

Middle School



The Kilmore
International
School



2020 Curriculum Handbook

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YEAR 7

SUBJECT:

CHINESE A

YEAR LEVEL:

YEAR 7– COMPULSORY

REQUIREMENTS:

This is a compulsory course for all International students with native Chinese language.
A satisfactory pass in Year 6 Chinese A or the school entrance examination.

LENGTH OF SUBJECT:

One year, two semesters.

PERIODS PER WEEK:

Four periods per week.

DESCRIPTION OF COURSE:

Students of Chinese A are required to demonstrate an awareness of a range of texts. They are taught to express informed responses to literary and non-literary texts, and some basic bi-lingual Chinese-English texts.

The course aims to prepare students to understand and comprehend on the language, content, structure, meaning and significance of basic elements of literature.

Students seek to develop a lifelong interest in language and literature.

TOPICS AND SKILLS:

Reading – selected literature, various non-literary short texts, bi-lingual English-Chinese texts

Writing – formal essays, commentaries, creative opportunities and some basic translation skills

Speaking – informal class discussions, formal presentations and speeches

ASSESSMENT:

20% - Reading and text response (Completion of literary reading, short comprehension tasks)

25% - Written tasks (Essays, commentaries, creative writing tasks)

25% - Oral activities (Oral presentations, class discussions)

10% - Language analysis exercises (Analysis of various texts, annotation)

20% - End of semester examination.

RESOURCES/TEXTBOOKS:

Sources provided by teacher (news articles, speeches, Chinese text books)

Various textbooks consulted (Grammar, writing skills)

Literary texts as negotiated by teachers (eg. bi-lingual short stories)



SUBJECT: CHINESE B

YEAR LEVEL:	YEAR 7
REQUIREMENTS:	Students with little or no prior experience of Chinese
LENGTH OF SUBJECT:	One year
PERIODS PER WEEK:	Four periods

DESCRIPTION COURSE:

This course is mainly prepared for Year 7 students who have not learnt Chinese. This subject is to teach simple communication skills in the use of Chinese in the classroom or in the school community. The school has a large proportion of Chinese students to its total students' numbers. Students will be able to hold a simple conversation on topics as personal details, family, pets, friends and favourite sports and foods.

TOPICS AND SKILLS:

For the practical purpose of making a complete and relatively more complicated conversation, this course provides ten common topics as:

- Greetings, Numbers, Who is he?, Whose is this?, My family, Pets at home, I can speak Chinese, Sports, My friends, Food

For students in order to cover some basic language components and hence to build up a necessary language competence, within the topics, students will learn several essential communicating language skills:

- How to greet people?
- Number counting
- Identify third person
- Talking about family members and pets
- Discussing sports
- Describing food

ASSESSMENT:

20% Text Handling
20% Written tasks
20% Oral Presentation
20% Language activities (weekly vocabulary tests)
20% Semester Examination

RESOURCES/TEXTBOOKS:

Ni Hao 1 Textbook & Workbook
'Easy Steps to Chinese', 'Learning Chinese' on Youtube



SUBJECT:

DRAMA

YEAR LEVEL:	YEAR 7 - COMPULSORY
REQUIREMENTS:	No pre-requisites
LENGTH OF SUBJECT:	One semester
PERIODS PER WEEK:	Two periods

DESCRIPTION OF COURSE:

Drama in year 7 is devoted to developing the student's understanding of dramatic concepts and terminologies as well as the acquisition and application of practical skills in performance. Drama and its practitioners from other cultures are studied in conjunction with practical studies.

TOPICS AND SKILLS:

Students study various approaches to the creation of performance through a progressive course that includes the rudiments of body awareness, expressive skills, improvisational and ensemble performance, stagecraft and characterisation. They also reflect on their work and the work of others in the form of evaluative writing.

Body awareness/Expressive Skills: Communication through body language, storytelling through tableaux, voice, mime, movement and gesture and relaxation techniques.

Improvisation: Scripted and non-scripted improvisation, planning performance, poetry adaptation

Stagecraft: Stage spaces, actor's positioning, status, audience focus, lighting, wardrobe & makeup

Folk Tales: Concepts, history and cultural contexts, characterisation, ensemble performance, adaptation for performance

At the end of the unit, students will be able to:

- **Reflect, analyse and compare visual qualities and composition of art works**
- **Evaluate the function, ideas, moods and messages inherent within art**
- **Develop an understanding and apply arts terminologies specific to visual arts**
- **Experiment and develop various techniques through the management of diverse materials and processes**
- **Experiment and develop visual qualities, ideas and concepts**
- **Explore personal, social, cultural and historical contexts**
- **Develop personal creativity through imaginative approaches**

ASSESSMENT:

Assessments are based upon individual, paired and group response to set tasks.

30% Drama Journal: Recount and reflect (70% of continuous assessment) / Scriptwriting (30% of continuous assessment)

70% Performance: Response to each topic (55% of continuous assessment) / Class contribution (30% of continuous assessment) / Oral presentation (15% of continuous assessment)

RESOURCES / TEXTBOOKS:

Text: 'Centrestage' (from library). In addition: Students will receive handouts including worksheets, instructions and informative research material to support their work within the classroom.



SUBJECT:

ENGLISH A

YEAR LEVEL:

YEAR 7– COMPULSORY

REQUIREMENTS:

This is a compulsory course for all local students and for International students with high fluency in the English language.
A satisfactory pass in Year 6 English A or the school entrance examination.

LENGTH OF SUBJECT:

One year, two semesters.

PERIODS PER WEEK:

Four periods per week.

DESCRIPTION OF COURSE:

Students of English A are required to demonstrate a critical awareness of a range of genres including novel, play and poetry as well as non-fiction texts. They are taught to develop critical, creative and personal approaches to studying and analysing literary and non-literary works.

The course aims to develop skills in listening, speaking, reading, writing, viewing and presenting in a variety of context. Students are prepared to understand and comment on the language, content, structure, meaning and significance of literature and non-fiction texts.

Students to develop a lifelong interest in language and literature.

TOPICS AND SKILLS:

Reading – selected literature (poetry, novels, drama) and various non-literary short texts (mainly the language of advertising). Students pursue their own reading and are assigned tasks related to this.

Writing – formal essays, textual analyses, literary commentaries, creative opportunities (short stories, poetry)

Speaking – informal class discussions, formal presentations and debates

ASSESSMENT:

20% - Reading and text response (Completion of literary reading, short comprehension tasks)

25% - Written tasks (Essays, commentaries, creative writing tasks)

25% - Oral activities (Oral presentations, class discussions, debates)

10% - Grammar, punctuation and spelling exercises.

20% - End of semester examination.

RESOURCES/TEXTBOOKS:

Sources provided by teacher (advertisements, promotional material, charity appeals)

Appropriately sourced Grammar workbook for students

Literary texts as negotiated by teachers ('Mortal Engines' by Phillip Reeve, Goodnight Mr. Tom' by Michelle Magorian, 'A Christmas Carol' play adaptation, 'Little Brother' by Allan Baillie)



SUBJECT: ENGLISH B

YEAR LEVEL:	YEAR 7 – COMPULSORY
REQUIREMENTS:	Compulsory for all International students. Acceptable completion of Primary English B or equivalent in a previous school
LENGTH OF SUBJECT:	One year
PERIODS PER WEEK:	Four periods

DESCRIPTION OF COURSE:

The main focus of the English B course is on language acquisition and the development of skills to an increasingly sophisticated level. It will concentrate on the four key language areas of: reading, writing, speaking and listening, through a variety of literary and non-literary texts. The course will include the teaching of a range of text types, how to respond appropriately and the structures required to communicate effectively.

TOPICS AND SKILLS:

The possible topics for study are:

- Fantasy/Fairy Tale origins and purposes in cultures
- Assorted cross-curricular topics from SOSE
- Assorted cross-curricular topics from Science

At the end of the unit, students will have begun to develop and may be able to:

- Reflect upon themselves, their culture and create personal writing
- Read confidently aloud and answer questions regarding content studied
- Understand and apply appropriate grammar techniques in new situations
- Conduct research on an Ancient civilisation and present findings
- Analysis of a piece of literature and present findings in both written and oral format
- Discuss confidently in groups individual ideas, thoughts and opinions
- Creative writing and story telling
- Read, write and follow procedures

ASSESSMENT:

- 20% Text Handling
- 20% Written Tasks
- 20% Oral Activities
- 20% Language Activities
- 20% Examination per semester

RESOURCES/TEXTBOOKS:

There is no set textbook but a range of materials will be provided by the teacher. Some graded literature texts may include 'The Wonderful Wizard of Oz' and 'Jaws'.



SUBJECT:

HEALTH

YEAR LEVEL:	YEAR 7 – COMPULSORY
REQUIREMENTS:	Acceptable completion of Year 6 health & physical education
LENGTH OF SUBJECT:	One semester
PERIODS PER WEEK:	2 periods

DESCRIPTION OF COURSE:

The Health programme at Year 7 is based on nutrition, exercise, social skills and human development. It aims to develop the knowledge of life skills, decision making and consequences.

TOPICS AND SKILLS:

Term 1:

- What is health?
- Sun safety
- Diet and Nutrition

Term 2:

- Friendships
- Bullying and cyber bullying
- Puberty and hygiene

ASSESSMENT:

Term 1:

- SunSmart Questions (15%)
- Food and Exercise Diary (20%)
- Nutrition Poster/Oral Presentation (20%)

Term 2:

- Bullying Role Play (15%)
- Unit Test (30%)

RESOURCES/TEXTBOOKS:

Work sheets and instructional material will be distributed in class



SUBJECT: HEALTH B

YEAR LEVEL:	YEAR 7 – COMPULSORY
REQUIREMENTS:	Acceptable completion of Year 6 health & physical education
LENGTH OF SUBJECT:	One semester
PERIODS PER WEEK:	2 periods

DESCRIPTION OF COURSE:

The Health B programme at Year 7 is a language modified course based on nutrition, exercise, social skills and human development. It aims to develop the knowledge of life skills, decision making and consequences.

TOPICS AND SKILLS:

Term 1:

- What is health?
- Sun safety
- Diet and Nutrition

Term 2:

- Friendships
- Bullying and cyber bullying
- Puberty and hygiene

ASSESSMENT:

Term 1:

- SunSmart Questions (15%)
- Food and Exercise Diary (20%)
- Nutrition Poster (15%)

Term 2:

- Bullying Role Play (15%)
- Puberty Booklet (15%)
- Unit Test (20%)

RESOURCES/TEXTBOOKS:

Work sheets and instructional material will be distributed in class



SUBJECT: HINDI B

SUBJECT:	Hindi B
YEAR LEVEL:	YEAR 7
REQUIREMENTS:	Students with little or no prior experience of Hindi.
LENGTH OF SUBJECT:	One year.
PERIODS PER WEEK:	Three periods.

DESCRIPTION OF COURSE:

The language **B** Hindi course is language learning course, designed for students with previous experience of the language. The main focus of the course is on the acquisition and development in the four primary language skills: listening, speaking, reading and writing. This course is available at standard level and higher level At TKIS; we provide a warm and encouraging atmosphere for Hindi language learning.

TOPICS AND SKILLS:

- Reading – a variety of literary and non-literary texts (dialogues, articles, passages, news articles, interviews etc.).
- Listening – a variety of conversations, musical instruments, songs and language activities.
- Writing – essays, formal and informal letters and emails.
- Speaking – interactive/informal class discussions and formal presentations.
- Language Activities – a variety of grammar and vocabulary activities related to Year 7 coursework.

ASSESSMENT:

- 16% - Text Handling (Completion of literary/non-literary texts, short comprehension tasks).
- 16% - Written tasks (Essays, formal/informal letters/emails, commentaries, creative writing tasks).
- 16% - Oral activities (Oral presentations, class discussions).
- 16% - Language activities (Grammar & Vocabulary exercises).
- 16% - Listening Comprehension.
- 20% - End of semester examination.

RESOURCES/TEXTBOOS:

- Textbook: Khshboo 1&2
- Workbook: khushboo 1&2 (Year 7)
- Additional work sheets and instructional material will be distributed in class to support students with mixed abilities.



SUBJECT: HUMANITIES - HISTORY

YEAR LEVEL:	YEAR 7 – COMPULSORY
REQUIREMENTS:	Acceptable completion of Year 6 Humanities, or equivalent Humanities subject
LENGTH OF SUBJECT:	One semester
PERIODS PER WEEK:	4 periods

DESCRIPTION OF COURSE:

History students in Year Seven undertake three in depth studies in the semester.

Depth Study 1: Investigating the Ancient Past focuses on building on and consolidating their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past. This includes how historians and archaeologists investigate history, the range of sources that can be used in an historical investigation, the methods and nature of sources used to investigate and the importance of conserving the remains of the ancient past.

Depth Study 2: Ancient Egypt focuses on the county’s geography, people, social hierarchy, law and religion, development and technology. The role of significant individuals within the ancient society will also be addressed.

Depth Study 3: Ancient China focuses on the county’s geography, people, social hierarchy, law and religion, development and technology. The role of significant individuals within the ancient society will also be addressed.

TOPICS AND SKILLS:

All three depth studies focus on developing students’ understanding of chronology, terms and concepts. The skills developed include being able to:

- Identify a range of questions about the past to inform a historical inquiry, identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Use a range of communication forms (oral, graphic, written) and digital technologies
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged

ASSESSMENT:

- 30% Topic Tests
- 30% Assignments/Orals
- 20% Classwork/Homework/ Bookwork
- 20% Examination based on the semester

RESOURCES/TEXTBOOKS:

Textbook: History Alive 7 for the Australian Curriculum



SUBJECT:

HUMANITIES – GEOGRAPHY

YEAR LEVEL:	YEAR 7 – COMPULSORY
REQUIREMENTS:	Acceptable completion of Year 6 Humanities, or equivalent Humanities subject
LENGTH OF SUBJECT:	One semester
PERIODS PER WEEK:	4 periods

DESCRIPTION OF COURSE:

Geography students in Year Seven undertake two themes in semester two.

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

TOPICS AND SKILLS:

Both depth studies focus on developing students' understanding of terms and concepts. The skills developed include:

- Classification of resources into renewable, non-renewable and continuous resources. The quantity and variability of Australia's water resources compared with those in other continents
- Identification of the nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa
- Identification of the economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region
- Explanation of the factors that influence the decisions people make about where to live and their perceptions of the liveability of places
- Explanation of the influence of environmental quality on the liveability of places
- Understanding of the influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places
- Evaluation the strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

ASSESSMENT:

- 30% Topic Tests
- 30% Assignments/Orals
- 20% Classwork/Homework/Bookwork
- 20% Examination based on semester work

RESOURCES/TEXTBOOKS:

Textbook: Oxford Big Ideas Geography 7 for the Australian Curriculum



SUBJECT: **INDONESIAN B**

YEAR LEVEL:	YEAR 7
REQUIREMENTS:	Students with little or no prior experience of Indonesian.
LENGTH OF SUBJECT:	One year.
PERIODS PER WEEK:	Four periods.

DESCRIPTION OF COURSE:

The Year 7 Indonesian language learning program provides a comprehensive course that combines communicative tasks and graded vocabulary and grammatical structures related to everyday topics. Students use the *Kenalilah Indonesia 1* textbook and workbook (Year 7) for each semester. This course book details the importance of appreciating and developing an awareness of the diverse culture, customs and traditions in Indonesia as well as understanding the meaning of language found in everyday authentic situations/materials/stimulus with an aim to develop lifelong interest in learning and speaking the Indonesian language.

TOPICS AND SKILLS:

Reading – a variety of literary and non-literary texts (dialogues, articles, passages, news articles, interviews etc.).

Writing – essays, formal and informal letters and emails.

Speaking – interactive/informal class discussions and formal presentations.

ASSESSMENT:

20% - Text Handling (Completion of literary/non-literary texts, short comprehension tasks).

20% - Written tasks (Essays, formal/informal letters/emails, commentaries, creative writing tasks).

20% - Oral activities (Oral presentations, class discussions).

20% - Language activities (Grammar & Vocabulary exercises).

20% - End of semester examination.

RESOURCES/TEXTBOOKS:

Textbook: *Kenalilah Indonesia 1*

Workbook: *Kenalilah Indonesia 1 (Year 7)*

Additional work sheets and instructional material will be distributed in class to support students with mixed abilities.



SUBJECT:

MATHEMATICS SEMESTER 1

YEAR LEVEL:

YEAR 7 – COMPULSORY

REQUIREMENTS:

Acceptable completion of Year 6 mathematics at TKIS or a satisfactory entrance exam result approved by the Head of Learning Mathematics

LENGTH OF SUBJECT:

One semester

PERIODS PER WEEK:

4 periods

DESCRIPTION OF COURSE:

In the mathematical development of students, Year 7 is very much a bridging year. Crucial, yet elementary concepts from the primary school years are revised to give students a solid foundation. This is an important stage of the course as students commencing at TKIS come from a range of primary schools, with varying mathematical experiences. As the year progresses, most students are exposed for the first time to topics such as Algebra and Indices. Via investigations and modeling exercises, students begin to appreciate the power and relevance of Mathematics.

TOPICS AND SKILLS:

Basic Computations and Whole Numbers: Review of addition, subtraction, multiplication and division, Estimating and rounding, Order of operations, Interpret and solve worded problems involving whole numbers and the four basic operations

Number patterns: Multiples & lowest common multiples, Factors, common factors and highest common factor, Prime numbers, Powers of numbers, Square numbers and square roots, Tests for divisibility

Introduction to Algebra: Using algebra, Algebraic notation, Substitution, Adding and subtracting like terms, Brackets, Multiplying terms

Fractions: Equivalent fractions, Simplifying fractions, Comparing fractions, Mixed numbers and improper fractions, Addition, subtraction, multiplication and division of fractions, Word problems involving the four operations with fractions, Order of operations with fractions

Algebra with fractions: Multiplication and division in algebra, Substitution, Dividing and cancelling

Decimals: Place Value and comparison of decimals, Rounding off, Converting between decimals and fractions, Addition and subtraction of decimals, Multiplication and division by multiples of 10, Multiplication & division of decimals, Recurring decimals

Integers: Negative integers, Addition and subtraction of integers, Multiplication and division of integers, Indices and order of operations, Substitution with integers, The Cartesian plane, Completing tables and plotting points

Percentages and Ratios: Converting between percentages, fractions and decimals (one quantity as a percentage of another), Percentage of a quantity, Introduction to ratios, Solving problems with ratios and money and finance

ASSESSMENT:

- 10% Skills Based Assignments
- 10% Semester Project Investigation
- 60% Topic Tests
- 20% Examination based on Semester 1

RESOURCES/TEXTBOOKS:

Text Book: ICE – EM Mathematics Year 7 Books 1 and 2
Additional work sheets and instructional material will be distributed in class to support the text book.



SUBJECT:

MATHEMATICS SEMESTER 2

YEAR LEVEL:	YEAR 7 – COMPULSORY
REQUIREMENTS:	Acceptable completion of Year 6 mathematics at TKIS or a satisfactory entrance exam result approved by the Head of Learning Mathematics
LENGTH OF SUBJECT:	One semester
PERIODS PER WEEK:	4 periods

DESCRIPTION OF COURSE:

Semester 2 builds on the algebraic skills covered in the first semester as students begin to use more complicated methods, such as substitution and elimination, to solve equations. With the introduction of the Cartesian Plane, students start to visualise mathematics in two dimensions and apply mathematics to real life bivariate situations. At this stage of the year students should be more settled in class and recognise the importance of a regular approach to the completion of homework tasks.

TOPICS AND SKILLS:

Solving Equations: An introduction to equations, equivalent equations, solving equations involving more than one step, equations with negative solutions, expanding brackets and solving equations, collecting like terms and solving equations, equations with pronumerals on both sides, solving problems using equations

Geometry: Identifying obtuse, reflex, complementary and supplementary angles, using complementary and supplementary angles to find unknown angles, finding angles formed by parallel lines and transversals

Measurement: Perimeter and circumference, area of triangles, quadrilaterals and circles, areas of composite figures, volumes of prisms, surface area of prisms, Conversion of units of measurement

Algebra: Substitution into formulas, expanding brackets and collecting like terms, addition and subtraction of algebraic fractions, solving equations, problem solving with equations, factorisation, binomial products

Graphing straight lines: The Cartesian Plane, straight line graphs, points on a line, the y -intercept and the gradient of a line, applications to constant rate problems

Statistics: Reading statistical tables, presenting and interpreting pictograms, column graphs, divided bar charts, pie charts and line graphs, frequency tables, Stem and leaf plots, mode, mean, median and range

ASSESSMENT:

- 10% Skills Based Assignments
- 10% Semester Project Investigation
- 60% Topic Tests
- 20% Examination based on concepts from Semester 1 (30%) and Semester 2 (70%)

RESOURCES/TEXTBOOKS:

- Text Book: ICE – EM Mathematics Year 7 Books 1 and 2
- Additional work sheets and instructional material will be distributed in class to support the text book.



SUBJECT:

MUSIC

YEAR LEVEL:	YEAR 7 - COMPULSORY
REQUIREMENTS:	No formal pre-requisites, however new students who are unfamiliar with written music are encouraged to seek intense tutorial assistance at the beginning of their time at the school.
LENGTH OF SUBJECT:	Two semesters
PERIODS PER WEEK:	Two periods

DESCRIPTION OF COURSE:

Music in year 7 is devoted primarily to developing playing and performance skills in violin or cello, as well as singing. Musicianship -the development of aural and theoretical skill in music - is also studied in conjunction with singing and using class ensemble instruments. Students also study basic piano skills, using the keyboard laboratory, and write music using computer software.

TOPICS AND SKILLS:

Students study a string instrument through a progressive course that incorporates the rudiments of music, a variety of pieces and performance opportunities. Students are able to take home an allotted instrument for daily practice. They also sing a variety of pieces in a class setting, using percussion instruments as accompaniment. Students develop basic piano skills using the keyboard laboratory. They engage in arranging and composing music, using software such as Sibelius and MuseScore.

They develop

- Fine motor skills
- Dexterity in both hands
- Ability to read music
- Controlled tone
- Skills in the melodic elements of accurate pitch, rhythm, tempo, metre and articulation
- Appreciation and respect for their and others artistic endeavours
- Music computer skills

At the end of the unit, students will be able to:

- Read and understand music to a basic level
- Perform technical exercises on a string instrument
- Perform a variety of pieces on a string instrument
- Sing a variety of pieces, in a class setting
- Play as a member of a class ensemble and as a soloist
- Play a variety of exercises and pieces on piano
- Write music using computer software

ASSESSMENT:

40% Class participation
30% Musicianship Tests
30% Performance Tests

RESOURCES/TEXTBOOKS:

No formal text, however students will receive handouts and worksheets of Musicianship and actual music throughout the course.



SUBJECT: PHYSICAL EDUCATION (PE)

YEAR LEVEL:	YEAR 7 – COMPULSORY
REQUIREMENTS:	Acceptable completion of Year 6 health & physical education
LENGTH OF SUBJECT:	One year
PERIODS PER WEEK:	4 periods

DESCRIPTION OF COURSE:

The Physical Education programme has a focus on skill development, personal and social growth, fitness, enjoyment, sportsmanship and knowledge of the rules. It aims to develop confidence in using movement skills and game strategies to improve performance. The programme promotes physical, social and emotional health.

TOPICS AND SKILLS:

Semester One; Athletics, cricket, tennis, volleyball, swimming, badminton, netball and soccer
Semester Two; Dance, basketball, handball, table tennis, softball, indoor hockey, ultimate Frisbee, AFL 9s

ASSESSMENT:

The following criteria are assessed for each topic:

25% Use of knowledge (Criterion A)

- Demonstrates knowledge of rules and tactics
- 20 % Movement composition (Criterion B)
- Chosen skill shows good use of time, space, force and flow
- 30% Performance (Criterion C)
- Applies movement concepts, strategies and rules appropriately
- 25% Social skills and personal engagement (Criterion D)
- Demonstrates good sportsmanship.
- Responds well to instruction from teacher and others.
- The student consistently shows enthusiasm and commitment to physical education.

RESOURCES/TEXTBOOKS:

Material to be provided by the Department.



SUBJECT: SCIENCE

YEAR LEVEL: YEAR 7 – COMPULSORY

LENGTH OF SUBJECT: One year

PERIODS PER WEEK: 4 periods

DESCRIPTION OF COURSE:

Year 7 Science provides students with exposure to many aspects of Science. There is an emphasis on the development of practical skills and an appreciation of the scientific methods of investigation and the development of models.

TOPICS AND SKILLS:

SEMESTER ONE

Introduction to the Science Laboratory: general safety rules, equipment, scientific method, correct experimental technique, graph drawing and practical-report writing skills.

Measurement: practice using measuring instruments, reading scales accurately and converting measurements from one unit of measurement to another.

Matter: introduction to the states of matter and changes of state. Water is used to illustrate the various concepts.

Elements, Compounds and Mixtures: atomic symbols, formulae and chemical equations introduced, balanced equations introduced.

Classification: introduction to the use of keys in classification, differences between plants and animals leading to a classification of animals and plants into the major groups.

SEMESTER TWO

Flowering Plants: structure and functions of roots, stems and leaves, plant adaptations for climatic conditions and wind or animal seed dispersal.

Sun, seasons, Moon, tides and eclipses: relationships between Earth, Sun, Moon and seasons.

Separating mixtures: practical skills in separation techniques are developed, use of water as a solvent emphasised.

Forces: attraction and repulsion, static electricity and magnetism

Simple machines: levers, pulleys, gears, magnification and change of direction of forces.

ASSESSMENT:

56% Topic Tests, 12% Practical reports, 12% Assignments and Review exercises

20% Examination based on units studied during one semester

ACHIEVEMENT STANDARDS:

At Level 7, students are working towards the Level 8 standard.

By the end of Year 7, students:

- Use the particle model to predict, compare and explain physical and chemical properties of substances and use equations to describe simple chemical reactions.
- Describe and apply techniques to separate pure substances from mixtures.
- Use dichotomous keys to identify and classify living things.
- Model how relative positions of Earth, Sun and Moon affect phenomena on Earth.
- Discuss contemporary problems and their impacts on society.
- Consider accuracy and ethics when planning investigations and use appropriate scientific language and representations to communicate scientific ideas, methods and findings.



RESOURCES/TEXTBOOKS:

Unit booklet prepared by the teacher

Updated New Biology for You, Gareth Williams, 3rd edition, Revised National Curriculum for GCSE, Oxford University Press, 2014

Updated New Chemistry for You, Lawrie Ryan, 3rd edition, Revised National Curriculum for GCSE, Nelson Thornes Ltd, 2011

Updated New Physics for You, Keith Johnson, 3rd edition, Revised National Curriculum for GCSE, Oxford University Press, 2014

Additional work sheets and instructional material to support the text books



SUBJECT: VISUAL ART

YEAR LEVEL:	YEAR 7 - COMPULSORY
REQUIREMENTS:	no formal pre-requisites
LENGTH OF SUBJECT:	Two semesters
PERIODS PER WEEK:	Two periods

DESCRIPTION OF COURSE:

Visual Art in Year 7 is designed around exploration of the Art Elements: Form, Colour, Line, Shape, Texture & Tone; and how these elements are arranged & manipulated, to produce a resolved composition, communicating ideas, moods & messages. These elements of Art are explored through a range of media, techniques and subject matter. Students are exposed to a broad range of Art styles and ideas about Art, from different cultures and times. In exploring the work of others, students are asked to consider compositional elements & visual qualities, key ideas, moods & messages, as well as, the social, cultural & historical contexts informing the work. Compositional concepts & terminology specific to the Visual Arts is explored. Students are encouraged to reflect upon the world and their place within it, in the development of individual approaches to making Art. An experimental & reflective approach to developing ideas, techniques & use of media, is fundamental.

TOPICS AND SKILLS:

Students study a range of techniques & mediums including drawing, collage, painting, printmaking, mixed media, drawing, sculpting & construction. A range of subject matter is explored including, still-life, abstraction, indigenous art and portraiture. Students develop:

- Technical Skills
- Strategies for developing ideas & composition
- Analytical skills, considering artworks from different cultures & times: visual qualities, composition, ideas & concepts, moods & messages, social, cultural & historical context.
- Understanding of, and application of language specific to the visual arts
- Establish connections between their own work & the of others
- A reflective approach to their own work
- A creative & imaginative approach
- Appreciation and respect for their own, and others' artistic endeavours

At the end of the unit, students will have:

- Produced a range of individual, technically & compositionally resolved artworks in a range of mediums.
- Explored a range of ideas & concepts about Art, the role of the Artist and social, cultural & historical contexts.
- Show evidence of experimentation, reflection & refinement of ideas, techniques and use of media, in the Process Portfolio
- Considered composition, visual qualities, use of media, concepts & ideas, moods & messages in their own work and that of a broad range of artworks from different cultures & times.

ASSESSMENT:

60% Folio

40% Process Portfolio

RESOURCES/TEXTBOOKS:

No formal text, however students will receive handouts and worksheets during the course.



YEAR 8

SUBJECT:

CHINESE A

YEAR LEVEL:	YEAR 8– COMPULSORY
REQUIREMENTS:	This is a compulsory course for all International students with native Chinese language. A satisfactory pass in Year 7 Chinese A or the school entrance examination.
LENGTH OF SUBJECT:	One year, two semesters.
PERIODS PER WEEK:	Four periods per week.

DESCRIPTION OF COURSE:

Students of Chinese A are required to demonstrate an awareness of a range of texts. They are taught to express informed responses to literary and non-literary texts, and some basic bi-lingual Chinese-English texts.

The course aims to prepare students to understand and comprehend on the language, content, structure, meaning and significance of basic elements of literature.

Students seek to develop a lifelong interest in language and literature.

TOPICS AND SKILLS:

- Reading – selected literature, various non-literary short texts, bi-lingual English-Chinese texts
- Writing – formal essays, commentaries, creative opportunities and some basic translation skills
- Speaking – informal class discussions, formal presentations and speeches

ASSESSMENT:

- 20% - Reading and text response (Completion of literary reading, short comprehension tasks)
- 25% - Written tasks (Essays, commentaries, creative writing tasks)
- 25% - Oral activities (Oral presentations, class discussions)
- 10% - Language analysis exercises (Analysis of various texts, annotation)
- 20% - End of semester examination.

RESOURCES/TEXTBOOKS:

- Sources provided by teacher (news articles, speeches, Chinese text books)
- Various textbooks consulted (Grammar, writing skills)
- Literary texts as negotiated by teachers (eg. bi-lingual short stories)



SUBJECT: CHINESE B

YEAR LEVEL:	YEAR 8
REQUIREMENTS:	Satisfactory completion of Year 7 Chinese B or of 'Ni Hao 1' Textbook (or an equivalent study).
LENGTH OF SUBJECT:	One year
PERIODS PER WEEK:	Four periods

DESCRIPTION COURSE:

This course is mainly prepared for Year 8 students who have learnt Chinese for one year and intend continuing their study of Language B Standard Level. Throughout this course of learning, the students would have learned not only the required necessary language skills but also some Chinese cultural traditions. Talking about daily routine and house plan are the most common topics to encourage conversations in making acquaintances.

TOPICS AND SKILLS:

For the practical purpose of making a complete and relatively more complicated conversation, this course provides nine common topics as:

- My birthday, My daily routine, Someone's home, My clothes.
- Shopping, Visiting a friend, Making phone calls, Eating, Weather

Students will be able to conduct a conversation with Chinese friends in the real life settings and write a short message, a note, a letter or a diary entry after the end of the course.

ASSESSMENT:

- 20% Text Handling
- 20% Written tasks
- 20% Oral activities
- 20% Language activities (weekly vocabulary tests)
- 20% Semester Exam

RESOURCES/TEXTBOOKS:

- Ni Hao 2 textbook & workbook
- Kuai Le Han Yu Multimedia resource
- 'Learning Chinese' on Youtube



SUBJECT:

DRAMA

STUDENTS STATUS:	YEAR 8 - COMPULSORY
REQUIREMENTS:	No pre-requisites
LENGTH OF SUBJECT:	One semester
PERIODS PER WEEK:	Two periods

DESCRIPTION OF COURSE:

Drama in year 8 is devoted to extending the student’s knowledge of dramatic concepts as well as the acquisition and application of practical skills in performance. World drama and its practitioners from other cultures is studied in conjunction with practical studies.

TOPICS AND SKILLS:

Students study various approaches to the creation of performance through a course that builds on their knowledge of body awareness, expressive skills, improvisational and ensemble performance and introduces them to Ancient Greek and Melodramatic theatre styles. They also reflect on their work and the work of others in the form of evaluative writing.

Body awareness/Expressive Skills: Communication through body language, storytelling through tableaux, voice, mime, movement and gesture and relaxation techniques.

Improvisation: Theory, actor/audience relationships, ensemble and theatre games performance

Ancient Greek Theatre: Concepts, history and cultural contexts, characterisation, staging, ensemble performance, adaptation for performance

Drama/Comedy: Concepts, history and cultural contexts, characterisation, staging, ensemble performance, adaptation for performance

At the end of the unit, students will be able to:

- **Reflect, analyse and compare qualities/styles of performance works**
- **Develop an understanding and apply theatre terminologies specific to performing arts**
- **Experiment and develop various performance techniques through the management of diverse approaches to performance**
- **Experiment and develop performance qualities, ideas and concepts**
- **Explore personal, social, cultural and historical contexts**
- **Develop personal creativity through imaginative approaches to writing and performing**

ASSESSMENT:

Assessments are based upon individual, paired and group response to set tasks.

30% Drama Journal: Recount and reflect (60% of continuous assessment) / Scriptwriting (40% of continuous assessment)

70% Performance: Response to each topic (70% of continuous assessment) / Class contribution (30% of continuous assessment)

RESOURCES / TEXTBOOKS:

Text : ‘Centrestage’ (from library). In addition: Students will receive handouts including worksheets, instructions and informative research material to support their work within the classroom.



SUBJECT:

ENGLISH A

YEAR LEVEL:

YEAR 8– COMPULSORY

REQUIREMENTS:

This is a compulsory course for all students with high fluency in the English language.
A satisfactory pass in Year 7 English A or the school entrance examination.

LENGTH OF SUBJECT:

One year, two semesters.

PERIODS PER WEEK:

Four periods per week.

DESCRIPTION OF COURSE:

Students of English A are required to demonstrate a critical awareness of a range of genres including novel, play and poetry. They are taught to express informed responses to literary and non literary texts.

The course aims to develop skills in listening, speaking, reading, writing, viewing and presenting in a variety of context. Students are prepared to understand and comment on the language, content, structure, meaning and significance of literature and non-fiction texts.

Students seek to develop a lifelong interest in language and literature.

TOPICS AND SKILLS:

Reading – selected literature (poetry, novels, drama) and various non-literary short texts (mainly magazines)

Writing – formal essays, textual analyses, literary commentaries, creative opportunities (short stories, poetry)

Speaking – informal class discussions, formal presentations and debates

ASSESSMENT:

20% - Reading and text response (Completion of literary reading, short comprehension tasks)

25% - Written tasks (Essays, commentaries, creative writing tasks)

25% - Oral activities (Oral presentations, class discussions, debates)

10% - Grammar, punctuation and spelling exercises.

20% - End of semester examination.

RESOURCES/TEXTBOOKS:

Sources provided by teacher (feature articles, interviews, leaflets, newspaper articles, letters to the editor)

Appropriately sourced Grammar workbook for students

Literary texts as negotiated by teachers. Novels: 'The Curious Incident of the Dog in the Night Time' by Mark Haddon, 'Noughts and Crosses' by Malorie Blackman, 'A Cage of Butterflies' by Brian Caswell. Shakespeare play: 'Twelfth Night' (No Fear Shakespeare edition) or 'Hamlet' (Manga version) or 'A Midsummer Night's Dream'. Poetry: selection of ballads and other poetry decided by the teacher.



SUBJECT: ENGLISH B

YEAR LEVEL:	YEAR 8 – COMPULSORY
REQUIREMENTS:	Compulsory for all International students. Acceptable completion of Year 7 English B or equivalent in a previous school
LENGTH OF SUBJECT:	One year
PERIODS PER WEEK:	Four periods

DESCRIPTION OF COURSE:

The main focus of the English B course is on language acquisition and the development of skills to an increasingly sophisticated level. It will concentrate on the four key language areas of: reading, writing, speaking and listening, through a variety of literary and non-literary texts. The course will include the teaching of a range of text types, how to respond appropriately and the structures required to communicate effectively.

TOPICS AND SKILLS:

The possible topics for study are:

- The relationship between humans and animals
- Family relationships
- Morals and responsibilities

Students will be assessed on their ability to:

- Develop clear and effective communication through writing and speaking in a range of situations.
- Use language appropriately in a range of contexts
- Improve their vocabulary in a variety of topics
- Organize ideas on a range of topics, to suit a variety of text types
- Understand, analyse and respond to a range of written and spoken texts
- Improve their understanding and use of English grammar

ASSESSMENT:

- 20% Text Handling
- 20% Written Tasks
- 20% Oral Activities
- 20% Language Activities
- 20% Examination per semester

RESOURCES/TEXTBOOKS:

There is no set textbook but a range of materials will be provided by the teacher. Some graded literature texts may include 'Phoebe's Inheritance', 'White Fang', 'Aesop's fables' and 'Frankenstein'.



SUBJECT:

HEALTH

YEAR LEVEL:

YEAR 8 – COMPULSORY

REQUIREMENTS:

Acceptable completion of Year 7 health

LENGTH OF SUBJECT:

One semester

PERIODS PER WEEK:

2 periods

DESCRIPTION OF COURSE:

The Health programme at Year 8 is based on body image, mental health awareness, smoking and illicit drugs. It aims to develop the knowledge of life skills, decision making and consequences.

TOPICS AND SKILLS:

Term 1:

- Body Image
- Mental Health

Term 2:

- Smoking
- Illicit Drugs

ASSESSMENT:

Term 1:

- Body image Response (20%)
- Mental Health Oral Presentations (20%)
- Mental Health Awareness Role Play (20%)

Term 2:

- Smoking Essay (20%)
- Drug Poster and Fact Sheet (20%)

RESOURCES/TEXTBOOKS:

Work sheets and instructional material will be distributed in class



SUBJECT: HEALTH B

YEAR LEVEL:	YEAR 8 – COMPULSORY
REQUIREMENTS:	Acceptable completion of Year 7 health
LENGTH OF SUBJECT:	One semester
PERIODS PER WEEK:	2 periods

DESCRIPTION OF COURSE:

The Health B programme at Year 8 is a language modified course based on body image, mental health awareness, smoking and illicit drugs. It aims to develop the knowledge of life skills, decision making and consequences.

TOPICS AND SKILLS:

Term 1:

- Body Image
- Mental Health

Term 2:

- Smoking
- Illicit Drugs

ASSESSMENT:

Term 1:

- Body image Response Questions (20%)
- Mental Illness Poster (20%)
- Mental Health Awareness Role Play (20%)

Term 2:

- Smoking Questions (20%)
- Drug Poster (20%)

RESOURCES/TEXTBOOKS:

Work sheets and instructional material will be distributed in class



SUBJECT:

HINDI B

YEAR LEVEL:	YEAR 8
REQUIREMENTS:	Satisfactory completion and pass in Year 8 language learning skills in Hindi.
LENGTH OF SUBJECT:	One year
PERIODS PER WEEK:	Three periods

DESCRIPTION OF COURSE:

The language B Hindi course is language learning course, designed for students with previous experience of the language. The main focus of the course is on the acquisition and development in the four primary language skills: listening, speaking, reading and writing. This course is available at standard level and higher level At TKIS; we provide a warm and encouraging atmosphere for Hindi language learning.

TOPICS AND SKILLS:

Reading – a variety of literary and non-literary texts (dialogues, articles, passages, news articles, interviews etc.).

Listening – a variety of conversations, musical instruments, songs and language activities.

Writing – essays, formal and informal letters and emails.

Speaking – interactive/informal class discussions and formal presentations.

Language Activities – a variety of grammar and vocabulary activities related to Year 8 coursework.

ASSESSMENT:

16% - Text Handling (Completion of literary/non-literary texts, short comprehension tasks).

16% - Written tasks (Essays, formal/informal letters/emails, commentaries, creative writing tasks).

16% - Oral activities (Oral presentations, class discussions).

16% - Language activities (Grammar & Vocabulary exercises).

16% - Listening Comprehension.

20% - End of semester examination.

RESOURCES/TEXTBOOKS:

Textbook: Khushboo 1,2 and 3

Workbook: Khushboo 1,2 and 3 (Year 8)

Additional work sheets and instructional material will be distributed in class to support students with mixed abilities.



SUBJECT:

HUMANITIES -HISTORY

YEAR LEVEL:

YEAR 8 – COMPULSORY

REQUIREMENTS:

Acceptable completion of Year 7 Humanities, or equivalent Humanities subject.

LENGTH OF SUBJECT:

One semester

PERIODS PER WEEK:

4 periods

DESCRIPTION OF COURSE:

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. It was the period when the modern world began to take shape. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

TOPICS AND SKILLS:

The depth studies focus on developing students' understanding of chronology, terms and concepts. The skills developed include being able to:

- Understand and describe the way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Evaluate significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
- Describe the way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Understand significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade
- Identify Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion
- Identifying when, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered
- Draw conclusions on the nature of the interaction between the Spanish and the indigenous populations, with a particular focus on the impact on the Aztecs
- Explain the impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe

ASSESSMENT:

30% Assignments

30% Topic Tests

20% Bookwork / classwork

20% Examination based on semester's work



RESOURCES/TEXTBOOKS:

Textbook: History Alive 8 for the Australian Curriculum

SUBJECT: HUMANITIES – GEOGRAPHY

YEAR LEVEL:	YEAR 8 – COMPULSORY
REQUIREMENTS:	Acceptable completion of Year 7 Humanities, or equivalent Humanities subject.
LENGTH OF SUBJECT:	One semester
PERIODS PER WEEK:	4 periods

DESCRIPTION OF COURSE:

Geography students in Year Eight undertake two themes in semester two.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution.

TOPICS AND SKILLS:

Both depth studies focus on developing students' understanding of terms and concepts. The skills developed include:

- Identification of the different types of landscapes and their distinctive landform features
- Appreciation of the aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples
- Understanding of the geomorphic processes that produce landforms, including a case study of at least one landform. The causes, impacts and responses to a geomorphological hazard
- Identification of the causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia Region. The reasons for and effects of internal migration in China
- Evaluation the reasons for and effects of international migration in Australia
- Evaluation the management and planning of Australia's urban future

ASSESSMENT:

- 30% Assignments
- 30% Topic Tests
- 20% Bookwork / classwork
- 20% Examination based on semester's work

RESOURCES/TEXTBOOKS:

Textbook: Oxford Big Ideas Geography 8 for the Australian Curriculum



SUBJECT: **INDONESIAN B**

YEAR LEVEL:	YEAR 8
REQUIREMENTS:	Satisfactory completion and pass in Year 8 language learning skills in Indonesian.
LENGTH OF SUBJECT:	One year
PERIODS PER WEEK:	Four periods

DESCRIPTION OF COURSE:

The Year 8 Indonesian language learning program provides a comprehensive course that combines communicative tasks and graded vocabulary and grammatical structures related to everyday topics. Students use the *Kenalilah Indonesia 1* textbook and workbook (Year 8) for each semester. This course book details the importance of appreciating and developing an awareness of the diverse culture, customs and traditions in Indonesia as well as understanding the meaning of language found in everyday authentic situations/materials/stimulus with an aim to develop lifelong interest in learning and speaking the Indonesian language.

TOPICS AND SKILLS:

- Reading – a variety of literary and non-literary texts (dialogues, articles, passages, news articles, interviews etc.)
- Writing – essays, formal and informal letters and emails.
- Speaking – interactive/informal class discussions and formal presentations.

ASSESSMENT:

- 20% - Text Handling (Completion of literary/non-literary texts, short comprehension tasks).
- 20% - Written tasks (Essays, formal/informal letters/emails, commentaries, creative writing tasks)
- 20% - Oral activities (Oral presentations, class discussions)
- 20% - Language activities (Grammar & Vocabulary exercises)
- 20% - End of semester examination

RESOURCES/TEXTBOOKS:

Textbook: *Kenalilah Indonesia 1*

Workbook: *Kenalilah Indonesia 1 (Year 8)*

Additional work sheets and instructional material will be distributed in class to support students with mixed abilities.



SUBJECT:

MATHEMATICS SEMESTER 1

YEAR LEVEL:

YEAR 8 – COMPULSORY

REQUIREMENTS:

Acceptable completion of Year 7 mathematics at TKIS or a satisfactory entrance exam result approved by the Head of Learning Mathematics

LENGTH OF SUBJECT:

One semester

PERIODS PER WEEK:

4 periods

DESCRIPTION OF COURSE:

In Year 8 topics such as Algebra and Indices are dealt with in greater depth as students learn how to solve more complex equations and simplify more complicated expressions. Pythagoras' theorem is introduced for solving unknown sides in a right-angled triangle. Through the study of surds students reinforce their understanding of the operations used in dealing with surds (square roots function). Factorisation is another very important topic covered this semester.

TOPICS AND SKILLS:

Fractions and decimals: Equivalent fractions and simplest form, adding and subtracting fractions, multiplying and dividing fractions, operations on decimals, conversions between fractions and decimals

Factors and indices: Factors, prime and composite numbers, multiples, indices and the index laws, order of operations, divisibility tests, prime factorisation

Negative numbers: Negative integers, addition and subtraction of positive integers, addition and subtraction of negative integers, multiplication and division with negative integers, indices and order of operations, the Cartesian plane, negative fractions

Algebra: Notation and substitution, collecting like terms, multiplication and division, expansion of brackets, binomial expansion, perfect squares expansion, difference of two squares

Pythagoras' theorem: Finding unknown side lengths, applying Pythagoras' theorem, and irrational numbers as side lengths.

Surds: Simplifying surds, additions and subtraction of surds, multiplication and division of surds, special expansions, rationalising the denominator, applications of Pythagoras' theorem in three dimensions.

Factorisation: Using common factors, using the difference of two squares, factorising simple quadratics, quadratics with common factors, simplifying algebraic expressions

ASSESSMENT:

- 10% Skills Based Assignments
- 10% Semester Project Investigation
- 60% Topic Tests
- 20% Examination based on Semester 1

RESOURCES/TEXTBOOKS:

Text Book ICE – EM Mathematics Year 8 Book 1 and Year 9 Book 1

Additional work sheets and instructional material will be distributed in class to support the text book.



SUBJECT:

MATHEMATICS SEMESTER 2

YEAR LEVEL:

YEAR 8 – COMPULSORY

REQUIREMENTS:

Acceptable completion of Year 7 mathematics at TKIS or a satisfactory entrance exam result approved by the Head of Learning Mathematics

LENGTH OF SUBJECT:

One semester

PERIODS PER WEEK:

4 periods

DESCRIPTION OF COURSE:

In Semester 2 topics covered will provide a springboard to the more sophisticated mathematics students will encounter in the intermediate years of their high school program. These include the important topics of Coordinate Geometry, Factorisation and Trigonometry. Semester 2 in Year 8 is also very important as the final grade for this subject will influence whether the student will study at Higher or Standard Level in Year 9.

TOPICS AND SKILLS:

Linear Equations and Inequalities: Expressions, simple linear equations, Equations with brackets, Linear equations involving fractions, using linear equations to solve problems, literal equations, Inequalities, solving linear inequalities

Index Laws: The index laws, negative indices, fractional indices, scientific notation, and significant figures

Coordinate Geometry: Distance between two points, the midpoint of an interval, the gradient of a line, the equation of a straight line, graphing straight lines, the equation of a line using the gradient and a point, the equation of a circle

Trigonometry: Introduction, the tangent ratio, the three basic trigonometric ratios, finding angles, miscellaneous exercises, solving problems using trigonometry, true bearings.

Simultaneous linear equations: Solving simultaneous equations by drawing graphs, substitution, elimination, problems involving simultaneous linear equations, geometry and simultaneous linear equations, families of straight lines

Further Factorisation: Review of factorisation, grouping, factorising monic quadratics, factorising the general quadratic, simplifying algebraic fractions, adding and subtracting algebraic fractions

Probability: Introduction to probability, complement, union, intersection, multi-stage experiments, two-step experiments with replacement

ASSESSMENT:

10% Skills Based Assignments

10% Semester Project Investigation

60% Topic Tests

20% Examination based on concepts from Semester 1 (30%) and Semester 2 (70%)

RESOURCES/TEXTBOOKS:

Text Book ICE – EM Mathematics Year 9 Book 1 and Year 9 Book 2

Additional work sheets and instructional material will be distributed in class to support the text book.



SUBJECT:

MUSIC

YEAR LEVEL:

YEAR 8 - COMPULSORY

REQUIREMENTS:

No formal pre-requisites, however new students who are unfamiliar with written music are encouraged to seek intense tutorial assistance at the beginning of time at the school.

LENGTH OF SUBJECT:

Two semesters

PERIODS PER WEEK:

Two periods

DESCRIPTION OF COURSE:

Students use theory as a tool to create rhythmic pieces on untuned percussion instruments, which they then rehearse in groups and perform to the class. The students explore the concepts of rhythm and 'internal pulse' as well as timbre, texture, dynamic capability, performance technique and critical listening skills – both of themselves and others.

They develop rehearsal and performance techniques and consider the social skills involved in creating and rehearsing an original piece in a small group with minimal teacher involvement. Through this process students gain confidence in imagining and proposing musical ideas, and taking responsibility for their realisation.

Students learn about the intervallic structure and sound of major scales and the triads found therein. They learn about 'chord charts', including placement against written lyrics; and observe the way triads are used in music to create 'expected' and 'unexpected' sounds.

TOPICS AND SKILLS:

By the end of the year, students should be able to:

- Recognise, accurately write and perform a variety of rhythmic elements.
- Name, categorise and understand the musical capabilities of untuned percussion
- Perform rhythmically and confidently on various instruments both solo and in groups
- Construct major and minor triads in various keys
- Recognise and compose using major scales
- Choose chords appropriate for specific requirements to accompany a melody
- Perform triads on keyboards and percussion instruments

RESOURCES/TEXTBOOKS:

No formal text, however students will receive handouts and worksheets of Musicianship and actual music throughout the course.

ASSESSMENT:

30% Workbook maintenance and class participation:

20% Musicianship Tests:

30% Individual and group projects

20% Examined performances



SUBJECT: PHYSICAL EDUCATION (PE)

YEAR LEVEL:	YEAR 8 – COMPULSORY
REQUIREMENTS:	Acceptable completion of Year 7 physical education
LENGTH OF SUBJECT:	One year
PERIODS PER WEEK:	4 periods

DESCRIPTION OF COURSE:

The Physical Education programme has a focus on skill development, personal and social growth, fitness, enjoyment, sportsmanship and knowledge of the rules. It aims to develop confidence in using movement skills and game strategies to improve performance. The programme promotes physical, social and emotional health.

TOPICS AND SKILLS:

Semester One; Athletics, gridiron, cricket, volleyball, swimming, badminton, netball and soccer
Semester Two; Dance or gymnastics, basketball, indoor hockey, fitness, softball or handball, lacrosse, boxing, AFL 9s

ASSESSMENT:

The following criteria are assessed for each topic:

25% Use of knowledge (Criterion A)

- Demonstrates knowledge of rules and tactics

20 % Movement composition (Criterion B)

- Chosen skill shows good use of time, space, force and flow

30% Performance (Criterion C)

- Applies movement concepts, strategies and rules appropriately

25% Social skills and personal engagement (Criterion D)

- Demonstrates good sportsmanship.
- Responds well to instruction from teacher and others.
- The student consistently shows enthusiasm and commitment to physical education.

RESOURCES/TEXTBOOKS:

Material to be provided by the Department.



SUBJECT:

SCIENCE

YEAR LEVEL:

YEAR 8 – COMPULSORY

LENGTH OF SUBJECT:

One year

PERIODS PER WEEK:

4 periods

DESCRIPTION OF COURSE:

Year 8 Science expands students' exposure to more aspects of Science. There is a continuing development of practical skills and the ability to scientifically investigate the natural and physical world in which we live. Variables are defined as independent and dependent.

TOPICS AND SKILLS:

SEMESTER ONE

Scientific method and graphing: scientific process, experimental design, interpreting graphs

Temperature and Heat: kinetic theory of matter, expansion and contraction, heat transfer

Physical and chemical changes: distinguishing between physical and chemical changes, signs of a chemical change, worded equations

Atomic Structure and Radioactivity: model of atom, isotopes, position on Periodic Table, α -, β - and γ -radiation, uses of radioactivity

Circulatory and Respiratory systems: blood components, blood vessels, the structure of the heart, systemic and pulmonary circulations, cardiovascular diseases, heart replacement and repair

SEMESTER TWO

Waves, Sound and Hearing: transverse and longitudinal waves, production and transmission of sound, resonance, noise pollution, how the ear works, dealing with deafness

Electromagnetic radiation and Colour: wave nature of e-m radiation, properties of various wavelengths of radiation, absorption and transmission of colours by opaque and transparent objects

Plant and Animal cells: structures and functions of plant and animal cells, use of microscope, determining image size using eye-piece graticule, cell division and growth

Acids, Bases and Salts: properties of acids and bases, reactions of acids with metals, carbonates, oxides and alkalis, naming salts produced by neutralisation reactions, writing worded equations

Exploring the Universe: historical development of our knowledge of the universe, types of stars, life cycle of stars, Big Bang theory, theories of the end of the universe

ASSESSMENT:

56% Topic Tests, 12% Practical reports, 12% Assignments and Review exercises

20% Examination based on units studied each semester

ACHIEVEMENT STANDARDS:

By the end of Year 8, students:

- Explain how energy transfers and transformations cause change in simple systems.
- Provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation
- Summarise chemical reactions, including neutralisation and combustion, and explain natural radioactivity in terms of atoms and energy change
- Analyse relationships between structure and function at cell, organ and body system levels.
- Provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation.
- Consider accuracy and ethics when planning investigations and use appropriate scientific language and representations to communicate scientific ideas, methods and findings.



RESOURCES/TEXTBOOKS:

Updated New Biology for You, Gareth Williams, 3rd edition, Revised National Curriculum for GCSE, Oxford University Press, 2014

Updated New Chemistry for You, Lawrie Ryan, 3rd edition, Revised National Curriculum for GCSE, Nelson Thornes Ltd, 2011

Updated New Physics for You, Keith Johnson, 3rd edition, Revised National Curriculum for GCSE, Oxford University Press, 2014

Additional work sheets and instructional material to support the text book



SUBJECT:

VISUAL ART

YEAR LEVEL:

YEAR 8– COMPULSORY

REQUIREMENTS:

No formal pre-requisites.

LENGTH OF SUBJECT:

Two semesters.

PERIODS PER WEEK:

Two periods

DESCRIPTION OF COURSE:

Students in Year 8 Visual Art explore a number of Artistic styles & concepts, including Cubism, Surrealism & Pop Art. They investigate visual qualities, function & historical/cultural contexts, with the aim of applying their knowledge through art making, analysis & comparison. A range of media & techniques are explored through 2D, 3D & 4D forms, including an investigation of Sculpture techniques, which provide an opportunity to explore a range of approaches to this Art form. Reflection upon the student’s own artistic development, strategies for developing ideas, visual qualities and practical skills as well as developing investigative and analytical skills using Art specific terminology is fundamental to the course.

TOPICS AND SKILLS:

Cubism: Students investigate the Cubist style & the artistic/historical/cultural context informing its development. They apply their understanding of Cubist characteristics and composition to Still Life & Self Portraiture, developing collage techniques and using digital media as a tool to assist processes. Students reflect upon, and refine their practical skills and understanding of composition. They investigate, analyse and compare materials & techniques, visual qualities, context and the function of Art through investigation of other artists and their artwork.

Surrealism: Students investigate the Surrealist style & the artistic/historical/cultural context informing its development. They apply their understanding of Surrealism characteristics and composition to produce artworks in 2D, 3D & 4D forms, including new media. Students reflect upon, and refine their practical skills and understanding of composition. They investigate, analyse and compare materials & techniques, visual qualities, context and the function of Art through investigation of other artists and their artwork. Students investigate the relationships between Art and other Areas of Knowledge.

Pop Art: Students investigate the Pop Art style & the artistic/historical/cultural context informing its development. They apply their understanding of Pop Art characteristics and composition to produce artworks in 2D forms, including new media. Students reflect upon, and refine their practical skills and understanding of composition. They investigate, analyse and compare materials & techniques, visual qualities, context and the function of Art through investigation of other artists and their artwork. Students investigate the relationships between Art and ideas regarding celebrity and popular culture.

Sculpture: Students investigate various media & techniques. They look at various artistic styles ranging from figurative to abstract sculptural forms. Students reflect upon, and refine their practical skills, experimenting with various materials. They investigate, analyse and compare materials & techniques, visual qualities, context and the function of Sculptural forms through investigation of other artists and their work.

ASSESSMENT:



The Kilmore International School

60% Folio; 40% Process Portfolio

RESOURCES/TEXTBOOKS:

No formal text, however students will receive handouts and worksheets during the course.