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Year 8 Information

Year 8 students will use an iPad to support their learning. The majority of text books will be eBooks. Parents will be provided more information in Term 4.

Selecting a Year 8 Program

This booklet is designed to help students, with the support of parents and guardians, to make informed decisions about the elective program offered at Year 8. It also provides an overview of the Year 8 subjects. The Year 8 elective program allows you to study a varied program from the faculties of Visual Arts, Design and Technology and Performing Arts. You will study two compulsory elective subjects each semester, and you are able to then select either a whole year of Music, or one semester of Music and a choice between Drama or Dance for the other semester.

Some students will be invited to study Enhanced English and/or Enhanced Mathematics and the subject descriptions can be found in this booklet (any queries can be directed to the Head of English or the Head of Mathematics). All other Year 8 students will study Mainstream English or Mathematics.

If a student has a question regarding any subject they should discuss this with their Mentor, Academic Companion, Head of Learning, subject teachers, Student Programs Coordinator Years 7~9 or the Deputy Principal ~ Teaching and Learning. The Careers Advisor is also available to assist students and parents with this process. Students will enter their subject preference online. Please refer to the instructions found in your Transition Package. If you have any difficulties, please contact the Loyola ICT Department. The subject selection form needs to be returned with the **2016 Transition Package by 08 August**.

We also take a multilevel approach to assessment in the following subjects; English, Religious Education, Science, Mathematics and Humanities. More information on this can be found in this booklet.

Year 8 Core

All Year 8 students will study eight core subjects including Religious Education, English, Humanities, Mathematics, Languages, Health and Physical Education, Science and Sport. All Year 8 students will also attend Personal Development classes.

Year 8 Elective subjects

Students will study the following elective subjects over the year:

- Visual Communication and Design
- Food Technology
- Design and Technology: Wood
- Design and Technology: Textiles

Year 8 Elective subjects (choose between Option A or B)

In addition to the four elective units listed above, all Year 8 students may select either Option A or Option B.

Option A

- Music Ensemble (all year)

Option B

- Music (one semester)
and
- Drama (one semester)
or
- Dance (one semester)

Year 8 Core Subject Descriptions

Personal Development

Students in Personal Development learn about specific issues that are affecting them at their year level. At the Year 8 level the Personal Development Program is presented via a scheduled fortnightly period which includes small group discussions and activities, class group circle gatherings and year level activities incorporating guest speakers, dramatic performances and multi-media presentations.

At Year 8, the following key themes and issues may be explored:

- Developing positive relationships and social skills
- Developing a healthy body, a healthy mind and a healthy outlook on life
- Minimising negative behavior ~ Cyber Safety and responsible use of technology
- Socialising in a safe environment
- Goal Setting and developing Life Skills
- Leadership and Teamwork
- Goal setting and strategies for success
- Organisational tools and study skills to maximize learning
- Learning from the life experience of others
- Planning for Year 9

Sport

The Association of Coeducational Schools (ACS) Interschool competition is a comprehensive program that demands its member schools to make a significant commitment in terms of finance, resources and student/staff participation.

Sport is compulsory for Year 8 students. Every student will have the opportunity to be part of a team and to travel with the team and experience interschool sport.

All students are provided with the opportunity to represent the school in the following teams.

Summer Sports

Girls – Soccer, Softball, Tennis and Volleyball

Boys – Basketball, Cricket, Hockey, Softball and Table Tennis

Winter Sports

Girls – Basketball, Hockey, Netball and Table Tennis

Boys – Football, Soccer, Volleyball and Tennis

All Year 8 ACS matches are on Tuesdays and training will be on Thursdays after school.

The students must show ability in the sports or a willingness to train and develop competency in their chosen sport.

Those students who do not compete in the ACS competition will be involved in Loyola Championship Sport (LCS). LCS sports may vary according to numbers and facilities. The LCS program runs parallel to the ACS with games running at the same times.

The ACS competition is based on the following principles:

- To bring together similar sized schools, that are coeducational and hold similar philosophies and commitment to sport.
- A commitment to the agreed list of teams and sports at all year levels.
- A commitment to a high standard of competition, appearance, punctuality and sportspersonship.
- A comprehensive program that includes traditional sports as well as other popular sports.
- A program that would involve a large number of students and maximise participation.
- Finding a balance between participation and a higher level of competition.
- A commitment to make it work, to fulfil fixtures and minimise intrusion into school time.
- To provide equal sporting opportunities and access to sport for boys and girls in all year levels.
- To provide opportunity for students to play sport who would not play at all otherwise.

Religious Education

In the Year 8 Religious Education course students improve their knowledge and understanding of key practices and beliefs of Christian communities both past and present. They are involved in regular prayer, class liturgies and explore and respond to social justice issues. Specific areas of study include Social Justice, Jesuit Missions, Lent & Easter, Sacraments, Parables, Church History and Advent & Christmas. Assessment takes a variety of forms with students working both individually and in groups.

Meaningful prayer and engaging liturgy is integral to Religious Education. At Year 8 students are involved in a reflection day program that focusses on anti-bullying and self-esteem, attend a year level Mass and a class Mass. Each class has other opportunities for prayer and reflection.

Year 8 English

Year 8 English incorporates the three dimensions of Language, Literature and Literacy, with a focus on reading and viewing, writing and speaking and listening. The emphasis of semester one is the close study of literature, including examples of contemporary Australian fiction and gothic fiction. Students will examine different types of creative writing genres, including the exploration of how language features and structures influence the purpose of a text. Students will examine how the English language has changed and developed over time, collecting data and commenting on the evolution of language in our community.

Semester Two focuses on the interpretation and exploration of ideas as presented in different text types, including novels, persuasive texts and local, national and global media issues. Students continue to study the media coverage of these important events, making these links through external programs including High Resolves. Students develop their awareness of media issues and gain a stronger understanding of the way texts persuade a reader. Students also complete a detailed study of a film, in which they explore and critique the ideas and issues contained within texts.

Year 8 Enhanced English

Students demonstrating high proficiency in English – generally those achieving an A or A+ average in the majority of assessment tasks or identified by their teacher as having significant capacity in English – may be invited to study Enhanced English in place of their mainstream English class.

Enhanced English seeks to challenge high-performing English students to further develop their skills by presenting a tailored curriculum that interweaves elements of English, Literature and English Language in the study of texts. The course retains links with the mainstream English classes, reinforcing core skills and utilising many of the same texts, but is designed to offer able students the opportunity to engage in a course focused on strengthening their already sound skills.

Throughout the course, students will be encouraged to write in a variety of forms, with a strong emphasis on peer conferencing to improve their writing.

Research on student engagement demonstrates that students who are connected to their community achieve higher grades. Therefore, Enhanced students are expected to practise their English skills and confidences, to enhance their ability to think critically. Students are required to commit to one or more English-related clubs or societies within the co-curricular options, including House Debating or Public Speaking, DAV Debating, external Public Speaking or College Magazine.

Enhanced English seeks to provide highly able English students with an engaging and challenging curriculum, while fostering the skills they require to pursue the range of English subjects available at VCE: English, Literature and English Language. Offers of places in the Year 8 Enhanced English course will be mailed to selected students in **Term 4**.

The process for selection into Enhanced English is as follows;

1. Subject teachers will recommend students for consideration based their 2016 Semester One English report and the student's confidence and willingness to be extended in their literacy learning.
2. Recommended students and their families will receive notification of their recommendation and an application form.
3. Students will also need to provide a 250 word submission outlining why they wish to study Enhanced English and what they could contribute to the Enhanced class. They should attach the application form to their Transition package.
4. The Head of English will vet all candidates and determine those most suitable.

Languages

In Year 8 students select to continue with one of the three languages studied in Year 7. In Year 9 they have the option of studying a second foreign language.

French

In Year 8 French, students not only learn to speak and understand French, they also find out interesting facts about France and other French-speaking countries. Through video blogs, listening, reading and writing activities, students explore the following topics: Greetings/Nationalities/Numbers, Colours/Sport, Hobbies/Celebrations/School Subjects, Objects/Weather/Housing/Directions/Family/Daily Routines and Food.

Indonesian

Year 8 Indonesian introduces students to Indonesian family life. They explore family relationships, professions and home life. Students learn how to tell the time in Indonesian, discuss days and dates and how to talk about their birthday and other significant dates. Students further develop their knowledge of buying and selling and the different customs of shopping in Indonesia along with the different forms of transport and how to travel. Students learn about Indonesian food and traditions, particularly tropical fruit and vegetables. They are also introduced to Indonesian animals and the environment, including the endangered Sumatran tiger and the Orang-Utan.

Italian

In Year 8 Italian students are introduced to Italian fashion and look at leading labels such as Versace and Armani. They learn about the world famous Italian cuisine with particular emphasis on pizza, pasta and coffee. Through listening, reading and writing activities, home life and daily routines of Italians and Australians are explored and compared. Students also learn about Italian pass times and sport.

Mathematics

There is a need for students to have a complete command of the mathematical language at the level they are studying at, and in order for this to occur each unit will have a literacy component. This involves glossaries, word concept comprehension and the use of visual aids to support this.

Students will consolidate and develop their skills in the following areas; Number & Algebra, Measurement & Geometry and Statistics & Probability as per the Victorian Curriculum F-10.

During this year, students will be assessed using a multi-level approach. Assessment methods will be using a three tiered approach to giving feedback on students ability in each unit of work.

Level One

The first level, modified, will be directed towards assessing students who find mathematics challenging on every conceptual basis. Hence the test or task will be modified accordingly.

Level Two

The second level, standard, will be directed towards assessing students who are able to work through the concepts taught in the course at this level.

Level Three

The third level, enhanced, will be directed towards assessing students who are able to easily work through the concepts taught in the course and need extension to reach their mathematical potential. Working at this level will enhance students mathematical ability helping with the transition from Year 8 Mathematics to Year 9 Enhanced Mathematics if the option becomes available.

Enhanced Mathematics

Students demonstrating high proficiency in Mathematics ~ from previous assessment data, staff recommendation and diagnostic testing data ~ may be invited to study Enhanced Mathematics in place of their mainstream Mathematics.

Enhanced Mathematics seeks to challenge highperforming Mathematics students to further develop their skills by presenting a tailored curriculum which presents higher order thinking and connection to application based problems. The coursework will have strong links to the Year 8 Mathematics course with relevant components supplemented from the Year 9 Mathematics course. There will be no multi-level assessment in this course. Students, selection will also be based on a 'Green light' test.

The process for selection into the Enhanced Mathematics program is as follows;

1. Subject teachers will recommend students for consideration based on their 2016 Semester One Mathematics report, the student's confidence and willingness to be extended in their learning.
2. Recommended students and their families will receive notification of their recommendation and an application form.
3. The Head of Mathematics will vet all candidates and determine those most suitable.

Offers of places in the Year 8 Enhanced Mathematics course will be mailed to selected students in **Term 4**.

Students will be required to take part in the Australian Mathematics Competition.

Humanities

Semester One:

In this unit, students are reintroduced to geographical concepts studied in Year 7. This includes collecting, interpreting, evaluating and presenting data, planning and researching inquiry projects, and reflecting on geographical management strategies and their place in the management of resources. The two units of inquiry in this semester, through which these skills will be employed, are landforms and landscapes, including coasts and changing nations, particularly increasing urbanisation and the consequences of that phenomenon. Fieldwork will be undertaken to allow students exposure to practical application of geographical inquiry techniques.

Assessment may include a combination of the following:

- Case study
- Fieldwork
- Model building
- Oral or visual presentation
- Tests

Semester Two:

In this unit, students will continue their study of History and focus on the time period, 650-1750 CE. They will explore the changing religious, social, economic and political beliefs of the time through the study of specific points of human contact throughout the world. Depth studies will be undertaken of Medieval Europe, Shogunate Japan and the Spanish Conquest of the Americas. A major feature of the course is Medieval Day, during which students will have hands on experience of living in a medieval society.

Assessment may include a combination of the following:

- Document analysis
- Research report
- Essay
- Oral or visual presentations
- Tests

Health and Physical Education

Students undertake a program designed to improve gross and develop fine motor skills, teamwork and participation through a variety of sports including Athletics, Basketball/European Handball, Gymnastics/Personal Wellbeing, AFL/Gaelic Football and ACHPER Fitness testing and profiling.

Students will receive vital health education on topics such as Resilience, Growth & Development, Drugs in Sport/Society and Anatomy and Exercise Physiology of the Human Body.

Science

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems.

Year 8 Elective Subject Descriptions

All Year 8 students will study four elective subjects over the year, two per semester. They are; Design and Technology: Textiles and Wood, Food Technology and Visual Communication and Design.

Design and Technology - Textiles

The Year 8 Textiles course challenges students to work from a design brief, to investigate, design, produce and evaluate products using the technology processes. Students identify a problem, investigate a variety of possible design options and solutions, apply and develop skills in creative design as well as explore the most appropriate design choice.

Students will explore a range of innovative materials; use skills such as cutting, basic pattern construction, hand sewing, drawing and decorative techniques to produce chosen designs such as designer felt mobile phone/iPad case and a character pillow. Students are expected to evaluate their completed projects by examining their designs, the materials, techniques, processes and skills used. In the application of practical processes, in using tools, equipment and materials, safety procedures and design considerations are emphasised.

In group work students will investigate a popular fashion textiles item e.g. jeans. Students will need to explore where jeans have originated from, the technological advancements in jean manufacturing and futuristic designs of jeans as textiles research.

Assessment for this subject may include:

- Short Answer responses
- Investigation – Power point presentation
- Design of a Product
- Production Work
- Product Evaluation

Design and Technology - Wood

The Year 8 Design and Technology course challenges students to investigate, design, produce and evaluate products using the Technology process. Students will identify a problem, investigate a variety of possible solutions, explore different design ideas and determine which design is the most appropriate.

Students utilize a range of technical skills to produce the chosen design and evaluate the finished products by examining the designs, the materials and processes used. Students design and construct a cheese cutting board, uniquely designed clock or light box for a client, through researching the client's needs, interests and selecting the most appropriate theme idea and solution as design ideas.

In assembling practical projects students acquire technical skills and techniques such as filing, sanding, laminating, pyrography, finishing and acquire knowledge about the suitability of materials.

Students acquire knowledge about maintenance and the safe handling of tools and equipment in the practical application of processes.

Assessment for this subject may include:

- Investigation and Design of a Product
- Production Work
- Production Evaluation
- Design Folio

Food Technology

The Year 8 Food Technology course has been designed to introduce and develop student's knowledge of Design and Technology and its application to the study of foods. The course will challenge students to investigate, design, produce and evaluate food products.

Students will develop basic kitchen skills and produce a range of food products, developing confidence and independence in food preparation techniques using a variety of kitchen equipment, tools and materials. Following Hygiene and Safety procedures in planning and preparing healthy meals will be emphasized.

Students will be given the opportunity to practise a diverse range of cooking techniques such as designing a pizza and cupcakes, food preparation methods, processes and presentation skills.

Students are responsible for evaluating the outcome of the design, planning and production activities. Students will gain valuable knowledge relating to practical cooking skills but also develop an insight into the cultural, social and economic factors that determine what we eat.

Assessment for this subject may include:

- Research and Investigative Assignments
- Product Design, Production and Evaluation

Loyola College is committed to providing as far as practicable a safe learning environment for all its students. This duty of care includes students who experience anaphylactic reactions due to allergies or intolerances to food products. The College ensures that peanut products are not included as ingredients in any Food Technology recipes. **However students with allergies or intolerance to a food product need to be aware of learning activities that involve the handling of food and equipment and the consumption of food that may cause an anaphylactic or allergic reaction. At the secondary school level, it is a student's responsibility to be aware of food products which may cause them allergic reactions and to avoid contact with those products during Food Technology classes.** If uncertain of the nature or identity of a food product the student is required to consult with their Food Technology teacher prior to handling or consuming the food product. In the event of extreme food allergies or intolerances this information needs to be conveyed to the Food Technology teacher at the commencement of the course. **At the commencement of the course all parents and guardians will receive documentation on this matter.**

Visual Communication and Design

Communication is a vital aspect of our society and the ability to use the visual medium to communicate with others is an important skill that can be developed with study and practice. The Year 8 course focuses on creating a basic understanding of the design processes involved in creating visual communications and how visual imagery is used as a communication tool in our society.

The areas of study include an introduction to instrumental and freehand drawing; rendering techniques; illustration lay-out and presentation. Students learn how to apply two and three-dimensional drawing methods whilst creating a range of visual communications relating to real world applications and purposes.

Practical topics include the application of Elements and Principles, exploration of 3 dimensional drawing methods and design layout. Students will be introduced to hand drawn and digital techniques throughout the course.

A theory component looks at the analysis of the different types of visual communications.

Additional Performing Arts Elective Subjects

Students have two additional options. They will be able to select either Options A or Option B.

Option A is Music Ensemble for the entire year.

Option B is one semester of Music and a choice between Drama and Dance for one semester.

Option A

Ensemble Music (Semester One and Two)

Students study music performance and theory for the full year on their instruments. They compose pieces and study the basics of music notation and aural perception.

They perform as an ensemble throughout the year with some public performances. Students enrolled in this subject must take private lessons outside of the classroom (compulsory).

Option B

General Music (One Semester only)

Students study the purpose and effect of music in advertising, film and television. They write Blues and Protest songs as part of their study of Rock Music.

They also produce a written assignment on a rock group/performer of their choice. The students also study the basic rudiments of keyboard playing.

Dance

Year 8 Dance students explore Dance Building, Story-telling Through Dance and a variety of dance styles. Dance styles include Contemporary and Hip Hop and a research assignment of Hip Hop's origins and history. Students enjoy a series of Hip Hop workshops that assist them in a Dance Building assignment. Students create a class Hip Hop performance piece and analyse the difference between different dance styles.

Drama

Students study Soap Opera, Comedy and Tragedy whilst taking a major emphasis on Storytelling, building on the skills learnt in Year 7.

Students will also complete script work and folio work as part of this course, while also focusing on the creation and sustainment of different characters.

Multilevel Assessment

In 2016, we will continue to offer multilevel assessment in all Year 8 subjects. At Year 9, it will be extended and offered in all three Languages; Italian, Indonesian and French, Physical Education classes, Science and Mathematics. Multilevel assessment allows students in negotiation with their teachers to select the level of assessment that is appropriate for their successful learning and to provide students with the opportunity of being further challenged or with developing their confidence through achieving success within the subject depending on their level. There will be three levels; 'modified' (level 1), 'standard' (level 2) and 'enhanced' (level 3).

In the designated subjects, students are given the opportunity of selecting assessment tasks at two levels; at standard (level 2) or enhanced (level 3). For example, students who believe that they are coping well with the work at the standard level, that is at a Year 8 standard (in Mathematics, Religious Education, Science and English) and are looking to be further challenged may decide to sit assessment tasks at an 'enhanced' level. On the other hand, students may believe that completing the assessment task 'at standard' is more appropriate for their level. Their teacher who has firsthand knowledge of their progress in a particular topic or with the different concepts being taught will guide students' decisions.

Students who would benefit from sitting assessment tasks that allow them to increase their confidence and skill level will be able to complete the assessment at a 'modified' level (level 1). However, Student Services will seek parental permission for any student who may benefit from this level of assessment.

Students may select one level for a particular topic or subject and another level for a different topic. There will be flexibility to allow students to develop their confidence at their own pace. This also increases the student's ownership of their learning, progress and interest in the subject.

When the assessment task is returned to the student, it will show the grade that the student has achieved. For example, if the student achieves 75% or a B+ for the assessment, it will indicate this regardless if it is a task set at any of the three levels. The student can feel pleased with their achievement. On the student's report in the assessment task section it will inform parents of the grade and which level the task was sat at.

However, the overall grade for the subject will be affected according to the level the task has been sat at. We will use a similar method for calculating the overall grade as the VTAC scaling used at Year 12. A student who achieves a raw score of 75% (B+) at a standard level will not be affected, no scaling occurs. A student who achieves a raw score of 75% (B+) at the enhanced level will be rewarded by a scaling factor of 1.05, as they have completed the task at a more difficult level. Their overall result will become $75 \times 1.05 = 78.8$ and therefore remains as a B+. Student B who achieves a raw score of 75% (B+) at a modified level will be scaled down by .9. Their overall result will become $75 \times .9 = 67.5$ and therefore a C+.

Students learn at different stages of their education and we hope that by offering multilevel assessment in some subjects we are allowing students to be more actively involved and responsible for their learning. We feel that Year 8 and Year 9 are the two year levels that will benefit from this implementation.