

Burwood Girls
High School

Year 8

Subject Information

2020

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Introduction

Dear Parents & Carers,

The purpose of this booklet is to give you and your daughter an indication of the work and the range of assessment tasks that are to be covered throughout the year in each subject.

The updated Homework Policy is also published in the booklet to give you an indication of the homework expectations for each school year.

In Years 8 and 9, Mathematics common test dates are indicated on the school calendar.

If you have any questions or comments please contact me at the school on 9747 3355.

Katherine Lye
Deputy Principal

12 March 2020

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Homework Policy

The main purpose of homework is to support learning. Research indicates that homework will only achieve this purpose if it is well planned and meaningful. At Burwood Girls High School, we believe strongly that it is important for all girls to have homework designed to meet specific learning goals. Research indicates that student learning may be enhanced if homework is assigned by teachers with a specific, explicit learning purpose. On completion, teachers should acknowledge student effort and provide feedback related to student learning.

However, we also recognise research findings that show that:

- Homework that is too lengthy or too demanding can be counterproductive and reduce the motivation of students to engage in learning.
- The quality of the homework assigned is likely to be more important than the quantity.
- Homework must be purposeful and relevant to student needs and should not jeopardise the right of children to enjoy a balanced lifestyle.
- The amount of homework and time spent on it should accord with the student's age and developmental level.
- Effort spent on homework is a stronger correlation of academic achievement than time spent on homework.
- Year level appears to be a determinant of homework's academic effectiveness.

Time expectations for homework

When homework is given, the teacher will indicate the time that most students should require for the completion of the task that is assigned.

The following are our recommended guidelines. They aim to ensure that neither too much nor too little homework is given on most nights.

Students who are absent from class or do not complete classwork in a timely manner will be responsible for "catching-up" missed work in their own time.

Middle School

The BGHS School Plan targets quality assessment practices in the middle school.

Students will be given a range of assignments or assessment tasks that they will be required to research and complete in their own time to demonstrate achievement of outcomes in each of their subjects.

Assessment tasks encourage students to pursue knowledge accurately and innovatively, including:

- creating or designing something
- investigating
- researching
- writing

Whenever possible, homework should recognise the place of technology and its benefits, such as the internet, for organising and accessing information.

Mathematics As a general rule of thumb, we would expect students in the junior school to complete about two hours of mathematics homework each week. This works out at less than twenty minutes each night. As students move into the senior school, they should expect to complete up to three hours of homework a week.

Mathematics students will typically be required to complete activities commenced in class at home. This allows students to practise their skills and to consolidate their understanding of

the work. It should also help develop confidence with their learning. In addition, students can spend time reviewing past lessons and other resources.

Parents are asked to encourage their daughters to complete their homework. If your child is having difficulty with a particular task, please encourage them to seek assistance from their teacher. Please feel free to contact the Mathematics Faculty if you have any concerns.

Year 7 – Students in Year 7 are to complete homework in Maths, reading and Wordflyers program in English and vocabulary in Languages. Whilst there will not be homework in other subjects, students will be given assessment tasks to complete at home (including study and revision for a class test).

There should be NO holiday assessment tasks assigned. This includes work due in the first week of a term.

We would expect Year 7 students to complete about 2 hours of maths homework each week.

Year 8 – Homework requirements in Year 8 will be expected to include Maths, English, Science and vocabulary in Languages. As in Year 7, students will receive assessment tasks from other subjects to demonstrate their achievement of learning outcomes.

There should be NO holiday assessment tasks assigned. This includes work due in the first week of a term.

We would expect Year 8 students to complete about 2 hours of maths homework each week.

Year 9 – Year 9 students will be required to complete homework, as directed by their teachers, in all relevant subjects. 1-2 hours per night (Mon–Fri). A maximum of 30 minutes homework per night for a subject. An average maximum of 90 minutes homework per week for a subject i.e. 2 - 3 times per week. Assessment tasks are a major component of a teacher's formal assessment strategies.

There should be NO holiday homework tasks assigned, for example work due in the first week of a term.

We would expect Year 9 students to complete about 2 hours of maths homework each week.

Senior School

Year 10

1½–2 hours per night (Mon–Fri). Weekend homework may be required at times. A maximum of 30 minutes homework per night per subject. An average maximum of 90 minutes homework per week for a subject i.e. 2 - 4 times per week.

We would expect students in Year 10 to complete about two hours of mathematics homework each week. 5.3 or accelerated students may require longer periods of homework and study.

Years 11–12

2–3 hours per night. Weekend work will be required regularly to keep on top of HSC course demands and assessments. Holiday revision is normal for most students and many choose to use some vacation time on long-term assessment tasks.

Guidelines for Students

- Homework is an important part of your learning and you should make it a priority to complete all homework as well as you can.
- Get organised by using your Student Diary to record all the work you are given. This will help you to plan the books you need to take home and the time you will need to do the work each night.
- If you have a problem with getting your work done, bring a note from your parents or discuss it with your teacher at the start of the lesson. E.g. family commitments, co-curricular and extra-curricular activities, feeling unwell, too much work, work is too difficult and you need help etc. Your teacher will be as understanding as possible.

- Ask your teacher, preferably in advance, for an extension of time if you are particularly busy. Discuss problems with your teacher, who will be pleased to see that you are interested in doing as well as you can.

For more information go to **Homework Policy (NSW Department of Education)**

<https://education.nsw.gov.au/policy-library/policies/homework-policy>

The Homework Centre

The Homework Centre runs every Wednesday and Thursday afternoon in the School Library from 3:30-5:30pm. The Homework Centre is free and the school hires former students to assist those who need help with their homework or study. There is a strong focus on support in Maths and Science, but help with other subjects is available (there is always a teacher present). Two of the tutors speak Mandarin.

Students do not have to use the tutors. Students may come and do their own study or homework. The Homework Centre is combined with the ESL Help Centre to allow ESL students to get further support with their work.

Students can use the Centre whenever they like – it is not a permanent commitment and students are not required to stay the full 2 hours.

STUDY SKILLS

Having good study habits is not a matter of chance. Some of the students in your class probably appear to be much better at doing assignments and exams than others. This does not mean that they were 'born with' the ability to study; it simply means they have learnt the skill before others.

Anyone can learn good study habits and improve her chance of doing well in exams. All you need to do is listen, learn and practice.

Dividing Study Time

Homework must be a regular part of every weekly study timetable and must be done first (so it is not 'hanging over your head').

While completing homework, you should also revise the work done at school that day, because this work will probably not be revised by your teacher before the exam.

Do not give equal time to all subjects. Most study time should be spent on your weakest subjects. Study time (as distinct from homework time) should start with your weakest subject, while you are still fresh.

It is important to get into a habit of recording homework and study in your diary – organisation is the key to successful study and homework.

SCHOOL DIARY

Students are expected to have the BGHS Diary with them at all times. The diary contains important information including the school's values, bell times and valuable study hints.

The diary has the following purposes:

- Homework record for students
- Assessment task planning for students
- Record of any late arrivals to school
- Record of toilet passes during the day
- Record of early departures from the school
- Messages from staff to parents.

Students and families have the responsibility to ensure that the diary's communication purposes enable a greater knowledge of what students are doing each day at school.

Subject Information

ENGLISH

Course Content

Students in Stage 4 must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. Through responding to and composing a wide range of texts students will develop skills, knowledge and an understanding in order to:

- Speak, listen, read, write, view and represent
- Use language to communicate effectively for a variety of purposes
- Think in ways that are imaginative, critical and imaginative
- Understand self and their relationships with others and the world
- Learn and reflect on their learning

Course Requirements

In Stage 4 the essential content requires students to work towards meeting outcomes by studying a range of spoken, print, visual and media/multimedia texts that must give the students experience of:

- Widely defined Australian literature including those that give insights into Aboriginal experiences and multicultural experiences in Australia
- Literature from other countries and times
- Cultural heritages, popular culture and youth cultures
- Picture books
- Everyday and workplace texts
- A range of social, gender and cultural perspectives

In Stage 4	
Fiction	At least two works
Poetry	A wide range of poems
Film	At least two works
Nonfiction	At least two works
Drama	At least two works

Course Assessment:

Year 8 will be assessed across classes to allow for parallel experiences and skill development. Assessment tasks will be both common and classed based to allow all students a range of opportunities to demonstrate skill development and understanding of course content. Only the common tasks are outlined below.

English (continued)

	Task 1	Task 2	Task 3	Task 4	
	From Page to Screen	Representing Women	The Dream	My Belonging Story	
	Visual Literacy Film	Novel	Drama	Slam Poetry	
	Term 1 Week 9	Term 3 Week 8	Term 2 Week 9	Term 4 Week 4	
Outcomes					Weighting
<i>Listening</i>	15				15
<i>Speaking</i>			15		15
<i>Reading</i>		15		10	25
<i>Writing</i>	5	10	5	10	30
<i>Viewing/Representing</i>	5		5	5	15
Weightings	25	25	25	25	100

Term 1 Assessment: Film Analysis
Term 2 Assessment: Essay
Term 3 Assessment: Group Performance
Term 4 Assessment: Poetry Slam

GEOGRAPHY

Course Content

The Year 8 course has four topics to be studied over the course of the year.

- *Landscapes and Landforms*
- *Place and Liveability*
- *Water in the World*
- *Interconnections*

Course Assessment

- Students will be assessed in a number of ways including Summative Assessment in the grid below.
- Summative assessment including but not limited to: Research in Action, Individual Learning Portfolios, critical thinking, academic writing and ICT skills.

Assessment schedule for Year 8 Geography:

Task No.	Unit/Area of Learning	Report Outcomes	Task Description	Date Due/Work Completed	
				Term	Week
1.	<i>Landscapes and Landforms</i>	GELS-1 GELS-2 GELS-4 GELS-7 GELS-8	Report and press conference	2	1
2.	Place and Liveability	GELS-1 GELS-3 GELS-4 GELS-7 GELS-8	Photo essay and extended writing	3	1
3.	<i>Water in the World</i>	GELS-1 GELS-3 GELS-5 GELS-7 GELS-8	Drought documentary and short answers	4	1
4.	<i>Skills</i>	GELS-7 GELS-8	Skills test	4	4

LANGUAGES

CHINESE FRENCH INDONESIAN ITALIAN JAPANESE KOREAN

In Year 8 students complete their mandatory 100 hours of study in ONE of the six languages they have been introduced to in Year 7. There are two 75 minute lessons of language study each week. At the end of their Year 8 study students may choose to continue this language as one of their elective choices for Years 9 and 10 (and up to the HSC).

Programs in each language are based on the K-10 Syllabus and incorporate Stage 4 outcomes and Quality Teaching and Learning principles.

Course content

After an initial revision of the basics from Year 7, students develop their language skills, content knowledge and key competencies through the use of texts, workbooks and related materials, CDs, DVDs, magazines and puzzles. With a strong focus on interactive and communicative class work, students regularly work in pairs and groups to practice skills and to produce dialogues and role plays. Restaurant and film excursions, cultural performance and workshop incursions, Powerpoint displays and research assignments incorporating ICT skills also further enrich students' learning experiences.

Course requirements

Students need to purchase their own workbook which they must bring to class every period. Homework and assignments are also set and must be completed on the due date. Students are encouraged to regularly revise class content and to practise their language skills at home.

Course assessment

Students are assessed on the content topics of the course in the four language skills of listening, speaking, reading and writing. Assessment comprises both informal class tests (workbook exercises, role play and dialogue presentations, homework exercises) and more formal tests (end of topic tests, individual speaking tests and assignments). Usually students are tested at the end of each term although this timing may vary. For formal tests students are given at least one week prior notice plus information regarding the content and skills to be tested, and marking criteria and schemes if applicable to the task. Feedback will be in written form and will include advice for future improvement.

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Interacting/Accessing & Responding	Presentation	1	6
2.	Accessing & Responding/Composing	In-class task	2	5
3.	Interacting/Accessing & Responding	Presentation	3	4
4.	Accessing & Responding/Composing	In-class task	4	3

MATHEMATICS

In this course, assessment will be based on the outcomes for the stage of development for individual students (ie. 4, 5.1, 5.2, 5.3) in the following topic areas (strands):

- Number and Algebra
- Measurement and Probability
- Statistics and Probability

The Working Mathematically strand is assessed in each task.

All Year 8 students participate in the Mathematics Pathway Program. As part of this program, all students complete ongoing and regular fortnightly assessment. Student progress reports are available for parents and carers using the parent login details that have been provided.

Parents and carers are advised to contact the Mathematics faculty if further information is needed.

MUSIC

Students of Music are exposed to a wide variety of experiences designed to foster their skills in music, their broader creativity and their general musical knowledge. Students are encouraged to work cooperatively and exchange and develop ideas in order to broaden their musical understanding and to explore musical ideas in an enjoyable and active environment.

Course content

Topics to be studied:

- Instruments and the Orchestra
- Exploring Film, Radio, Television and Multimedia
- Concepts of Music – a practical approach

Class activities include:

- Performing their own compositions and other set pieces
- Listening to a wide range of musical examples with a special focus on Australian Music
- Composing and performing their own compositions writing in varying styles
- Singing and playing various pieces

Course requirements

Equipment:

- Music book with staves in the middle (available from most newsagents) which **must** be brought to **every** lesson
- Pens, rubber, pencil and ruler, earbuds and own device when needed.

Because of the practical nature of music, homework will not be given each night but there will be assignments given out at various times during the year. By the end of the year students will need to have learnt and completed:

- all the theory covered in each term
- compositional exercises and assignments.

Course Assessment

Assessment is completed through a combination of

- formative observation of practical decision making;
- performance of required pieces or skills;
- written responses about their musical perceptions;
- manipulating musical concepts through composition

Activities involving ALL areas for assessment below are carried out continuously during each term. Typically, any activity done in class will involve a practical, theoretical and attitude component. This gives an overall formative grade that is determined for each semester.

MUSIC (continued)

Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1	Instruments of the Orchestra	Musicology / Aural	1	7/8
2	Instruments of the Orchestra	Solo or Group Performance of chosen piece	1	10/11
3	Methods of Notating Music	Composition	2	8/9

Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Exploring Film, Radio, TV and Multimedia Music	Score Reading / Aural Analysis	3	5
2.	Film, Radio, TV and Multimedia	Solo or Group Performance of chosen piece	3	10
3	Concepts of Music	Aural and concept quiz	4	3

PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

Course content

- Outdoor Recreation
- Relationships
- Safe Risks
- We Are All Different

Course requirements

- Display folder with lined paper
- PDHPE uniform for practical lessons

Course Assessment

A range of assessment strategies are used throughout the course: These include: practical skills, group planning and problem solving tasks for practical assessments, group and individual performances, weekly food analysis task, health information and strategy task, health promotion task, and a case study.

SEMESTER ONE

TASK NO.	UNIT	Description	Timing	Outcomes Assessed
1	Outdoor Recreation	Initiative Activity (Group)	Term 1	PD4.5 PD4.8
2	Relationships	Research task (Individual)	Term 2	PD4.2 PD4.3 PD4.6

SEMESTER TWO

TASK NO.	UNIT	Description	Timing	Outcomes Assessed
3	Safe Risks	Role Play (Pair)	Term 3	PD4.1 PD4.9 PD4.10
4	We're all different	Facilitate activity at different local services (3-4 Group)	Term 4	PD4.5 PD4.7 PD4.10

SCIENCE

The aim of the Science programs is to provide learning experiences through which students will:

- Acquire knowledge and understanding in the fields of science
- Acquire skills in working scientifically
- Develop appropriate science specific skills in literacy and numeracy and be able to communicate effectively
- Develop values and attitudes in relation to the role of science in society.

Course Content

The Year 8 course includes the following topics:

1. All Systems Go
2. Smart Design
3. Energised
4. Chemistry Rocks

Course Assessment

Assessment is based on the achievement of outcomes relating to:

- Knowledge and Understanding
- Skills (planning and conducting investigations; communicating information and understanding; recording, presenting and analysing data)
- Values and Attitudes

Semester 1 Assessment Schedule

Task No.	Area of Learning / Outcome	Assessment Task Description	Date	
			Term	Week
1.	Describes nutrition and growth in living organisms	Common written test	1	9
2.	Researches, extracts and organises information for a specific purpose using information and communication technology	Presentation / Poster	1	7

Semester 2 Assessment Schedule

Task No.	Area of Learning / Outcome	Assessment Task Description	Date	
			Term	Week
1.	Works collaboratively and independently to solve problems Develops a design project using electronic control circuits	Independent learning achievement Design project	2	10
2.	Organises data using tables and graphs Plans and conducts investigations Communicates information and understanding	Experimental research task	3	7
3	Identifies the chemical nature of common substances and describes chemical compounds found on earth.	Common written test	4	5

TECHNOLOGY (MANDATORY)

Technology is a mandatory course studied over Year 7 and Year 8. Students learn about technologies and use a range of material, tools and techniques relevant to the chosen area of study.

Course Content

Course Content is studied through the following areas

- Pyjama Party – Material Technologies
- Delicious Dairy – Food and Agriculture Technologies, Digital Technologies (Food focus)
- Let's Accessorise – Material Technologies

Each area of study is completed in a 13 week period. Classes rotate to complete all 3 units of work during the year.

Course Requirements

Each student requires the following

- 3 (one for each area of study) - 96 page A4 book, covered with contact
- 3 (one for each area of study) Display Folder
- BYOD as specified by the school
- USB
- Sewing Equipment – pins, sewing needles, stitch un-pick, tape measure, and threads.
- Other Items – as required for individual projects as chosen by student.
- Practical Equipment for
 - Apron, full covering, white cotton drill fabric apron (available from school - \$8)
 - Hair Net – provided by school. Replacement 50 cents.
 - Tea towels – 2
 - Dishcloth, Sponge or Chux
 - Oven Mitt or Pot Holder
 - Serviettes
 - Container, when instructed by the teacher
 - Carry bag, to contain all of the above
- Payment of Subject Fees as this covers the cost of all consumables in this course.

** Full covering, black, hard leather school shoes must be worn for practical lessons as per Department of Education requirements.

Course Assessment

Assessment will be both Informal – practical experiences, class work, homework and other as appropriate and Formal as per the grid below.

Task No.	Unit / Area of Learning	Task Description	Date Due /Work Completed	
			Term	Week
1.	Rollercoaster Ride	Rich task activity	1	11
2.	Pyjama Party	Design Folio Practical Project	*	*
3	Delicious Dairy	Design Folio Practical Project	*	*
4	Let's Accessorise	Design Folio Practical Project	*	*

*Dates to be advised at least 2 weeks prior to assessment.

VISUAL ARTS

Course Content

Students have the opportunity to understand the visual arts, including the different kinds of creative works they, and others, make.

In Year 8 students are timetabled for two 75 minute periods per week. Students move with their teacher each term to a new specialist room, either painting, printmaking, ceramics or sculpture.

The programs studied in by Year 8 students are:

- Painting: Fantastic Females illustration
- Ceramics: Visions of Nature pot
- Sculpture: Architectural Forms
- Printmaking: Doodad Designs block printing on fabric

Course Requirements

Students extend their learning about visual arts through critical and historical study as well as making artworks. The syllabus specifies that students use frames to make and study artworks. ie Structural, Subjective, Cultural and Postmodern. As well students learn about Artistic Practice and the Conceptual Framework which is the relationship between the artwork, artist, world and audience.

Students are required to document their artmaking and study of art in their Visual Arts Diary.

Equipment required: 60 leaf Visual Arts Diary 11"x 14", 2 x 2B pencils, eraser, ruler, pens, Visual Arts contribution.

Course assessment

Students are assessed on a continual basis in Visual Arts. This takes place through regular teacher monitoring and feedback to students. Each term students are to submit their artmaking tasks and their Visual Arts Diary for assessment. Each semester students are to complete an assignment.

Weighting	Grade
<u>Artmaking</u> 60%	Grades will be awarded for each task at the following levels of achievement: <ul style="list-style-type: none">• Outstanding• High• Sound• Basic• Limited
<u>Critical & Historical Study</u> 40%	

VISUAL ARTS (continued)

Semester 1 & Semester 2

Task No.	Unit/Area of Learning	Task Description	Due Date/Work Completed
1.	Ceramics: Sea Sculptures	<u>Artmaking:</u> <ul style="list-style-type: none"> • Ceramic Vessel • Art Diary Documentation (making and studying) 	Wk 9 Wk 9
2.	Ceramics: Sea Sculptures	<u>Art Critical and Historical Study</u> <ul style="list-style-type: none"> • Assignment (1 per semester) 	Approx. Wk 7
3.	Sculpture: Architectural Forms	<u>Artmaking:</u> <ul style="list-style-type: none"> • Sculpture • Art Diary Documentation (making and studying) 	Wk 9 Wk 9
4.	Sculpture: Architectural Forms	<u>Art Critical and Historical Study</u> <ul style="list-style-type: none"> • Assignment (1 per semester) 	Wk 7
5.	Mural Project (differs each year depending on location and medium of project)	<u>Artmaking:</u> <ul style="list-style-type: none"> • Final Design • Art Diary Documentation (making and studying) 	Wk 9 Wk 9
6.	Mural Project (differs each year depending on location and medium of project)	<u>Art Critical and Historical Study</u> <ul style="list-style-type: none"> • Assignment (1 per semester) 	Wk 7
7.	Fantastic Females: Illustration	<u>Artmaking:</u> <ul style="list-style-type: none"> • Painting/Drawing • Art Diary Documentation (making and studying) 	Wk 9 Wk 9
8.	Fantastic Females: Illustration	<u>Art Critical and Historical Study</u> <ul style="list-style-type: none"> • Assignment (1 per semester) 	Wk 7

Throughout the year students will study all units listed, however different classes will complete these in different terms. Therefore their **art critical and historical study assignment could be in any two of the four units listed above.**