

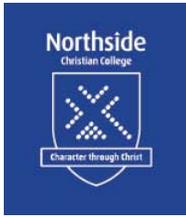
Northside Christian College

CHRISTIAN FOUNDATIONS

Year 8

Course Outline

<p>TERM ONE Creation V Evolution <i>Learn the Apostles Creed for Memory Verse</i></p>	<ul style="list-style-type: none"> Learn a section of the Apostles Creed each week <p>Finding Your Way – A Journey through the Bible’s Story of Salvation – Student Work Book</p> <ul style="list-style-type: none"> Introduction – The Big Picture Beginnings:- Genesis 1-11 Big Promises:- Genesis 12 – Deuteronomy A Matter of Trust:- Joshua – 2 Chronicles
<p>Assessment Item</p>	<p>Class Test - Apostles Creed Verbal or Written Assessment.</p>
<p>TERM TWO Topical Issues</p>	<p>Finding Your Way- A Journey Through the Bibles Story of Salvation-Student Work Book</p> <ul style="list-style-type: none"> The Wisdom Books: Job – Song of Songs Remember the Promises: 1 Kings – Malachi The Promise Fulfilled: Matthew – John The Promise Continues: Acts – Revelation
<p>Assessment Item</p>	<p>Exam</p>
<p>TERM THREE Prayer and Devotions</p>	<p><u>Christian Life Studies Book 1</u> Westminster Shorter Catechism – Questions 63-81 Incorporating the 5-10th Commandments into a quiet time How to Pray using ACTS (Adoration, Confession, Thanksgiving & Supplication)</p> <ul style="list-style-type: none"> <i>Students will spend 10-15 minutes of class time over 6 weeks journaling their quiet time with God.</i>
<p>Assessment Item</p>	<p>Students Devotional Journal</p>
<p>TERM FOUR Character Study and Discipleship</p>	<p>Early life of Christ</p> <ul style="list-style-type: none"> Work on Nativity Assignment (2 Weeks) Character Study; ‘The Nativity Movie’ and historical background (3 lessons) Discipleship (3 weeks)
<p>Assessment Item</p>	<p>Assignment (200-300 words). ‘The Nativity’ work booklet.</p>



Northside Christian College

PERFORMING ARTS

Dance - Year 8

Introduction

Dance is a visual art form utilising human movement to express ideas. This non-verbal communication is devised with the consideration of specific audiences and purposes and through the purposeful manipulation of dance elements within genre-specific contexts.

The study of dance fosters unique and significant skills and understandings which are transferable to other areas of learning. By engaging in, and reflecting on, dance activities, students develop skills and abilities to use processes that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral and spiritual development. Students learn to think critically as they analyse and critique dance works and identify the influence of particular contexts.

Subject Outline

Dance in Year 8 introduces students to the fundamental elements of Dance: the language of Dance, the symbolism of movement, how to create meaning through Dance and the practice of precision in Dance performance.

The Year 8 Dance program consists of two units of study over the course of a term; two lessons per week.

Course Outline

Unit One: What is Dance?

This unit introduces students to the terminology and language of Dance and the three organisers referred to throughout the study of Dance: Choreography, Performance, and Appreciation. Students will develop an understanding of the importance of safe dance practices, including basic muscle anatomy and the significance of stretching, warming up and cooling down the body during dance activities.

Assessment: Responding – Written Exam

Criteria:

- Students demonstrate knowledge of dance terminology and identify and analyse the elements of dance, choreographic devices and production elements in dances

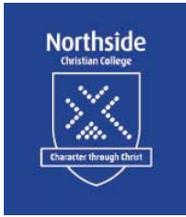
Unit Two: The Elements of Dance

Through this unit students will develop an understanding of how the structuring devices of movement are ordered to create dance works. Included in the unit is the study of form (structure), transitions, choreographic devices, focus, space, time, and dynamics (movement qualities). Students will be challenged to utilise and manipulate the elements of Dance in order to reconstruct teacher choreographed movement and to create original movement sequences demonstrating a focus on aesthetic value.

Assessment: Making – Choreographing (individual)

Criteria:

- Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent



Northside Christian College

TECHNOLOGIES AND DESIGN

Design Technologies - Year 8

Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Design Technologies provides students with opportunities to engage in two technologies contexts: **Food and Fibre** and **Engineering and Materials** which are studied for one semester each in Year 8. By undertaking practical, guided design activities students learn to think, plan, discover and implement ideas and innovations. Design Technologies develops the student's ability to appreciate and explore design, material properties, emerging and traditional technologies, and safe practices.

Subject Outline

Semester One – Food and Fibre

- **Food and Nutrition**
- Hygiene and safety in the Kitchen
- Introduction to the Australian Guide to Healthy Eating and the Australian Dietary Guidelines
- Food preparation techniques including knife skills
- Designing healthy meals using dietary guidelines
- **Textile Studies**
- Safety and efficiency in the Textiles room
- Machine settings and sewing skills
- Design project incorporating sustainability and practical skills

Semester Two - Engineering and Materials

- Design-thinking projects (Participation in a guided design program)
- Working safely in the Design and Innovation space
- Exploring materials – metals, polymers and timber
- Basic engineering and manufacturing processes
- Graphical design and production skills and techniques

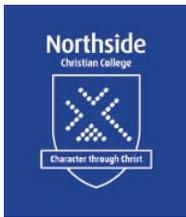
Assessment Focus

Assessment of learning in the Design Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant to each of the technologies contexts.
- **Processes and production** of products including the selection of materials, ingredients, tools, equipment and technologies to safely make designed solutions.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, demonstration of practical skills, research and investigation assignment, a design folio as well as teacher observation.



Northside Christian College

TECHNOLOGIES AND DESIGN

Digital Technologies - Year 8

Subject Introduction

Digital Technologies gives students opportunities to plan and manage digital projects to create interactive information. Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students define and deconstruct problems in terms of functional requirements and constraints, and evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

Year 8 Digital Technologies has been designed to assist students to become not only confident and competent users and consumers of ICT and Digital Media and but also developers of digital solutions, by applying computational thinking. This course is designed to enhance students ICT knowledge through the use of various multimedia technologies in response to digital communication challenges.

Subject Outline

Semester 1: Game Design and Coding

Term 1: Starting from Scratch

- Programming interactive stories, games and animations
- Students learn the fundamentals of computer programming in a visual environment, without the need to write any code.

Term 2: Python from Scratch

- Developing programming language competence
- An introductory course using the programming language Python for students with little to no programming experience

Semester 2: Design and Development of Web Pages

Term 3: Image Editing

- Students will develop skills in software such as Photoshop and Illustrator.

Term 4: Design and Development of Web Pages

- All learning is bought together in a web-based project.

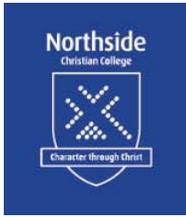
Assessment Focus

Assessment of learning in the Digital Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant digital technologies contexts.
- **Processes and production** of digital projects that create and communicate ideas and information.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, the production of digital products, research and investigation projects, and the compilation of a design folio.



Northside Christian College

TECHNOLOGIES AND DESIGN

Drama - Year 8

Learning and Assessment Focus

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Drama. They extend their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes.

Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

Responding

- analysis and evaluation of the use of elements of drama

Making: Performing

- conveying dramatic action when collaborating by rehearsing, refining and producing a scripted drama performance.

Making: Forming

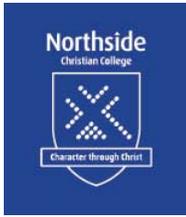
- development of roles and characters when collaborating to plan, direct, produce and refine drama in different forms, styles and performance spaces through improvisation.

Ways of Working

Students are able to:

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify and polish arts works, using interpretive and technical skills
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes
- identify, apply and justify safe practices
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages
- reflect on learning, apply new understandings and identify future applications.

	Term 1	Term 2
Year 8	<p>Drama Games</p> <ul style="list-style-type: none"> Confidence Building <p>Improvisation</p> <ul style="list-style-type: none"> Making/accepting offers No blocking Improv exercises using A/ scripts <p>Assessment: Improvisation using A/B scripts</p> <p>Mime</p> <ul style="list-style-type: none"> Spatial Awareness Neutral stance Physical extension exercises 	<p>Mime (cont'd)</p> <ul style="list-style-type: none"> Basel masks – create a stock character Group work in Mask given scenarios <p>Assessment: Group Mime Performance in Mask</p> <p>Realism Script</p> <ul style="list-style-type: none"> Character profiling Blocking a scene Acting exercises <p>Assessment: Presenting Tasks - scripts</p>



Northside Christian College

ENGLISH AND OTHER LANGUAGES

English - Year 8

Subject Outline

From 2012, Northside Christian College has implemented the Australian Curriculum for English. Detailed information regarding Rationale and Aims, Content, and Achievement Standards may be found by visiting: www.australiancurriculum.edu.au

Texts studied at Northside are always taught from a Christian perspective and students will be taught to think critically about the values promoted in texts.

English classes are streamed in Years 8-10; however, regardless of their class placement, students complete the same course and assessment. Teachers cater for students' needs through text choice, design of teaching and learning activities, and through the extent of scaffolding provided. Class groupings are determined on the basis of the needs of the cohort in each year and on individual student performance in the previous year. As a result, students may be placed in a different stream from year to year, based on their achievement and development. In Years 7, 8 and 9 classes are also usually gender streamed.

Course Outline

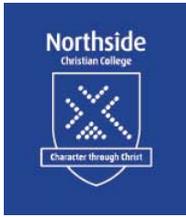
UNIT	TEXTS
Film Study Students study how individuals are represented and communicate in a range of media and digital texts. They look at how the themes of friendship and identity are revealed through film.	* Various media, digital and film texts * Secondhand Lions
Drama Speaks Students develop their speaking skills by creating a dramatic presentation based on a scene following an in depth novel study.	* Novel study e.g. Revolution is Not a Dinner Party, The Silver Sword, Wind in the Willows, Across the Barricades, Holes, The Terrible Fate of Humpty Dumpty
Creating Your Own Magazine Students will explore the influence of magazines to shape values in our culture. They will create their own magazine for a Christian teen audience.	* Various newspapers, magazines (digital and hard copy)
Houston, we have a problem! Students explore the short story genre using the context of Science Fiction.	* Various short stories
Great Speeches of History Students will analyse how language is used to persuade in famous motivation speeches.	* Various famous speeches, e.g. "I Have a Dream" Martin Luther King

Language conventions are embedded in all units of work, with an examination undertaken each semester.

Further information, including current assessment tasks, may be found by visiting the school's online learning hub: MOODLE.

Types of Assessment

The Australian Curriculum for English requires students to complete a range of written and spoken tasks. These tasks must reflect a range of conditions and text types. Tasks will include written and spoken assignments, as well as written exams where the question may be seen (students are notified of the question in advance) or unseen.



Northside Christian College

ENGLISH AND OTHER LANGUAGES

English - Year 8

Learning Area Standard Descriptors Used In Assessment

Understanding and Skills – Receptive Modes

Students are required to:

- Select and evaluate relevant ideas and information
- Develop and justify interpretations of texts
- Explain how text types are used to achieve different purposes
- Analyse how a variety of language features achieve different purposes

Understanding and Skills – Productive Modes

Students are required to:

- Select, organise, and synthesise a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives
- Use a variety of text structures to achieve different purposes and effects
- Use a range of grammatical structures and vocabulary to achieve different purposes and effects
- Use a variety of text and language features to achieve different purposes and effects, for example:
 1. Punctuation and spelling
 2. Pronunciation, pace, phrasing and pausing, audibility and clarity
 3. Facial expressions, gestures, proximity, stance, movement
 4. Graphics, still and moving images

How A Student's Final Level of Achievement Is Determined

For each piece of assessment in English, a student's grade or mark is determined holistically. This means that the student's result is determined by the performance across ALL of the criteria for each assessment piece. Their results for the criteria subsets (listed above) are not used separately to arrive at a grade. In practice, students will be given one holistic grade for each piece of assessment ranging from A+ to E-.

In English, a student's Semester Report records their progress for the year, not the semester. This means that each student's Semester 2 Report will record their progress for the entire year. In subject English, this is the best way to provide parents and students with an accurate indication of progress at the conclusion of the year.

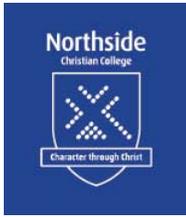
The results students have achieved for their tasks are used to determine their Level of Achievement. Their Level of Achievement is determined by examining their achievement for tasks according to the two categories: WRITING and SPEAKING.

The following principles are applied in determining overall results:

- All work is summative
- Greatest attention should be given to a student's fullest and latest assessment
- Students must demonstrate they can perform consistently at a particular level in **BOTH writing AND speaking** to meet the standards for that Level of Achievement

The following table may be used as a guide.

A	Predominantly A results for both written and spoken tasks.
B	Predominantly B results for both written and spoken tasks.
C	Predominantly C results for both written and spoken tasks. No more than one D or E result for written tasks and no more than one D or E result for spoken tasks. (If a student achieves two or more results lower than a C, they cannot obtain a pass in this subject.)
D	Predominantly D results for both written and spoken tasks.
E	Predominantly E results for both written and spoken tasks.



Northside Christian College

ENGLISH AND OTHER LANGUAGES

French - Year 8

Subject Outline

Students learn to communicate in French for practical purposes. They will also develop greater knowledge, understanding and appreciation of French cultures and customs. They will work collaboratively and independently to develop cultural and intercultural exchanges.

Course Outline

They will study a range of topics including but not limited to:

The world of sport

Leisure activities

Music, festivals and French celebrations

Schooling

Daily routines

Cinema

Describing people and places

They will have opportunities to develop their understanding of French and ability to communicate in French through role plays, listening to French music, radio, conversations, television and films, games and immersion activities.

Outside of the classroom they will have opportunities to go on French excursions with other French speaking students including the French film festival and going to cafes or restaurants.

Types of Assessment

In French, students will complete a range of tasks that assess their understanding, communicating and creating skills in French. This will determine their ability to socialise, inform and create in the French language, and to translate and reflect.

Criteria Used In Assessment

Students will be assessed according to their proficiency in each of the following skills:

Translation: Comprehending by identifying main ideas, supporting ideas, idiom and colloquial language use, interpreting gestures, facial expressions and attitudes.

Understanding: Comprehending by identifying main ideas and supporting details, using textual features to locate information and help with meaning.

Communicating: Composing by selecting appropriate language to hold conversations through clear pronunciation and by controlling pitch, intonation and rhythm.

Creating: Composing by using appropriate vocabulary, spelling and punctuation, and sequencing material logically.

Reflecting: Thinking about how students use the French and English languages, giving consideration to the differences and similarities.

How a Student's Level of Achievement Is Determined

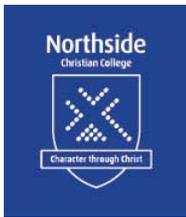
Students will be given opportunities throughout the year to demonstrate their achievement. Each assessment is given a percentage contribution to the determination of achievement.

French Immersion Opportunity

At the completion of even calendar years (2018, 2020 etc.) students are provided with an opportunity to travel to New Caledonia to immerse themselves in French culture, and to develop their language skills. This trip is open to all students studying French with priority given to those continuing with French as a subject in following years.

Possible Career Prerequisites

As Australia extends its trade links throughout the world, increasingly Australians are working, travelling and studying overseas. Learning French offers students many opportunities. A command of French offers the worker, student or traveler an opportunity for a deeper appreciation of the over 48 French speaking countries and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.



Northside Christian College

JAPANESE

Year 8

Subject Outline

Students learn to communicate in Japanese using the skills of listening, speaking, reading and writing for practical purposes. They will also develop greater knowledge, understanding and appreciation of Japanese culture and customs.

Course Outline

Term	Theme	Possible Topics
1	Self-introduction	Greeting, names, addressing
	Numbers	Age, grade, phone number
	Around the world	Countries, nationality
2	Japanese writing	Hiragana
	My world	Family and pets
	Japanese culture	Food, anime

Types of Assessment

In Japanese, students will complete a range of tasks including reading, writing, speaking and listening exams.

Criteria Used in Assessment

Students will be assessed according to their proficiency in each of the four macroskills:

Listening: Comprehending by identifying main ideas, supporting ideas, idiom and colloquial language use, interpreting gestures, facial expressions and attitudes.

Reading: Comprehending by identifying main ideas and supporting details, using textual feature to locate information and help with meaning.

Speaking: Composing by selecting appropriate language to hold conversations through clear pronunciation and by controlling pitch, intonation and rhythm.

Writing: Composing by using appropriate vocabulary, spelling and punctuation, and sequencing material logically.

How a Student's Level of Achievement is Determined

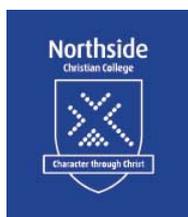
Students will be given opportunities throughout the year to demonstrate their achievement in each of the four macroskills. Each macroskill is to make an equal contribution to the determination of achievement.

Once standards have been determined for each of the macroskills, the following table is used to determine the level of achievement.

A	Standard A in any two macroskills and no less than a Standard B in the remaining macroskills.
B	Standard B in any two macroskills and no less than a Standard C in the remaining macroskills.
C	Standard C in any three macroskills; no less than a Standard D in the remaining macroskills.
D	Standard D in any three macroskills; Standard E in the remaining macroskills.
E	Does not meet the requirements for a D.

Possible Career Prerequisites

As Australia extends its trade links throughout the world and increasingly Australians are working, travelling and studying overseas, learning Japanese offers students many opportunities. A command of Japanese offers the worker, student or traveller an opportunity for a deeper appreciation of the country and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.



Northside Christian College

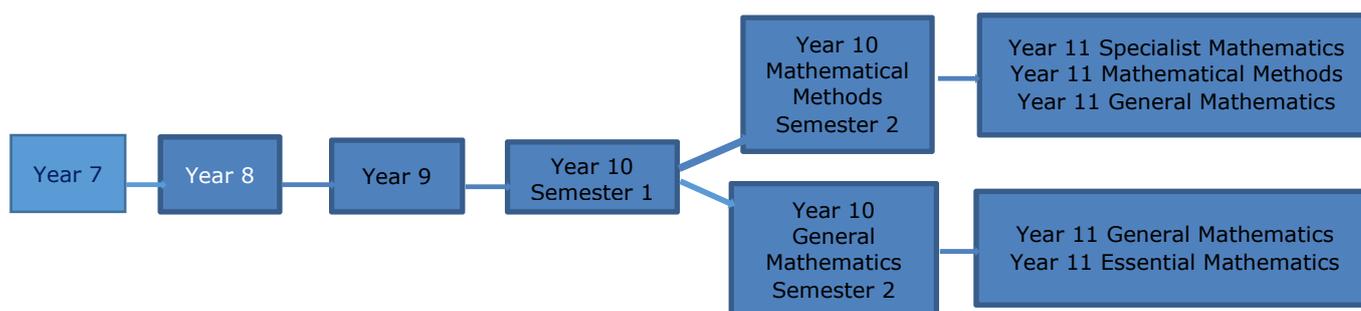
MATHEMATICS

Year 8

Subject Outline

Mathematics in Middle School is not academically streamed, teachers follow a “differentiating the curriculum” approach based on the National Curriculum to provide appropriate learning opportunities for students.

Mathematical pathways at Northside Christian College are depicted below.



Assessment

Assessment techniques in this syllabus are grouped under categories.

- Assignment
 1. Extended modelling and problem solving task
 2. Report
 3. Teacher specified
- Supervised tests.

Criteria Used In Assessment

The following exit criteria must be used in making judgments about a student's level of achievement at exit from this course.

1. Knowledge and Procedures

This criterion refers to the student's ability to recall, access, select and apply mathematical definitions, rules and procedures, to demonstrate numerical and spatial sense and algebraic facility, with and without the use of mathematical technology.

2. Modelling and Problem Solving

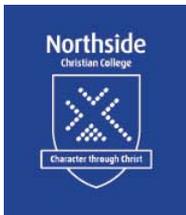
This criterion refers to the student's ability to apply problem-solving strategies to investigate and model situations, generate and use data, analyse and interpret results in the context of problems to investigate the validity of mathematical arguments and models.

3. Communication and Justification

This criterion refers to the student's ability to interpret, translate, communicate, present and justify mathematical arguments and propositions, using mathematical and everyday language and symbols to develop logically supported arguments.

Awarding Exit Levels of Achievement

VHA	Standard A in any two criteria and no less than a B in the remaining criterion
HA	Standard B in any two criteria and no less than a C in the remaining criterion
SA	Standard C in any two criteria, one of which must be the <i>Knowledge and procedures</i> criterion, and no less than a D in the remaining criterion
LA	At least Standard D in any two criteria, one of which must be the <i>Knowledge and procedures</i> criterion
VLA	Standard E in the three criteria



Northside Christian College

PERFORMING ARTS

Music - Year 8

Subject Outline

Skills learned / developed in the course:

- Performing Rock Music repertoire stylistically on rock instruments – guitar and drum kit.
- Singing and playing rhythms or melodies to assist in the analysis of repertoire.
- Analysing the musical characteristics in each of the pieces studied using the musical elements: Duration, Harmony, Structure, Timbre, Dynamics, Melody, Texture, Tempo.
- Investigating the musical context, genre and style with reference to other performing and visual arts and related historical, social, cultural and philosophical backgrounds.
- Exploring techniques of capturing sound creations as well as different tonalities through harmony and scale forms.

The Music course involves the study of the following unit for one term; two lessons per week

Year 8	Unit studied
Weeks 1 – 10	Rock Music

Course Outline

Year 8 Music is divided into the following three dimensions:

RESPONDING -

- identification and analysis of how the elements of music are used in different styles
- evaluation of musical choices made to communicate meaning as performers and composers

MAKING: COMPOSING -

- composition of music demonstrating notation, manipulation and use of the elements of music, stylistic convention, aural skills and music

MAKING: PERFORMING -

- interpretation and performance of songs and instrumental pieces (in unison and in parts) demonstrating the use of technical skills, expressive skills and aural skills

Types of Assessment

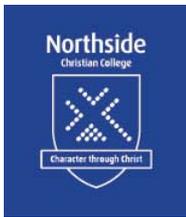
Typical Assessment in a Semester may include:

- Students are to perform one piece on acoustic guitar from the repertoire provided, or a song of their own choice (approved by the teacher). They must perform a piece using a minimum of 3 chords. Arranging a given melody for four to six instruments.
- Students are to perform a basic rock pattern on the drum kit, as practiced in class. They must keep the beat consistent for a minimum of 4 bars of 4/4 time (16 beats) – can be performed as an accompaniment to a recorded rock song (chosen by teacher).
- Students will choose one piece of Rock music (not studied in class). From their knowledge of Rock Music styles and compositional techniques, they will demonstrate their understanding by discussing which style of Rock their chosen song represents. They will refer to the eight musical elements, as well as other musical characteristics relative to the particular style, and this will be the basis of their analysis

How The Student's Final Level of Achievement Is Determined

When standards have been determined in each of the three criteria of Listening, Composing and Performing, the following table is used to determine the exit level of achievement, where A represents the highest and E the lowest.

A	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
B	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
C	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
D	Standard D in any two exit criteria
E	Does not meet the requirements for D standard



Northside Christian College

PHYSICAL EDUCATION

Year 8

Introduction

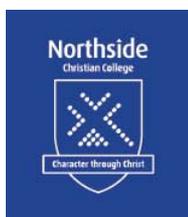
Students in Year 8 Physical Education participate in a range of activities which encourage students to:

- develop a fit, healthy life with proper standards of fitness, cleanliness and responsibility;
- develop the qualities of stewardship, sportsmanship, friendship and leadership; and
- develop the ability to find and achieve a full potential as a healthy human being.

Course Outline

The program for Year 8 Physical Education is as follows.

	Term 1	Term 2	Term 3	Term 4
Practical	Games Unit plus two from: <ul style="list-style-type: none">• European Handball• AFL• Netball	Athletics	Two from the following: <ul style="list-style-type: none">• Soccer• Softball• AFL• Rugby Union	Swimming and Lifesaving
Assessment	Students are assessed on whether they are able to: Demonstrate a range of physical responses within the contextual demands of the activities Demonstrate physical responses that reflect both an ability to implement and evaluate strategies and tactics in physical activities Demonstrate the application and evaluation of movement concepts and principles to performance in physical activities. Demonstrate the ability to reflect critically upon physical activity in social, historical and cultural contexts Accept responsibility for the organisation and development of their learning experiences within a framework provided by the teacher Demonstrate the ability to select and use information in order to evaluate and enhance learning in, about and through physical activities Communicate through a variety of modes (including physical) Experience the enjoyment, challenge, self-expression and social interaction that is possible through informed engagement in physical activities.			



Rationale

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

Some of The Topics Covered Include:

TERM	UNITS/THEMES	UNIT LENGTH IN WEEKS
1	Working with Scientific Data	4
	Rocks	5
2	Physical and Chemical Change	4
	Elements and Compounds	5
3	Cell and Body Systems	9
4	Reproduction	3
	Using Energy	4

Assessment Criteria

Students are assessed through written tasks, extended experimental investigations and extended response tasks.

The following criteria are addressed in order to grade students in tasks:

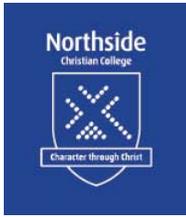
- Science Understanding
- Science Inquiry Skills
- Science as a Human Endeavour

All three criteria are equally weighted to an overall grade.

Determination of Student's Level of Achievement

Each criterion makes an equal contribution to the determination of levels of exit achievement. When Standards have been determined in each of the three criteria, the following table is used to determine the semester achievement, where A represents the highest standard and E the lowest.

VHA	A in any three exit criteria and no less than a B in the remaining criterion
HA	B in any three exit criteria and no less than a C in the remaining criterion
SA	C in any three exit criteria and no less than a D in the remaining criterion
LA	D in any three exit criteria
VLA	Does not meet the requirements for Limited Achievement



Northside Christian College

SOCIAL SCIENCE

Year 8

Subject Outline

The Social Sciences' curriculum at Northside Christian College involves the study of history, geography and civics. In this regard, the Australian National Curriculum History, Geography and Civics and Citizenship courses form the basis of instruction, assessment and reporting throughout the Year Seven course.

Each Social Sciences discipline is approached from a Christian worldview. Content is unfolded within this perspective. The manner in which students engage with the curriculum is guided by the Biblical values of empathy, stewardship and reflective inquiry. As students investigate the geographical, political and societal problems that have plagued humanity across time and distance, students are encouraged to reflect on humanity's need for a Saviour.

Through these curriculum perspectives, and the excellent team of Social Science teachers, we endeavour to instil a passion for the subject area whilst encouraging students to reach their full potential in the academic arena.

Social Science at Northside Christian College is a core subject in the Middle School. Students may then elect to do Senior Social Science in Year 10, which introduces each of the senior level subjects including Modern History, Ancient History and Psychology.

Course Outline

Semester One – History: The Ancient to the Modern World (The Polynesian Expansion across the Pacific; Medieval Europe; The Spanish Conquest of the Americas)

Semester Two – Civics and Citizenship: National identity and active participation in Australia's system of government; Geography: Landforms and Landscapes; Changing Nations

Criteria Used In Assessment

Criterion 1: Knowledge and understanding – the ability to recall or bring to mind previously learned factual information, and to show understanding by explaining concepts, key ideas and principles.

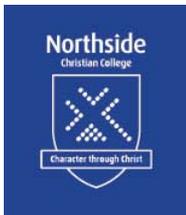
Criterion 2: Critical process skills – applies to analysing and organising information from a range of sources, and to many of the processes and skills of problem solving and decision making.

Criterion 3: Research and questioning skills – refers to the development of questions and hypotheses and to the collection and recording of data.

Criterion 4: Communication skills – refers to the range of ways in which students can present the results of their learning experiences in spoken, written, graphic, audio-visual and electronic formats.

Types of Assessment

A variety of assessment instruments – written, spoken and multimodal – will be used to provide information on student progress. These will include written research assignments, multimedia presentations, collections of work and exams that involve a combination of source/data analysis, essay writing or short responses.



Northside Christian College

VISUAL ARTS

Visual Art – Year 8

Course Overview

In Year 8, practical experience is the essence of the art program, because it is through personal encounter with artistic processes that the student can establish a base for experiencing, understanding, and appreciating works of art.

As the student development in the art program is based on a variety of learning experiences, the specific objectives should be achieved by the end of the Year 8 course.

The program is essentially an introduction to art through skill and process areas, although it is equally dependent upon exposure to the work of other students, artists, designers and craftspeople, and from past and present contexts. It will establish the ground work to the knowledge and affective areas developed in year nine.

Learners at this level are purposefully applying visual art elements of line, shape, texture, colour through additional concepts of proportion, symbolism, composition, depth, abstraction, representation and non-representation. They make, display and appraise images and objects. Learners work individually and collaboratively to deconstruct and reconstruct the meaning of images and objects to communicate their ideas, feelings, experiences and observations through their own making and analyse and interpret the social function of display in various contexts.

Time Allocation

Year 8: One term of approximately nine weeks. Two x 70 minute lessons per week.

Media areas can include:

	Year 8
Drawing	Revisit line Tonal rendering – types of tones Positive and negative space
Printmaking	Lino-print making
Clay	Pinch pots/Cylinder pots (slab method) Slab construction
Sculpture	Clay Found object sculptures
Painting	Revise colour theory Colour scheme painting Colour and texture

Year 8 Assessment

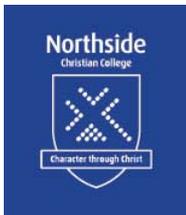
Year 8 assessment task sheets will be issued at the beginning of each new task – students should attach each of these into their art books so that they get into the habit of working within a visual diary format. As each task piece is completed, notebooks, with relevant developmental work, will be submitted for assessment. Marks should be recorded in the teacher mark book, as well as on the task sheet in the student's notebook, which is returned to the student. Marks can also be transferred to the Student Profile sheet, to be kept on file.

An achievement level will be awarded at the end of each semester, this being awarded using the information recorded on the Student Profile sheet.

A minimum of four areas per semester will be used to award the Achievement level.

Assessment Instruments

The general criteria for each instrument are indicated below, the specific criteria are those listed as specific objectives. Reference should be made to those specific objectives relating to the practical activities attempted when assessing work.



Criteria used in Assessment

Determining Levels of Achievement: Exit levels are awarded according to the minimum standards in each of the two criteria:

Responding – identifies, explores, responds to, analyses, interprets and evaluates artworks

Making – plans, designs and explores knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions

How the Students Final Level of Achievement is Determined

These are outlined in the following table:

VHA	Standard A in any two exit criteria and no less than a B in the remaining criterion
HA	Standard B in any two exit criteria and no less than a C in the remaining criterion
SA	Standard C in any two exit criteria, and no less than a D in the remaining criterion
LA	Standard D in any two exit criteria
VLA	Does not meet the requirements for Limited Achievement

Notebook / Visual Diary

The visual diary should be continually updated by the student, and can form up to 10% of the assessment for each task, depending on the nature of the specific task, and with the discretion of the teacher. It can contain written critiques of practical work, resource material and information sheets, the meaning of art terms and technical procedures.