St Patrick’s College
Gympie
Year 8 Student Handbook
2016

Fostering talent, Providing challenge, Pursuing wisdom.
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WELCOME TO YEAR 8

Dear Students,

By Year 8, you have adjusted to the changes associated with secondary school: the different teachers and subjects, the different approaches to learning, and the different ways that learning is assessed.

In all of your subjects, you will be challenged to develop skills in working with people, in making decisions, in assessing information critically, and in presenting your work. These will be important in the future. Make the most of this time: be aware of your learning and take control of it.

Take every opportunity to “Let your light shine” so that this year will be fulfilling and interesting. At this stage of your learning ‘how’ you study is more important than ‘what’ you study. They are important formative years as you establish learning patterns that will stay with you for a very long time.

Karen Harrison

Principal
GENERAL INFORMATION

*Fostering talent, Providing challenge, Pursuing wisdom*

We aim to develop the talents, skills and attributes of our students. However, it is important that they are challenged to further develop these themselves. The overall goal of education is for the students to become wise. This is a life-long process and the College endeavours to assist them in this journey.

The College badge and motto were designed to encompass the aims and ideals of Catholic Education in St Patrick’s Parish, Gympie.

*Let Your Light Shine*

St Patrick’s College Mission Statement

St Patrick’s College aspires to be based on Gospel values of love, forgiveness, care, respect, sensitivity and justice.

We strive to:
- witness to belief in God and the Christian way of life in our dealings with each other and the wider community,
- foster and celebrate the talents and potential of each member of our school community,
- promote intellectual, spiritual, emotional, social and physical development to the full, and
- foster a deepening personal commitment to God.
THE YEAR 8 CURRICULUM

St Patrick's College provides a curriculum that promotes a breadth of learning in various subjects that is unique compared to other educational institutions in Gympie. In Year 8, all students study:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Health & Physical Education
- Life Skills
- Drama
- Home Economics
- Industrial Technology and Design
- Japanese
- Music
- Visual Art

In Years 9 and 10, students will choose elective subjects as well as core subjects. In Years 11 and 12, students will choose all their subjects, but these must include a Religious Education subject, an English subject and a Mathematics subject.

Subjects follow the Australian Curriculum, Assessment and Reporting Authority (ACARA) National Curricula to deliver cohesive learning programs which help you to achieve deep levels of understanding.

Students are issued with a Chromebook and use this to support their learning, including using the electronic textbooks of some subjects, producing word-processed responses, and watching Clickview clips related to classwork. Information processing and technology skills are embedded within the subjects.

Students participate in the Accelerated Reader program in which they choose books appropriate to their reading level, read the book, take an Accelerated Reader quiz and then get immediate feedback about how well they have understood the book.

St Patrick’s College deliberately places students in mixed-ability classes as research on achievement and equity shows that ability streaming has minimal effects on learning outcomes and profound negative equity effects.
ACHIEVEMENT

Homework and Study

Students are encouraged to spend about 6 to 8 hours per week on school work at home and should also be reading. This time should be spent doing set homework (usually due the next day), assignments (which may be due in 1-2 weeks), and extra work/revision that the students set for themselves (study).

All homework should be noted in the Student Diary. These diaries are checked by the Home Room teachers to ensure that the students are using them. Whenever no homework is explicitly set by the subject teacher, the student should use that time to study the subject.

At the beginning of each semester, assessment planners are provided on the College website. These detail the assignments and examinations for each subject for the semester. They should help students use their time effectively. For example, up to five assignments might be due in a particular week. In this case, the students need to be working steadily on these before that time to avoid 'last-minute' panic.

Assessment

Students are assessed using a range of instruments depending on the particular subjects. These include instruments such as quizzes, assignments, folios of work, practical exercises, and oral presentations.

As well as providing information about the student’s performance in the subject, assessment is used to help the student attain better results. It provides a learning experience for the student whose performance should improve when similar assessment instruments are used again. It also allows feedback to the student, so that action may be taken to improve the results.

The assignment policy is detailed in the Student Diary. Of particular note are the sections on extensions of time, timeliness, oral assessment and plagiarism.

Reporting and Parent-Student-Teacher meetings

School reports are issued at the end of Terms 1, 2 and 4.

The Term 1 report is a report designed to indicate how successfully the student has adapted to the new year level. It is followed up with Parent-Student-Teacher meetings to allow this to be discussed. Similarly, the Semester 1 report is followed by Parent-Student-Teacher interviews in July. If parents have a concern about their child’s progress, appointments with the relevant teacher(s) may be made during the year.

The reports indicate progress, showing overall achievement in the subject. More information is given by the results in the dimensions of the subject. While not all students can be high achievers, there is cause for concern if a teacher’s comments indicate that the attitude towards a subject is negative.
Religious Education

Concepts
Unity and Diversity - How baptism, liturgy and ecumenism express belief in Trinity
- The unity and practice of baptism
- Discipleship in the Early Church
- Birth and initiation rituals in
- Christianity, Judaism and Islam
- Christian belief in the Trinity
- Action of the Liturgy
- Liturgy of the hours

Covenant - How the scriptures show the reader of the fulfilment that Christ brings to the Judaic Covenant
- Hebrew Scripture theme of Covenant
- Scripture recounts God’s saving plan for all of creation
- Initiation rituals in Christianity, Judaism and Islam
- Grace and virtue

Mission Matters - Jesus’ Mission today
- Jesus’ teaching about morals
- Catholic Social Teaching
- Stewardship
- How the work of the church continues the mission of Jesus today
- Through baptism believers are called to participate in Jesus’ mission
- Scripture as a basis for Prayer

Movers and Shakers - Who rocked the Church?
- The church in a time of challenge and change
- Reformers of society and Church
- Contemplative prayer
- Heroes and role models of one of the major times of change (renaissance, reformation, etc.)

Skills developed

<table>
<thead>
<tr>
<th>Use of diary</th>
<th>Applying</th>
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</thead>
<tbody>
<tr>
<td>Comparing Point of Views</td>
<td>Using and interpreting timelines</td>
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<tr>
<td>Analysis of Scripture/text</td>
<td>Interpretation of timeline</td>
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<tr>
<td>Interpretation of text</td>
<td>Interpreting maps</td>
</tr>
<tr>
<td>Synthesis of sources</td>
<td>Inquiry Processes/Investigating</td>
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<tr>
<td>Deriving meaning from art, objects, rituals</td>
<td>Evaluating</td>
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<tr>
<td>Writing and communicating</td>
<td>Contrasting point of views</td>
</tr>
</tbody>
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Assessment
- Written responses to questions based on a set of images
- Written short response to stimulus items in class exam
- Role Play – researched, written and acted
- Written response to Inquiry

eLearning Skills:
- PowerPoint
- MySites
- Word
English

Concepts

Writing about self- understanding ‘Text’ and text features
Narrative language - How do we share stories?
   Modes:
      • Oral
      • Written
      • Visual
Visual language
   • Critical analysis of Film Techniques
   • Reading Novel (Accelerated Reader)
   • Keeping a reading journal
Persuasion and advertising
   • How advertising and persuasive language is constructed
   • How language and images can be manipulated to invite interest from a target audience

Skills developed
   • Use of cohesive devices – especially devices that signal chronology, paragraphs, using quotes
   • Analysing models of autobiographical writing
   • Drafting / revising
   • Explaining language choices based on genre
   • Description / creatively choosing adjectives and verbs / writing dialogue / understanding mood
   • Reading film
   • Planning and drafting an essay
   • Proofreading
   • Vocabulary
   • Critical analysis of visual texts
   • Developing an understanding of audience positioning – positive, neutral and negative

Assessment
   • Short memoir extract – recounting an experience, and explaining why it was memorable / transformative
   • Narrative – based on novel (Rewriting a scene from the perspective of a different character, alternative ending or beginning)
   • Analytical Essay on a film
   • Multimedia presentation of a ‘book trailer’
   • Multimodal advertising pitch
   • Presenting an advertisement, explaining persuasive techniques: why they were used, what audience is being targeted

eLearning Skills:
   • Word
   • email
Mathematics

Concepts
Number and place value
Real numbers
Money and financial Mathematics
Patterns and algebra
Units of measurement
Linear and non-linear relationships
Geometric reasoning
Chance
Data representation and interpretation

Skills developed
• Spatial awareness
• Manipulative skills
• Use of abstract concepts
• Calculator use

Assessment
• Diagnostic quizzes
• Folio collections of student work

eLearning Skills:
• Spreadsheets
• Graphs
Science

Concepts

Working in a laboratory - Science Investigation skills
• Safety, equipment
• Scientific method

Matter
• Particle theory of matter, elements, compounds, mixtures and the periodic table
• Particles, states of matter, physical and chemical change

Rocks
• The rock cycle
• Different types of rock /Formation

Structure of organisms
• Plant and animal cells
• Respiratory system, digestive system, circulatory system
• Sexual and asexual reproduction

Energy
• Forms of energy
• Energy transfer and transformation

Skills developed
• Identification and safe use of laboratory equipment
• Design investigations
• Present and evaluate data
• Model changes in state, identify physical and chemical change
• Model particles of matter, use symbols and formula to represent elements and compounds
• Investigate/ research
• Use a microscope
• Organ dissections
• Pose questions and design investigations
• Interpret flow diagrams
• Collect data and analyse patterns

Assessment
• Prac folios
• Pamphlets
• Powerpoints
• Microscope work
• Experimental investigation
• Quizzes

eLearning Skills:
• Probes
• Data collection
Health and Physical Education

Concepts

Practical
Team sports - develop knowledge and understanding of physical skills, team sportsmanship and coaching principles
- Volleyball
- Tee ball
- Netball
- Touch
- Soccer
- Racquet sports
- Minor games
Athletics - develop or improve knowledge and execution of physical skills, rules of the event, sportsmanship and coaching principles
- Long, triple jump
- Shot put, discus, javelin
- Sprints, circular relay
Ballroom dancing - develop knowledge of a range of dances and social etiquette

Theory
- Systems of the body – general, skeletal, muscular
- Sport in Australian society
- Healthy lifestyle choices – fitness physically, socially, psychologically, spiritually

Skills developed
- Ball handling skills
- Offensive and defensive strategies
- Refereeing
- Game play
- Glove work
- Racquet/ball coordination

Assessment
- In class tasks
- Assignments
- Examinations
Humanities

Concepts

From the Ancient to the Modern World: an overview
- Feudal systems
- Medieval England

Modernization of Japan (Geography Unit)
- Causes and consequences of urbanization
- The urbanization of Japan
- Contemporary Geographical challenges facing Japan: taking into account environmental, economic and social considerations

Spanish conquest of the Aztecs
- Aztec Civilization
- Cortes conquest
- Spanish culture versus Aztec culture

Renaissance and the end of the middle ages
- Italian renaissance figures
- Questioning authority such as the church

Skills developed
- Use of primary and secondary sources
- Sequence historical events
- Completing timelines
- Identify and locate relevant sources
- Explaining data
- Making inferences based on visual distributions of data depicting trends and patterns
- Representing data – climate graphs, population pyramids etc
- Inquiry questioning

Assessment
- Stimulus-response tasks
- Assignments
- Knowledge exams

eLearning Skills
- Research skills
- Word
Life Skills

Concepts

Transition
- Orientation and induction
- Peer support
- Homework processes

Study/assessment habits and practices
- Work ethic
- Assignment writing
- Assessment techniques

Resilience and protective behaviours
- Daniel Morcombe program
- Interpersonal behavior and skills
- Anti-bullying strategies

Skills developed
- Expectations
- Use of diary
- Scheduling, time management
- Use of library and related resources
- Use of task and criteria sheets
- Different genres and ways to write
- Self-management skills

e-Learning
- Cyber safety
- File management
- Digital citizenship
Drama

Concepts

Improvisation - knowledge and understanding of basic drama elements
- Blocking
- Offers
- Character
- Voice

Performance
- Stage direction
- Characterisation
- Focus
- Mime
- Space
- Props
- Symbols
- Tension

Responding – dramatic meaning through the above elements

Skills developed
- Accepting offers
- Improvising
- Action
- Speaking clearly
- Facing front
- Memorising script and action
- Blocking
- Rehearsing
- Written analysis of dramatic action
- Paragraphing
- Essay structure
- Simple bibliography
- In text referencing

Assessment
- Improvisation task
- Performance task
- Responding task
Home Economics

Concepts

Develop basic cooking and sewing skills, building on the skills developed in Year 7:
- Food safety
- Food hygiene
- Nutrition
- Measuring
- Recipe deciphering

Skills developed
- Basic cooking skills
- Sewing skills

Assessment
- Practical cooking exam
- Textile item - apron
- Theory exam
Industrial Technology and Design

Concepts
Develop basic computer skills
Appreciation of design
Knowledge and basic understanding of CAD programs
Formal design process
Basic manufacturing skills - Construction of game
Using CAD to design a product - Planning and refinement of ideas for camera
Use of basic hand skills
Develop creativity - Construction of camera and storage box

Skills developed
- Basic computer drafting
- Measuring and marking out
- Use of hand tools
- Use of finishing products
- Researching ideas
- Developing ideas
- Sketching
- Use of woodburner

Assessment
- Class work drawings
- Guided student assessment of product
- Assignment

eLearning
- CAD
Japanese

Concepts and skills

Reading and writing Japanese script
- Hiragana and selected kanji

Telling people about myself and finding out about others
- Things I like – food, hobbies, school subjects, colours, animals
- Countries of the world - discussing nationality, language that I speak, where I live
- Family – who is in my family, describing people, discussing the things others like
- Putting it all together – all about me

Assessment
- Quizzes
- Posters
- Board game
- Oral
- Manga

eLearning Skills
- Languagenut online resource
Music

Concepts

Music theory
- Aural analysis
- Notation
- Rhythm

Creating music
- Writing a melody based on chords
- using a range of rhythms
- looking at form and structure

Instrumental
- build on basic keyboard and guitar skills

Skills developed
- Deconstruct music by grouping musical elements
- Learn about basic major and minor keys
- Write scales (C, G, F)
- Learn how chords are formed based on a scale
- Create different moods according to instruments and pitch.
- Identify and perform different rhythms
- Work with sounds on keyboard
- Manipulate musical elements to create atmosphere
- Guitar chords and strumming patterns
- Keyboard techniques

Assessment
- Exam
- Composition
- Performance
Visual Art

Concepts

Develop and understand basic art principles and skills - elements and principles of art and design
3D sculpture
Appreciation of art
2D Painting and drawing

Skills developed
- Drawing
- Colouring
- Note-taking
- Design
- Modelling
- Painting
- Description
- Analysis
- Rendering
- Tone and form
- Composition

Assessment
- Folio of short activities
- Ceramic sculpture
- Acrylic painting