technologies, culminating in a final unit of work which incorporates both technology areas. |
| Term 3 | **Unit B**  
A unit of work based around Wood (major) and Metal (minor) where a design situation will be investigated and solved using a number of relevant technologies, culminating in a final unit of work consisting of both technology areas |
| Term 4 | **Unit C**  
A unit of work based around Computer technologies. This will include Lego Mindstorms and Programming a NXT robot. In addition, the extension of CREO and the rapid prototyping of a product. In both instances a design situation will be investigated and solved using a number of relevant technologies, culminating in a final unit of work. |

Students will rotate between each unit of work during the year.
**Assessment**

Evaluation of student progress in knowledge, skills and understanding will be determined through various activities and/or work samples throughout the course within and beyond the classroom.

In Mandatory Technology, assessment will consist of small tasks based around the design process, which then will result in a body of work at the end of the trimester. While experiencing the design process the students will complete work based around the following 4 objectives.

- Inquiring and Analysing
- Developing Ideas
- Creating the solution
- Evaluating

In completing the unit, students might be asked to complete one, or multiple design situations in which they use specific materials and techniques to solve. In the completion of this work the following styles of tasks could include:

- In class test or quizzes.
- Providing short and extended responses to questions/tasks
- Providing samples of graphical communication
- Planning and conducting practical projects
- Exhibiting Practical skill levels
- Following directions and adherence to Work Health Safety or Food Safety rules
- Evaluating projects or processes
- Presenting information in a variety of formats
- Oral presentations
- Group work
# Visual Arts

## YEAR 8 VISUAL ARTS

### Term 1

**PERSPECTIVE AND THE LANDSCAPE:**
This term will include the following units:
- **Introduction to Visual Arts**
  An introduction to the skills required in Visual Arts.
- **Perspective and the Landscape**
  Investigation of perspective through a landscape water colour painting. Skills in water colour painting.
- **The Frames**
  An introduction to The Frames and how they are used to write about Visual Arts works

### Term 2

**STILL LIFE AND THE ARTIST:**
This term will include the following units
- **Still Life**
  Further investigation of perspective through a tonal still life drawing. Exploration of printmaking through a lino cut taken from the still life drawing.
- **The Frames**
  Further investigation of The Frames including descriptive, historical and analytical writing of artists’ works

### Term 3

**THE ELEMENTS AND PRINCIPLES OF ART AND DESIGN:**
This term will include the following units
- **The Elements and Principles of Art and Design**
  An introduction to The Elements of Art and how artists utilise these in their artmaking. Skills in using The Elements of Art. Exploration of The Principles of Art through designing a range of logos and tessellated patterns.
- **The Frames**
  Further investigation of The Frames including descriptive, historical and analytical writing of artists’ works

### Term 4

**THE ELEMENTS AND PRINCIPLES OF ART AND DESIGN:**
This term will include the following units
- **The Elements and Principles of Art and Design**
  Further exploration of The Elements and Principles of Art using skills in Photoshop and Illustrator to create a design from the logos and tessellated patterns.
- **The Frames**
  Further investigation of The Frames including descriptive, historical and analytical writing of artists’ works
Assessment

Evaluation of student progress in knowledge, skills and understanding will be determined through various activities and/or work samples throughout the course within and beyond the classroom.

In Visual Arts, assessment will cover the following areas with the greater emphasis on artmaking skills

- **Artmaking:**
  Four resolved artworks from the exploration of topics covered in terms 1, 2, 3 and 4.

- **Historical and Critical Studies:**
  This will include research, visual arts literacy, writing about artworks and artists using The Frames, case study writing investigating the topics covered, Process Diary annotations and reflections

These tasks could take the form of:

- Process Diary work including lead up sketches and experiments
- Planning and making Visual Arts works
- Interpreting Visual Arts works
- Evaluating Visual Arts works
- Extracting information from Visual Arts texts and web sites
- Writing responses using The Frames
- Reading and responding to short questions and extended responses
- Responding to on-line quizzes
- Writing emails and letters
- Presentations
- Constructing a timeline
- Constructing tables
- Comprehension
- Group work
- Oral presentation
Year 8

Follows a mandatory pattern of study based on the NSW Board of Studies Stage 4 syllabi in each of the Eight Key Learning Areas, plus compulsory sport and an assembly/wellbeing/Academic period each week. The pattern of study is indicated below.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>No. Periods per 2 week cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
</tr>
<tr>
<td>Business &amp; Humanities (incorporating Civics, History and Geography)</td>
<td>7</td>
</tr>
<tr>
<td>PDHPE including</td>
<td></td>
</tr>
<tr>
<td>Personal development and health</td>
<td>7</td>
</tr>
<tr>
<td>Physical education</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>French, German or Japanese</td>
<td>7</td>
</tr>
<tr>
<td>Creative Arts in which students study both:</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>7</td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology, including ICT, in which students cycle through 4 from the following:</td>
<td></td>
</tr>
<tr>
<td>Wood/Metal &amp; Robotics</td>
<td></td>
</tr>
<tr>
<td>Home Economics &amp; Textiles</td>
<td>7</td>
</tr>
<tr>
<td>Assembly/wellbeing/academic period/projects</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>