



Year 7 and 8 Curriculum Handbook 2012



2012 Year 7 and 8 Curriculum Handbook

Principal's Message	3
Senior Staff contacts	4
Senior School: Years 7 to 12	5
Years 7 and 8.....	6
Learning	6
Notebook Computers and Learning at Westbourne Grammar School	8
Assessment.....	11
Reporting.....	12
Parent/teacher Meetings	14
Promotions Policy	14
Homework Policy	15
Academic Review and Probation	16
2010 Year 7 and 8 Curriculum	18
Core Subjects.....	18
English.....	19
Year 7 English.....	19
Year 8 English.....	20
Mathematics.....	21
Year 7 Mathematics	21
Year 8 Mathematics	22
Science.....	21
Year 7/8 Science.....	23
Year 7 Science Units.....	23
Year 8 Science Units.....	23
Year 7 Subject History	26
Year 7 Geography.....	26
Year 8 Geography.....	28
Information Systems (Year 7 only).....	30
Visual Arts	31
Year 7 Art	32
Year 8 Art	33
Performing Arts	34
Year 7 Music	35
Year 8 Music	37
Physical Education.....	39
Year 7 Physical Education	39
Year 8 Physical Education	40
LOTE	41
Japanese.....	42
Year 7 Japanese	42
Year 7 Accelerated Japanese	43
Year 8 Japanese	44
Year 8 Accelerated Japanese	45
German	46
Year 7 German.....	46
Year 8 German.....	47
Extra curricular	48

Principal's Message

The purpose of this booklet is providing information regarding the Curriculum for year 7 and 8 students at Westbourne Grammar School.

Years 7 and 8 build sound habits and establish study patterns which will benefit students through the Senior School and during tertiary study. Strong emphasis is placed upon pastoral care and the building of positive self-esteem throughout these critical adolescent years. Well qualified teachers are all carefully selected to foster academic and personal development and to guide the students in responsible management of increasing independence.

A sound academic programme where basic skills are taught thoroughly and used as building blocks for further academic disciplines is well established. At Westbourne all students study a core curriculum in Years 7 and 8 which includes all of the subjects we consider essential in establishing a foundation for later study.

At the end of year 8 students join the unique 'Imagine' programme for Year 9 students.

At the conclusion of Year 9 students move into year 10 and commence the senior years of schooling. Year 10 is the launch pad for the final years of VCE and is treated as very important year. Students will study at least one VCE Unit 1 & 2 subject which will prepare them for a full VCE programme in Year 11.

Whilst we introduce some choice at this level, there is still a lot of structure which ensures that all students study those subjects which:

- are essential for a sound foundation for VCE studies
- provide a balanced academic diet
- keep their options as open as possible.

Choice is introduced to add more breadth to the curriculum, to enable students to pursue particular interests and to experience subjects they have not studied before.

In choosing electives students should not be influenced by factors such as what their friends are choosing or who teaches the electives.

In making their choices students should speak with their Head of House and other relevant staff. They should also of course discuss this with their parents



M.I. Hansen
Principal

Senior Staff contacts

Director of Administration	Mr Bradley Olsen	9731 9413
Director of Learning	Mr Robert Marshall	9731 9469
Counsellor	Ms Lisa Trovato	9731 9435

Heads of House

Mr Nick Harrison	Flinders House	9731 9417
Ms Sandra Jenkins	Hudson House	9731 9482
Ms Louisa Scerri	Pascoe House	9731 9438
Ms Sharon Boxer	Molland House	9731 9418
Mr Stephen Evans	Strathmore House	9731 9415

Directors of Faculty

Ms Cate-Charles Edwards	Mathematics	9731 9445
Mr Grant Finlay	English	9731 9431
Mr Warren Pratt	LOTE	9731 9428
Mr David Lovatt	Science & Technology	9731 9288
Ms Amanda Mitchell	Visual Arts	9731 9221
Mr Geoff Hayhow	Performing Arts	9731 9462
Ms Lori Hill	Physical Education	9731 9202
Ms April Cincotta	Humanities	9731 9218
Ms Lisa Farrell	Commerce	9731 9466

Senior School: Years 7 to 12

Westbourne Grammar School provides all students in Year 7 to 12 with a curriculum that is diverse and academically challenging. The School has an enviable academic reputation where excellence is expected and our students achieve outstanding VCE results on a regular basis.

All staff and students from Year 8 have notebook computers and make extensive use of Information Communication Technology with an online learning platform where learning resources are organised, work distributed and handed in and assessment is collated and communicated.

In Years 7 and 8 a traditional core curriculum is compulsory and includes English, Mathematics, Science, Humanities, LOTE (Japanese and German), Music, Art, Religion and Values, Physical Education, Education Outdoors and Sport.

In Year 9 all students participate in our unique 'Imagine' program which is specifically designed to challenge and motivate 15 year olds in an engaging and innovative curriculum. English, Mathematics and LOTE are taught as discrete disciplines. All other subject disciplines are conducted with a transdisciplinary focus. A significant feature of the 'Imagine' program is the weekly 'Learning Expeditions'. All students design, develop and complete a yearlong project of significance. A major focus for all students learning in Year 9 is the concept of Intellectual Character where students develop thinking dispositions so they become more Curious, Sceptical, Strategic, Open-Minded, Metacognitive and Truth Seeking. At Westbourne, students are taught effective study and time-management techniques and how to set realistic achievable goals. The 'Imagine' program is taught by a dedicated team of specialist teachers in a purpose designed building.

In Year 10, students are exposed to more demanding learning in preparation for the VCE years. All students have the opportunity to study a VCE Unit 1 and 2 subject. The purpose of this is to introduce them to the demands and structure of the VCE and allow, for those who are able, to pursue a Unit 3 and 4 subject in Year 11. English and Mathematics continue to hold a central position in the curriculum at Year 10 but students have a variety of electives which can be chosen in Science, Commerce, Humanities, Visual Arts, Performing Arts, Physical Education and LOTE.

In Years 11 and 12 our students study for the Victorian Certificate of Education (VCE). Students can study a wide range of subjects and are assisted in the subject selection process by a full-time Careers Counsellor offering individual guidance and support.

In Year 11 most students study 5 subjects at Units 1 and 2 level including English or (ESL) and 1 subject at Unit 3 and 4 level.

In Year 12 most students study 5 subjects at Unit 3 and 4 level. VCE students may choose to study their native language as one of their subjects. Students in Year 12 can also undertake University Enhancement subjects in Accounting, Chemistry, English Literature, and

MUPHAS Maths from the University of Melbourne if they have reached an appropriate academic standard.

Years 7 and 8

Years 7 and 8 build sound habits and establish study patterns which will benefit students through the Senior School and during tertiary study. Strong emphasis is placed upon pastoral care and the building of positive self-esteem throughout these critical adolescent years. Well qualified teachers are all carefully selected to foster academic and personal development and to guide the students in responsible management of increasing independence. A sound academic programme where basic skills are taught thoroughly and used as building blocks for further academic disciplines is well established. Years 7 and 8 students follow a common curriculum.

Learning

At Westbourne Grammar School we believe that learning is a fulfilling and life-long process. It is enhanced and nurtured by:

- Interaction with parents
- Respect and friendship between students and teachers
- An acceptance that each student is an individual
- Opportunities for parents to contribute to the learning process
- Caring, motivated, skilled and qualified teachers
- Systematic monitoring and regular reporting of student progress
- A contribution to the community outside the academic program
- Individual attention for students
- Continuity of education from the Preparatory Grade to Year 12 within one school
- Carefully handled transition from kindergarten to primary and from primary to secondary education

At Westbourne Grammar School the teaching staff believe it is essential to have a clear understanding of **Principles of Learning and Teaching (PoLT)**

We believe students learn best when:

The learning environment is supportive and productive.

In learning environments that reflect this principle, the teacher:

- builds positive relationships through knowing and valuing each student
- promotes a culture of value and respect for individuals and their communities
- uses strategies that promote students' self-confidence and willingness to take risks with their learning
- ensures each student experiences success through structured support, the valuing of effort, and recognition of their work.

The learning environment promotes independence, interdependence and self motivation.

In learning environments that reflect this principle, the teacher:

- encourages and supports students to take responsibility for their learning
- uses strategies that build skills of productive collaboration

Students' needs, backgrounds, perspectives and interests are reflected in the learning program.

In learning environments that reflect this principle, the teacher:

- uses strategies that are flexible and responsive to the values, needs and interests of individual students
- uses a range of strategies that support the different ways of thinking and learning build on students' prior experiences, knowledge and skills
- capitalises on students' experience of a technology rich world.

Students are challenged and supported to develop deep levels of thinking and application.

In learning environments that reflect this principle, the teacher:

- plans sequences to promote sustained learning that builds over time and emphasises connections between ideas
- promotes substantive discussion of ideas
- emphasises the quality of learning with high expectations of achievement
- uses strategies that challenge and support students to question and reflect
- uses strategies to develop investigating and problem solving skills
- uses strategies to foster imagination and creativity.

Assessment practices are an integral part of teaching and learning.

In learning environments that reflect this principle, the teacher:

- designs assessment practices that reflect the full range of learning program objectives
- ensures that students receive frequent constructive feedback that supports further learning

-
- makes assessment criteria explicit
 - uses assessment practices that encourage reflection and self assessment
 - uses evidence from assessment to inform planning and teaching

Learning connects strongly with communities and practice beyond the classroom.

In learning environments that reflect this principle, the teacher:

- supports students to engage with contemporary knowledge and practice
- plans for students to interact with local and broader communities
- uses technologies in ways that reflect professional and community practices.

Adapted from <http://www.sofweb.vic.edu.au/pedagogy/index.htm>

All students from Year 8 and staff have notebook computers available and make extensive use of Information and Communication Technology with an online learning platform where learning resources are organised, work distributed and handed in and assessment is collated and communicated. All classrooms have wireless connection. The Senior School has an Intranet for family and student access.

Notebook Computers and Learning at Westbourne Grammar School

“Technology has catapulted us into a knowledge-based, global society. Few, if any, aspects of our contemporary world have escaped the influence of technology: business, recreation, medicine, travel, and communications.”

AISV Research 2006

Westbourne Grammar School requires all students to have their own notebook computer from Year 7 through to Year 12. Digital technology is increasingly used in all facets of our daily lives. Digital technology in a school context is a vital tool in providing resources and learning experiences for our students. Digital technology is as important for students to use as are books and writing implements. *For a student to pass through their school life at Westbourne Grammar and emerge without advanced academic skills which include the sophisticated use of digital technologies would be detrimental to the opportunities available to them after they leave the school.* Digital technologies will assist students to gain the requisite skills and knowledge needed for now and the future.

Using computers is not an end in itself. Computers should be seen as a tool which can advance learning in appropriate circumstances. Computers will not replace reading a book, discussing a complex problem, writing an essay with a pen or learning a mathematical

equation. What computers can do, is assist the process of learning in interesting and challenging ways.

Computers can help ensure learning is relevant. “Many students lack the true prerequisites for learning—engagement and motivation—at least in terms of what we offer them in our schools. Our kids *do* know what engagement is: Outside school, they are fully engaged by their 21st century digital lives. If educators want to have relevance in this century, it is crucial that we find ways to engage students in school. We need to help all our students take advantage of the new digital tools and systems to educate themselves.” (Prensky 2006)

Today's students have mastered a large variety of digital tools. From computers to calculators to MP3 players to camera phones, these tools are like extensions of their brains. Educating or evaluating students without these tools makes no more sense to them than educating or evaluating a carpenter without his or her hammer. In order to provide learning experiences relevant for the 21st century, Westbourne needs to make sure that our students know how to program, filter knowledge, and maximize the features and connectivity of their digital tools.

There is a dark side to digital technology and cyberspace. Hardly a day goes by where there isn't a story in the media which emphasise the negative uses and impact of the digital age. Cyber bullying and other practices are, unfortunately a part of the world we live in. “To counteract the New WWW's potentially harmful impact on youth, educators must use technology to create learning experiences that are real, rich, and relevant.” (March 2006) As a school we can make the choice to educate our students into the positive and enlightened use of computers. As a school we can engage them in the joys of learning, of making meaning, of being part of something larger than themselves, of testing themselves against authentic challenges. We can shift them from passivity and consumption to action and creativity. Computers can help us in these endeavours.

Computers can empower teachers and students to desist with pointless, rote “research assignments” through copy-and-paste masterpieces, the digital world can shift learning power to the students themselves. “When the world of information explodes beyond what one head can hold, who decides what gets into that head? When students can demonstrate their learning in a persuasive essay, a sardonic blog, a moving short film, a robust wiki entry, or a humorous podcast, why would we demand deadening conformity? The New WWW may do us all a favour and put assembly-line education out of its misery.” (March 2006)

Digital technologies need to take a prominent place in students' studies, both as tools of learning and as tools to learn about. Students should leave Westbourne Grammar with a battery of digital skills they will need outside of school when they complete their VCE.

The emergence and connectivity of the digital revolution sweeping the globe and epitomised by the world wide web, offers unique opportunities for our students. We need to embrace the advantages that Web 2.0 offers. However, we need to remember that online interaction will never replace the human connections that underlie the most powerful education. The best teachers, the ones who challenge students to be better than they thought possible, are still very important in the learning for all students. Computers will not replace teachers anytime soon but they certainly add an extra dimension to the teaching and learning dynamic.

A fundamental aspect of learning at Westbourne is Literacy skills and knowledge. The written word is the cornerstone of learning and mastery of the associated skills by students will ensure a life full of opportunity. None the less, “our innovation-based global age requires us to retool foundational literacy skills and link them with other competencies—such as critical thinking, collaborative problem solving, and media literacy.” (Gee and Levine 2009)

“Digital media hold out the potential to hone the skills necessary for success in our globalized world. They can enhance the learning of traditional print literacy and “situation understandings” in the content areas (Gee, 2003, 2007; Shaffer, 2007). They can help all learners become tech savvy—that is, unafraid of technical learning, adept at technology, and able to use it in productive and innovative ways. And they can do all these things in a way that enables young learners to accumulate a store of knowledge that cuts across home, community, and school settings. A key challenge is to overcome traditional barriers to integrating the informal media that young people love into the more formal settings of schools.” (Gee and Levine 2009)

With a computer in the hands of every student at Westbourne Grammar, information on any topic is readily accessible. “With digital text, the potential for creativity, learning, and discovery that encourage deep thought is immense. For example, interest in a Shakespearian play can drive a discovery process that links the reader not only to the text of the play and various comprehension supports, but also to relevant historical information, videos of the play, discussion groups, articles from noted literary critics, and artistic interpretations that may drive deeper reflection.” (Wolf and Barzillai 2009) No longer is the student limited to a text book for information. Knowledge can not only be questioned and challenged by a student but supporting evidence for an argument can be gathered from seemingly remote sources with sophisticated online search strategies.

Taking advantage, then, of the wealth of information that is always just a click away demands the use of executive, organizational, critical, and self-monitoring skills to navigate and make sense of the information. Sensitive and explicit instruction by teachers will educate our students to become learners who are astute and critical users of digital information.

Westbourne Grammar explicitly encourages and uses digital technologies across all areas of the curriculum. The use of computers is not the end in itself. It is how computers are used and what students do with them that will determine educational outcomes which reflect deep learning by our students. Of critical importance at our school is student learning. Computers and other digital technologies will assist them in this process and enable them to flourish in a world dominated by technology.

Assessment

Senior School: Years 7 to 10

All curriculum in the senior years at Westbourne Grammar School are based on:

- Essential Understandings or knowledge
- Key Questions to drive learning towards achieving the essential understandings
- Assessment tasks which provide evidence of learning the essential understandings
- Design and implementation of learning/lessons tasks

All learners require feedback that is timely, accurate and specific. Assessment at Westbourne Grammar School is in three forms:

1. Assessment FOR Learning

This is done throughout a unit and occurs when teachers use inferences via feedback about student progress to inform their teaching. Students have the opportunity to improve their learning as a result of this form of assessment. Assessment is part of the process and not an end in itself. Examples of this include in class quizzes, peer assessment and feedback, group work, discussion, answering questions in class, short answer problems and homework.

2. Assessment OF Learning

This occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. This can be in the form of tests, assignments, exams, presentations and projects which are usually done at the end of a unit, Semester or Year.

3. Assessment AS learning

This occurs when students reflect on and monitor their progress to inform their future learning goals. It is largely SELF and PEER assessment of performance against learning goals. In this way assessment is integrated with the learning. The learner is active in the process and uses learning situations which provide continuous feedback which drives learning and facilitates independent metacognition by the learner. Examples of this may include journals, log books and self directed evaluation.

Exams are conducted for most subjects each Semester and commence at Year 7 (usually of short duration and in classrooms) through to Year 12 with the formal VCAA end of year exams essential to gaining an ATAR score and achieving a place in the student's tertiary course of choice. The timetable for exams is published well in advance and made available to students and parents.

Assessment for Years 11 and 12 (VCE Units 1 and 2 and 3 and 4)

VCE Units 3 and 4 are assessed as laid down by the Victorian Curriculum and Assessment Authority (VCAA). VCE Units 1 and 2 are assessed by the School.

The assessment at VCE level follows much the same processes as those adopted for the earlier years but the procedures are different. Details of those procedures are available from the VCE Handbook issued to all Year 11 and 12 students and their parents.

More information can be found on the VCAA website: www.vcaa.vic.edu.au

Reporting

Two mid-semester reports

Mid-semester reports are issued at the end of Terms 1 and 3. They contain information which describes the students attainment but does not give information specifically about each learning outcome.

- The student's attainment is graded on a three point scale (High, medium, Low)
- The students efforts in their studies are graded on a five point scale (5 to 1)
- The students attitude in their studies are graded on a five point scale (5 to 1)

Two mid-semester reports

Semester reports are issued at the ends of terms 2 and 4. Semester reports contain the following information for each student that a student studies.

- The student's attainment in each of the 'assessment tasks' (these are linked to learning outcomes in each subject) is graded on an eleven point scale (A+ to F)
- The students efforts in their studies are graded on a five point scale (5 to 1)
- The students attitude in their studies are graded on a five point scale (5 to 1)
- Comments on the student's performance provided by the teacher

Percentage range for grades

The Directors of faculty have agreed upon percentage ranges for allocating grades in **non-criterion based Assessment tasks** e.g. tests, exams, content focused tasks where the raw score is directly converted to a percentage

The following were decided upon:

A+	90-100
A	80-89
B+	75-79
B	70-74
C+	65-69
C	60-64
D+	55-59
D	50-54
E+	45-49
E	40-44
F	less than 40

Descriptors for Attitude Grades

5. The student always works quietly and purposefully in the classroom and is co-operative at all times.
4. On most occasions the student works purposefully in the classroom and is usually co-operative.
3. The student frequently requires prompting to proceed with the task in hand, but usually responds in a positive manner.
2. On some occasions the student does not follow reasonable instructions from the teacher resulting in the learning process being disrupted.
1. On most occasions the student is involved in disruptive behaviour to the detriment of the learning process in the class both for themselves and others.

Descriptors for Effort Grades

5. The student attempted all the tasks set (class and homework). The work was completed to the best of the student's ability and was always completed/submitted by the due date (when this was required).
4. The student attempted all or nearly all tasks set (class and homework). The work was usually completed to the best of the student's ability and was generally completed/submitted by the due date (when this was required).

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3. The student attempted all or nearly all tasks set (class and homework). The work was not always completed to the best of the student's ability and was sometimes not completed/submitted by the due date (when this was required).
 2. The student attempted little work in class or at home and work was only completed/submitted after repeated prompting by the teacher. The work that was completed/submitted was well below the student's ability and/or only after the due date (when this was required).
 1. The student did not attempt a large proportion of the tasks set (class and homework) and work was only completed/submitted after rigorous attempts by Staff, including the Vice Principal. The student did not actively seek help and/or advice on how to prove from either the class teacher or the student's Head of House.

Parent/teacher Meetings

There are two parent/teacher meetings for each year level. These meetings are held during the second, third and fourth terms. Parents are encouraged to contact their Head of House at any time if they need information about their children.

Promotions Policy

In the Senior School, students must demonstrate an acceptable standard of work in order to proceed from year to year. In Years 7 to 9 most students proceed to the next year level. The main exception to this policy occurs where a student has major learning difficulties and it is felt that either repeating the year or perhaps moving to another educational setting which is better suited to the student's needs would be in the student's best interests. In such cases no decision would be made until extensive consultation has occurred between the Principal, the student's Head of House, parents and other School support staff who are able to assist in reaching the correct decision.

To proceed to Year 11, a student must satisfactorily complete English, Mathematics and a VCE Unit 1 & 2 subject plus a sound academic performance across all subjects.

Students will not be permitted to proceed to Year 11 unless they have been able to demonstrate that they have the attitude and academic skills necessary to cope with the demands of the VCE.

Where a student does not meet these requirements, their future will be discussed at a meeting involving the Principal, Head of House, parents, the student and any other relevant parties.

Students in Year 11 must satisfactorily complete a minimum of eight units during the year and be able to make up a valid course of study before they can proceed to Year 12.

VCE regulations, whilst allowing schools to set their minimum number of days absent, suggest that students must attend sufficiently to be able to complete the work set to a satisfactory level, including work in the classroom.

Students who are absent for more than a day or are absent from a SAC or examination must provide a medical certificate. Westbourne Grammar reserves the right to intervene if a student is absent for sufficient time to suggest that it will be detrimental to that students ability to complete a study to a satisfactory standard.

It is possible, and in some cases advisable, for a student to undertake the VCE over three years. In these cases this course of action would need to be agreed at a meeting involving the Principal, Heads of House, parents and the student. An appropriate course of study would then be designed to achieve that end.

Students may not enrol in any external study without the Schools knowledge and agreement.

Homework Policy

The school believes that homework serves a number of purposes including:

- Developing positive study habits and working skills
- Reinforcing and enriching work undertaken in class
- Providing parents with an insight into the work covered at school and providing valuable feedback to teachers

Year 7 and 8

15 minutes in each subject that day

Year 9 and 10

20 minutes in each subject that day

Years 11 and 12

30 minutes in each subject studied that day. (at least)

Homework is considered to be an integral part of the teaching and learning program and from the development of sound study attitudes and habits, is considered valuable for developing and individual sense of responsibility and self discipline and preparation for professional life.

Parents are asked to support this ethos and to provide good study facilities at home for their children.

Academic Review and Probation

Towards the end of each Term teachers of all classes from Years 7 through 12 and up to the end of Term 3, will be asked to grade their students in terms of the effort that they have made in their studies and their attitude (co-operative, fair or poor) in the class. The grades will be on a five point scale where five represents 'excellent' and one represents 'very poor'.

Teachers will be provided with descriptors to help them in this grading task and to provide for consistency of judgement across the secondary section of the School. It must be emphasised that these grades are not based on attainment, but solely on effort and attitude. This means that the student who achieves average or below average results for his or her work, but works hard and positively to do so, will not be part of the Academic Review and Probation process. The collated grades for each student will be passed on to their Head of House. If a student's effort or attitude grades do not satisfy the minimum standards set out by the School, the student would automatically be placed upon 'Academic Review' by his Head of House.

The student's parents would be informed and a meeting arranged involving the student's parents, Head of House and House Tutor. The purpose of the meeting would be to formulate strategies for effecting an improvement in the student's performance in either area. If by the end of the following term the student's effort or attitude grades have improved sufficiently to satisfy the minimum requirements at that assessment, he or she would be removed from Review.

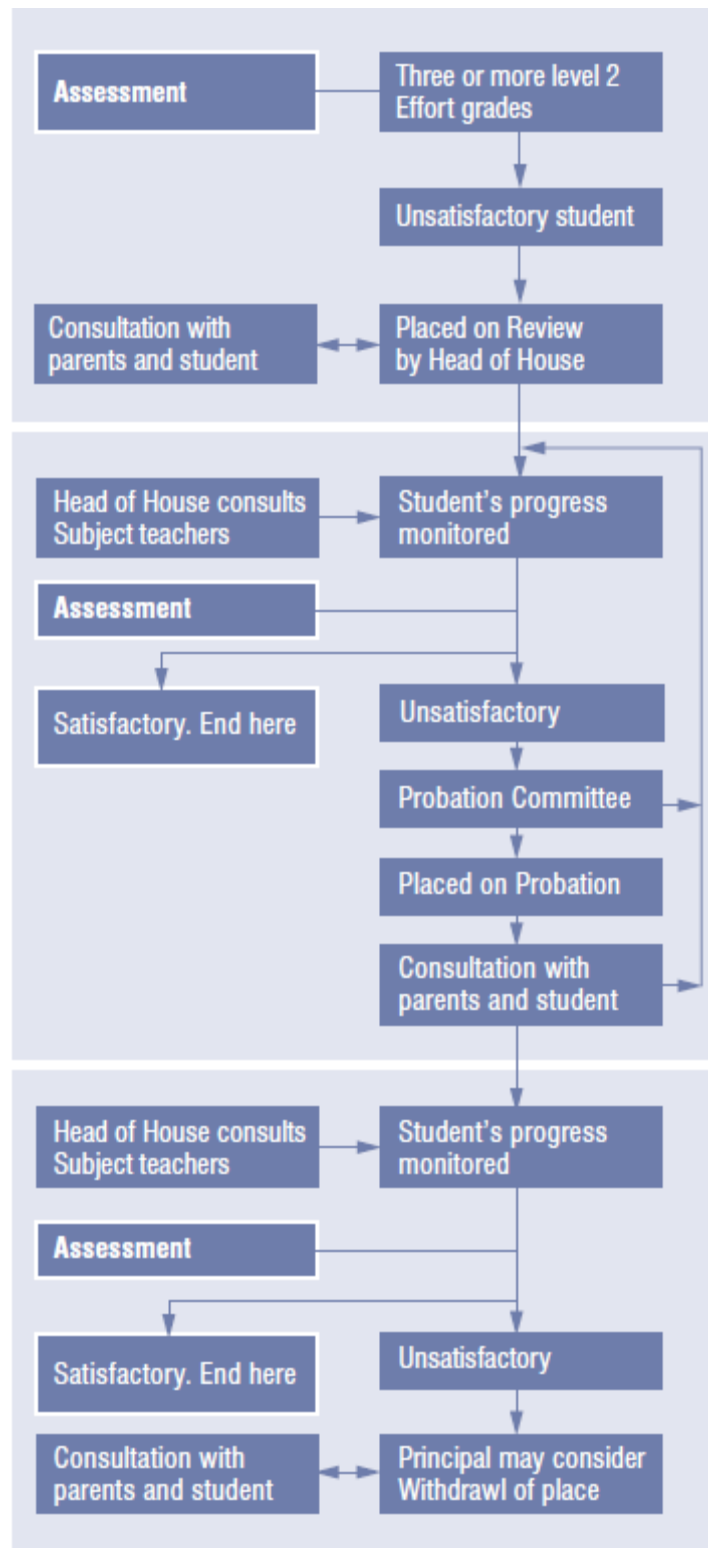
Failure to effect an improvement in effort or attitude while on Academic Review leads to a student's automatic appearance before a probationary committee, consisting of a Vice Principal, School Counsellor, Head of House and Tutor. The primary purpose of this interview is to emphasise to the student the seriousness of the situation and the urgent need for improvement. The normal outcome of such an interview would be a recommendation to the Principal that the student be placed on 'Academic Probation'. In cases where there are extenuating circumstances, the Committee may decide to retain the student on Academic Review, but for no longer than one more term. On receiving the recommendation, the Principal would then formally advise the Committee and the student of his decision and inform the student's parents by letter and arrange an interview as necessary.

A student on Academic Probation who fails to effect an improvement in effort or attitude by the next assessment would have registered unsatisfactory performance over a period of at least three terms. In such circumstances the question would need to be asked, "Is Westbourne the best place to meet the student's educational and social needs?" A student who effects the required improvement would be removed from the Academic Probation. The criteria for Academic Warning and Probation will be:

- Either the possession of three 'level 2' effort or attitude grades or worse
- Or the possession of two 'level 1' effort or attitude grades or worse

There is the added provision that if a student acquired level 1 or 2 grades for both effort and attitude in the same subject, then for Review and Probation purposes this would be counted as a single grade.

Academic Review and Probation process:



2010 Year 7 and 8 Curriculum

Core Subjects

English

Year 7 English

Subject Description

Students will read and view imaginative and informative texts that explore ideas and information related to challenging topics, themes and issues. Students will produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising and reflecting. Students will also express creative and analytical responses to texts, themes and issues.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- The preparation of analytical responses to texts.
- The preparation of an oral presentation.
- The preparation of creative and informative pieces.
- The preparation of media texts.
- Applying correct spelling, punctuation and grammar to their writing.

Assessment Tasks

- Creative and analytical pieces
- Formal/Informal oral presentations
- Grammar
- Poetry comprehension
- Media

Text Books

Pearsons English 7

Runner, R.Newton

The Canterbury Tales (Adapted)

End of Semester Exam

There will be an exam at the end of each semester which accounts for 20% of the overall performance grade.

Use of Computers

In English, students will utilise computers for class activities, drafting and research purposes.

Year 8 English

Subject Description

Students will read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. Students will produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. Students will also express creative and analytical responses to texts, themes and issues.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- The preparation of analytical responses to texts.
- The preparation of an oral presentation.
- The preparation of creative pieces.
- Responding persuasively in written and oral form.
- The preparation of media texts.

Assessment Tasks

- Text response essays
- Persuasive pieces
- Creative and analytical pieces
- Formal/Informal oral presentations
- Poetry
- Media

Text Books

- *Mao's Last Dancer, Li Cunxin*
- *Whale Rider* (video), N.Caro (director)
- *A Rose for the Anzac Boys, J.French*
- *A Midsummer Nights Dream, W. Shakespeare*

End of Semester Exam

There will be an exam at the end of each semester which accounts for 30% of the overall performance grade.

Use of Computers

In English, students will utilise computers for class activities, drafting and research purposes.

Mathematics

Year 7 Mathematics

Period Allocation

Eight periods per ten-day cycle.

Subject Description

Through the study of topics from the content strands Number and Algebra, Statistics and probability and Measurement and Geometry, students will develop the skills to be confident users and communicators of Mathematics. They will learn to creatively investigate, represent and interpret situations and make connections between related topics. They will develop the skills to be able to pose and solve problems and reason in all of the content strands.

Learning Outcomes

On completion of this unit the student should be able to demonstrate understanding and competency in the following topic areas:

- Geometry
- Arithmetic Operations
- Whole Number Patterns
- The Cartesian Plane
- Measurement
- Number Patterns and Algebra
- Fractions, Percentages and Ratios, Decimals
- Equations and Inequations
- Probability and Statistics.

Assessment Tasks

- Topic Tests at the completion of each topic.
- Investigations and Application tasks
- Examinations at the end of each semester.

Text Books

Essential Mathematics for the Australian Curriculum, Year 7.

End of Semester Exam

There will be an exam at the end of each semester which accounts for 50% of the overall performance grade.

Use of Computers

In Mathematics in Year 7, students will use computers to complete work on **Mathletics**. This website has two components: skill consolidation and **Mathletics Live**, where students complete mental arithmetic against students from all over the world. They will also use **HOTMaths**, the website companion to the Essential textbook.

Year 8 Mathematics

Period Allocation

Eight periods per ten-day cycle.

Subject Description

Through the study of topics from the content strands Number and Algebra, Statistics and Probability and Measurement and Geometry, students will develop the skills to be confident users and communicators of mathematics. They will learn to creatively investigate, represent and interpret situations and make connections between related topics. They will develop the skills to be able to pose and solve problems and reason in all of the content strands.

Learning Outcomes

On completion of this unit the student should be able to demonstrate understanding and competency in the following topic areas:

- Directed Number
- Geometry
- Algebra
- Indices
- Linear Equations
- Measurement
- Linear Graphing
- Number and Applications
- Percentages
- Statistics

Assessment Tasks

- Topic Tests at the completion of each topic.
- Investigations and Application tasks
- Examinations at the end of each semester.

Text Books

Essential Mathematics for the Australian Curriculum, Year 8.

End of Semester Exam

There will be an exam at the end of each semester which accounts for 50% of the overall performance grade.

Use of Computers

In Mathematics in Year 8, students will use computers to complete work on **Mathletics**. This website has two components: skill consolidation and Mathletics Live, where students complete mental arithmetic against students from all over the world. They will also use **HOTMaths**, the website companion to the Essential textbook.

Science

Year 7/8 Science

Period Allocation

Eight periods per ten-day cycle. for the year

Subject Description

Year 7 / 8 Chemistry curriculum is aimed at answering questions like “why does soap clean?” or “why does metal rust?” or trying to find answer to the secret “what is in coke?”. Students gain an understanding at a basic level what makes up things; namely the atom, and how things react together. A number of experiments are carried out using house hold substances to appreciate how chemistry is all around us.

Year 7 / 8 Physics curriculum we look at how things work through units such as “Simple Machines” These units involve constructing models of a real life devices then carrying out an extended investigation using the model. Students models have been things like; trebuchets, bridges, cars and cranes. As part of the course we also construct and experiment with some simple electric circuits to develop an understanding of electricity and its properties.

Year 7 / 8 Biology curriculum covers the Human body, looking at the body systems, what happens when the body under attack and the reproductive process. Plant anatomy is also studied and how it compares with other organisms.

Year 7 Science Units

1. Science is - A unit designed to develop an understanding into the concepts of the scientific thinking process including: hypothesizing, developing testing process, gathering and analysing data.
2. Mixing it up, Mixtures - The unit is an introduction into some of the processes involved in the preparation and separation of mixtures. It covers the processes of: filtering, distillation, decanting, chromatography, use of magnetism and flotation methods.
3. States of Matter - An introduction to the concept of matter being in differing states and its relationship to the particle theory of matter.
4. Microscopes - An introduction to the use of microscopes and their applications when investigating microscopic material
5. Forces in Action: A look at how forces are involved in our every day life in both a positive and negative manner.
6. Distinguishing between; Friction, Weight and Gravity forces.
7. Plants: An investigation into the germination of seeds and growing plants. This unit includes a student directed experiment on the impact of various conditions on the growth of plants

Year 8 Science Units

1. Designing Investigations - develops the use of scientific method as an investigative process.
2. Medieval Science - examines the physics of simple machines through the construction and investigation of a trebuchet. Students explore diseases and how they are spread and how advances in society have improved life spans.
3. Body Systems - Investigates the energy and nutritional requirements of the human body and

how these are utilised by the cells, tissues and organs of each system.

4. Nutrients and Healthy Living: Investigates the nutritional requirements of humans as well as plants and how those nutrients are obtained, transported and used throughout the relevant organism.
5. Transport Highways: Deals with how selected systems of plants and animal function, in particular the circulatory and respiratory systems of humans. Students relate the structure of a variety of different cells and their organisation to their structure.
6. Electricity: Looks at the elementary ideas on how electricity works. Students investigate the operation of direct current series and parallel circuits in terms of current and voltage.
7. Chemical Reactions: A basic look at the structure of the atom and how it influenced the Periodic table. This leads into the exploration of a variety of chemical reactions and how chemical reactions are around us everyday.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Observation skills for gathering data
- Collection of data
- Interpretation of results
- Formulation of hypotheses
- Reaching conclusions from the gathered data
- Working in a collaborative manner with others.
- Applying creative thinking strategies
- Strategies to form opinions
- Use of appropriate software to allow interpretation of data

Assessment Tasks

- Text response questions
- Class tests
- Investigation reports
- Experimental activities
- E-portfolio
- Production of “Pod casts” and “Movies”

Text Books

Year 7...Science Quest 1

Year 8...Science Quest 2

End of Semester Exam

Year 7

There will be an exam at the end of each semester which accounts for 30% of the overall performance grade.

Year 8

There will be an exam at the end of each semester which accounts for 40% of the overall performance grade.

Use of Computers

Year 7

In Science, year 7 students will utilise computers in the IT laboratory for class activities such as; graphing data for analysis, presentation of investigations and carrying out online research.

Year 8

In Science, year 8 students will utilise laptops in class for activities such as; graphing data for analysis, presentation of investigations, recording their learning in E-port folio, developing "Pod casts" and Movies and carrying out online research. In addition students will be using the laptops to access the VLE for collection of tasks, submission of work and collection of feed back on work.

Year 7 History

Period Allocation

Eight periods per ten-day cycle. for the year

Subject Description

Students analyse and describe key events in ancient societies. They use a variety of sources to describe key aspects of these societies. They describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education. They explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama. They analyse the ways that ancient societies were governed, identify political features and explain the nature of the political system, the dominant groups and how they established and maintained power. They describe the roles of key individuals and evaluate their contributions and legacies. The ancient societies that are investigated are China and Rome

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Developing key questions for an investigation
- Identifying a range of primary and secondary sources including visual sources that record features of the societies in their investigations
- Evaluating historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents.
- Presentations, use appropriate concepts such as change and chronology, as well as evidence from sources, to show historical understanding

Assessment Tasks

- Students complete a brief class test on the Introduction to History topic.
- Students research and present an assignment on Ancient Chinese society and culture.
- Students complete an essay that examines and evaluates Ancient Roman Society with a focus on gladiators and the Roman Military

End of Semester Exam

There will be an exam at the end of each semester which accounts for 40% of the overall performance grade.

Use of Computers

In History, students will utilise computers for class activities, drafting and research purposes.

Year 7 Geography

Period Allocation

Eight periods per ten-day cycle. for the year

Subject Description

Students use a variety of geographic tools and skills, together with an inquiry based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of these regions, with a focus on deserts. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions. Observing basic mapping conventions, students learn to draw overlay theme maps. They recognise that parts of the Earth's surface can be represented in various ways, at different scales, and from different perspectives on a range of maps, photographs and satellite images.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Understanding the characteristics of Australia, Asia and Antarctica and why each one is a unique region
- Explaining the interaction of physical processes and human activities that create variations within each of these regions
- Describing the differences in culture, living conditions and outlook, including attitudes to environmental issues, in Australia, the Asia Pacific region and Antarctica.
- Constructing overlay theme maps using map conventions of scale, legend, title, and north point

Assessment Tasks

- Students complete a test using their mapping skills
- Students create various maps using mapping conventions
- Students complete projects using map conventions and a range of geographic media about hot and cold deserts

End of Semester Exam

There will be an exam at the end of each semester which accounts for 40% of the overall performance grade.

Use of Computers

In History, students will utilise computers for class activities, drafting and research purposes.

Year 8 History

Period Allocation

Eight periods per ten-day cycle. for the year

Subject Description

Students analyse and describe key events in medieval societies. They use a variety of sources to describe key aspects of medieval societies. They describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education. They explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama. They analyse the ways that medieval societies were governed, identify political features and explain the nature of the political system, the dominant groups and how they established and maintained power. They describe the roles of key individuals and evaluate their contributions and legacies. Depth of studies include: Medieval Europe, The Black Death in Asia, Europe and Africa and Shogunate Japan.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Developing key questions for an investigation
- Identifying a range of primary and secondary sources including visual sources that record features of medieval societies in their investigations
- Evaluating historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents.
- Presentations, use appropriate concepts such as change and chronology, as well as evidence from sources, to show historical understanding
- They use relevant historical evidence, concepts and historical conventions such as bibliographies to present a point of view
- Analysing change and continuity over time and comparing key aspects of past and present societies

Assessment Tasks

- Students complete an Individual Research Project on one of six topic choices. The presentation may take the format of a poster, a model, a PowerPoint presentation and /or a report.
- Using both primary and secondary sources that have been provided, students write a 400-600 word essay presenting their point of view.
- Students create a short documentary about the Black Death in Asia, Europe and Africa.

End of Semester Exam

There will be an exam at the end of each semester which accounts for 40% of the overall performance grade.

Use of Computers

In History, students will utilise computers for class activities, drafting and research purposes.

Year 8 Geography

Period Allocation

Eight periods per ten-day cycle. for the year

Subject Description

Students extend their knowledge and understanding of physical phenomena with a focus on weather, including weather hazards, and of the physical processes that produce them. Students investigate the issues of bushfires in the Australian environment and how weather is a contributing factor to this phenomena. They begin to design policies, and evaluate existing policies, for managing the impact of bushfires on both the human and natural environment. Students apply their knowledge and understanding of scale, grid references, legend and direction to use large-scale maps (such as topographic maps), as sources of spatial information, as well as other spatial representations (such as those found in atlases and geographic information systems). Students research and analyse photographs, maps, satellite images and text from electronic media to help explain the phenomena in question

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Understanding natural hazards (weather and bushfire) and of the physical processes that produce them
- Collecting geographical information from electronic and print media
- Analyse, evaluating and presenting geographical information, using a range of forms including satellite images and atlas maps

Assessment Tasks

- Test
- Multimedia presentation about a severe weather event
- Students create various maps using mapping conventions
- Students complete projects using map conventions and a range of geographic media

End of Semester Exam

There will be an exam at the end of each semester which accounts for 30% of the overall performance grade.

Use of Computers

In History, students will utilise computers for class activities, drafting and research purposes.

Information Systems (Year 7 only)

Period Allocation

Two periods per ten-day cycled. for the year

Subject Description

Through the introduction of the Research Process students will develop skills to become lifelong learners, using critical thinking to analyse and evaluate information. Students will learn to assemble and question information and develop opinions based on informed judgments. They will also develop the capacity to transform information into coherent knowledge structures. ICT (Information and Communication Technology) tools and techniques are used to assist with filtering, classifying, representing, describing and organising ideas, concepts and issues (for example graphic organiser). Students will be instructed in the use of ICT tools such as Microsoft Word, Excel and Power Point, file management storage and backing up and utilising the VLE. Students will also be instructed on safe and responsible practices and behaviours when using the Internet.

Learning Outcomes

On the completion of this unit students should be able to demonstrate competency in:

- The use of the Research Process when fulfilling work requirements
- The implementation of safe practices when online for example Cybersafety
- The organised management of all of their files
- The regular backing up of all of their work
- The use of Microsoft Office Word, Excel and Powerpoint as ICT tools

Assessment Tasks

- Ongoing skills based assessment tasks

Text Books

N/A

End of semester exam

N/A

Use of computers

Students will be utilising computers for the majority of lessons throughout the year.

Visual Arts

Students work in an atmosphere that challenges and develops personal expression and nurtures creativity. All students receive a thorough grounding in the techniques of drawing, ceramics, painting and printmaking until the end of Year 8. After Year 8, the curriculum provides more choice. Students are able to pursue specific areas of study in depth or they may choose to develop an interest in different subject areas.

Areas of study include full year units in Architecture, Drawing, Glass, Multimedia, Photography and Sculpture. The full year units provide a broad range of experiences and a sound basis for those intending to select Art, Studio Arts and Visual Communication and Design in Years 11 and 12.

In addition to classroom studies, students can participate in Photography Club and Life Drawing as part of the co-curricular program. Westbourne presents several exhibitions that highlight the diversity and creative nature of work undertaken by students. These include the Photography Club, Life Drawing, Post Card and Annual Visual Arts Exhibitions.

Year 7 Art

Period Allocation

Five periods per ten-day cycle. for the year

Subject Description

Students explore and use a variety of sources and ideas that draw upon their experiences of direct observation and imagination. The course consists of two components, art production and art appreciation. Students undertake a series of rotating workshops, of one's term's duration, which cover two and three dimensional activities. The main areas to be covered are ceramics, drawing, painting and relief printmaking. Each unit is broken down into a series of smaller studies related to a common theme. In Art Appreciation students extend their understanding of art by analysing and interpreting artworks.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Presenting ideas and feelings imaginatively
- Selecting, combining and manipulating visual arts elements and principles
- Exploring a range of skills, techniques and processes
- Documenting and evaluating developmental work and final artworks
- Describing, analysing and interpreting the key features of art works
- Using appropriate art language and vocabulary

Assessment Tasks

- A series of design explorations
- Final artworks
- Oral and written presentations

Text Books

Art Detective, 2nd edition, Michele Stockley, Heinemann

End of Semester Exam

N/A

Use of Computers

In Art Appreciation, students will utilise computers for class activities, drafting and research purposes.

Year 8 Art

Period Allocation

Five periods per ten-day cycle. **for the year**

Subject Description

Students explore and use a variety of sources and ideas that draw upon their experiences of direct observation and imagination. The course consists of two components, art production and art appreciation. Students undertake a series of rotating workshops, of one's term's duration, which cover two and three dimensional activities. The main areas to be covered are ceramics, collage, drawing and painting. Each unit is broken down into a series of smaller studies related to a common theme.

In Art Appreciation students extend their understanding of art by analysing and interpreting artworks.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- Presenting ideas and feelings imaginatively
- Selecting, combining and manipulating visual arts elements and principles
- Exploring a range of skills, techniques and processes
- Developing and refining techniques appropriate to theme explored
- Documenting and evaluating developmental work and final artworks
- Describing, analysing and interpreting the key features of art works
- Discussing ideas and issues that are expressed in artworks
- Using appropriate art language and vocabulary

Assessment Tasks

- A series of design explorations
- Final artworks
- Oral and written presentations

Text Books

Art Detective, 2nd edition, Michele Stockley, Heinemann

End of Semester Exam

N/A

Use of Computers

In Art Appreciation, students will utilise computers for class activities, drafting and research purposes.

Performing Arts

Music is an integral part of the curricular and co-curricular program at Westbourne. Students acquire musical knowledge and skills through classroom participation, individual lessons or many large and small music groups. Involvement in the School's music program helps develop the student's aesthetic, creative, spiritual and cultural potential.

The various musical groups within the School perform regularly in the local community. Concerts are a regular feature of the School calendar, providing an opportunity for students to gain experience in performing for an audience whilst at the same time enriching the cultural life of the School.

The music block includes four music classrooms, a large open area and a piano laboratory. The music centre contains an administration area and library, 16 teaching/practice studios and ready access to a 700 seat auditorium.

Students are exposed to both sacred and secular music with styles ranging from classical through to pop, rock and jazz.

A school musical production is staged each year which is a combined effort of both the Music and Drama Departments. The production involves a large number of students and staff in many months of preparation and rehearsal, and plays for a number of nights in the School Auditorium.

Year 7 Music

Period Allocation

All Year 7 students do five (5) periods of Music per 10 day cycle. These are broken down into 2 periods of Classroom Music & 3 periods of "Elective" Music per 10 day cycle.

All Year 7s will participate in 6 weeks of drama lessons. These will take place as part of Classroom Music.

Subject Description and Learning Outcomes

Classroom Music:

Students study a variety of units of work including Rhythm and Pitch, Instruments of the Orchestra, Different Musical Cultures and the aural appreciation of a variety of musical genres. Within classroom music, students will develop their ability to analyse, compose and perform various songs in a group or as a soloist.

Drama – Students study the fundamental dramatic elements needed to create a presentation; role play as an important technique in the development of a presentation; team work as an effective means of communication in a drama presentation.

Elective Music:

Students choose one from 3 Elective Music classes – Strings, Band or General Electives:

Strings Elective – Students consolidate technique on their chosen instrument' develop music reading and sight reading skills relevant to their instrument, including ensemble and orchestra notation directions; consolidate correct posture and hand positions; develop ensemble skills; develop solo performance skills.

Band Elective – Students establish a basic foundation technique on their chosen instrument; develop music reading skills in order to play an instrument; establish good posture and hand positions; develop ensemble skills; develop solo performance skills; perform designated technical exercises.

General Electives – Students study 4 different general electives throughout the year. These are:

Keyboard – Students study the names of the keys on a keyboard; exhibit appropriate ensemble etiquette, both as a performer and as a member of the audience; perform a melody, hands separately as part of an ensemble.

Singing – Students study various aspects of vocal technique including breath control, vowel production, intonation and diction; develop confidence and poise when performing; develop a simple choreography to a chosen song for performance.

Boomwhackers – Students study a variety of methods of producing sounds on the boomwhackers; learn to play and perform as part of an ensemble; learn basic rhythm and pitch notation.

Rock Music – Students study the history of rock music, from the 50's through to the present day; learn to distinguish between different styles of music including Rock and Pop, Jazz, Heavy Metal, Hard Rock and Soft Rock; perform basic rock beat patterns.

Assessment Tasks

A variety of assessment tasks are used throughout each elective, such as:

- Performance – either solo or as part of an ensemble
- Performance of technical work
- Written Test on work studied
- Recording of a Radio Show
- Composition Assignment

Resources

Variety of band and strings tutor books
Grade One and above Theory Book

Manuscript and notepad

Use of Computers

In Music, students research different music cultures and chosen styles of Rock Music on the internet.

Year 8 Music

Period Allocation

All Year 8 students do five (5) periods of Music per 10 day cycle. These are broken down into 2 periods of Classroom Music & 3 periods of "Elective" Music per 10 day cycle.

Subject Description and Learning Outcomes

Classroom Music:

Students study a variety of units of work including Rhythm and Pitch, Drum Kit, Song Writing, Jazz and Blues, and the aural appreciation of a variety of musical genres. Within classroom music, students will develop their ability to analyse, compose and perform various songs in a group or as a soloist.

Elective Music:

Students choose one from 3 Elective Music classes:

Strings Elective – Students consolidate technique on their chosen instrument' develop music reading and sight reading skills relevant to their instrument, including ensemble and orchestra notation directions; consolidate correct posture and hand positions; develop ensemble skills, including small ensembles i.e. quartets; develop solo performance skills.

Band Elective – Students establish a basic foundation technique on their chosen instrument; develop music reading skills in order to play an instrument; establish good posture and hand positions; develop ensemble skills; develop solo performance skills; perform designated technical exercises.

General Electives – Students study 4 different general electives throughout the year – Strings, Band or General Electives. These are:

Keyboard – Students study the names of the keys on a keyboard; exhibit appropriate ensemble etiquette, both as a performer and as a member of the audience; perform a melody, hands separately and together, individually and as part of an ensemble.

Ensembles – Students study rhythm and pitch notation and major and minor chords; perform as part of an ensemble

Composition – Students study a variety of composition techniques, including rhythmic and melodic elements of a melody; use composition software to compose their own piece of music and will present a practical performance of this composition.

Drama – Students study how to manipulate dramatic and stagecraft elements; develop character and observation skills; explore the concept of communication versus language; develop characters from improvisations and script work exploring the notion of building dramatic tension.

Assessment Tasks

A variety of assessment tasks are used throughout each elective, such as:

- Performance – either solo or as part of an ensemble
- Performance of technical work
- Written Test on work studied
- Composition Assignment

Resources

Variety of band and strings tutor books

Grade Two and above Theory Book

Finale Notepad Software Program

Manuscript and notepad

Use of Computers

In Music, students use composition software such as Finale Notepad.

Health and Physical Education

Year 7 Health and Physical Education

Period Allocation

4 Periods per ten-day cycle for the whole year

Subject Description

Physical Education incorporates practical and theoretical aspects relating to a variety of different sports and aims to develop a student's skills, knowledge and physical fitness, while emphasising teamwork and empathy towards fellow members of the class. In Year 7, students will undertake the following units: Basketball, Soccer, Football, Netball, Softball, Volleyball, Swimming, Fitness Testing and Minor Games.

Learning Outcomes

On completion of this subject the student should be able to demonstrate competency in:

- Performing basic skills necessary to participate in each of the sporting units undertaken
- Working individually and in groups in a number of different sporting situations and settings
- Researching and presenting theoretical work.

Assessment Tasks

- Practical assessment for each of the practical units covered, evaluating the students' level of skill, improvement and their ability to work individually and as part of a team.
- 2 X Theory Assignments
- Fitness Appraisal (1 per Semester)

Text Books

N/A

End of Semester Exam

N/A

Use of Computers

In Physical Education, students will utilise computers for the purpose of undertaking their theory assignments. This will involve researching information and formulating drafts. Students will also have the opportunity to access, via computer, their individual fitness appraisal results.

Year 8 Health and Physical Education

Period Allocation

4 Periods per ten-day cycle for the whole year

Subject Description

Physical Education incorporates practical and theoretical aspects relating to a variety of different sports and aims to develop a student's skills, knowledge and physical fitness, while emphasising teamwork and empathy towards fellow members of the class. In Year 7, students will undertake the following units: Basketball, Cricket, Volleyball, Table-tennis, Badminton, Softball, Gymnastics, Fitness Testing and Netball.

Learning Outcomes

On completion of this subject the student should be able to demonstrate competency in:

- Performing basic skills necessary to participate in each of the sporting units undertaken
- Working individually and in groups in a number of different sporting situations and settings
- Researching and presenting theoretical work.

Assessment Tasks

- Practical assessment for each of the practical units covered, evaluating the students' level of skill, improvement and their ability to work individually and as part of a team.
- 2 X Theory Assignments
- Fitness Appraisal (1 per Semester)

Text Books

N/A

End of Semester Exam

N/A

Use of Computers

In Physical Education, students will utilise computers for the purpose of undertaking their theory assignments. This will involve researching information and formulating drafts. Students will also have the opportunity to access, via computer, their individual fitness appraisal results.

LOTE

All students, from the Early Learning Centre up to Year 9 at Westbourne, learn a second language, with the option to continue to VCE level in either of the languages on offer; German or Japanese. Learning a second language not only gives benefits in many fields of employment, it also teaches us about communication with people from other cultures, and we learn about our own language through the study of another.

At Westbourne we offer students many real opportunities to use their language abilities. We have sister schools in both Germany and Japan, giving students the chance to write to a penfriend by email and to take part in school trips or to host students when they visit us each year.

Our language programs are well resourced with dedicated German and Japanese rooms, and frequent use is made of the available technology. We encourage students to take part in our overseas trips as well as other Student Exchange Programs, and the school offers three part scholarships each year for Year 11 students to attend both our German and Japanese sister schools for two months over the Christmas break.

Japanese

Year 7 Japanese

Period Allocation

Eight periods per ten-day cycle for the year

Subject Description

An introductory Japanese course for Semester 1 in which students will learn the basics of how to communicate in the Japanese language, such as self-introduction and counting. Students who choose to study Japanese in Semester 2 will keep learning the basics of how to communicate in the Japanese language, such as school life, likes and dislikes and the polite request form. Students will also learn the *hiragana* Japanese writing system.

Throughout the year, students will gain knowledge of customs and culture about Japan as well.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- The production of simple original texts on these topics.
- Comprehension of simple spoken texts.
- Comprehension of simple written texts.
- Speaking tasks in Japanese, beginning with simple repetition and working up to more genuine and spontaneous communication.

Assessment Tasks

- Speaking assessment tasks and tests. (eg dialogues, recitals)
- Reading comprehension assessment tasks and tests. (usually responding in English)
- Listening comprehension assessment tasks and tests. (usually responding in English)
- Writing assessment tasks and tests. (eg grammar and vocabulary tests, letters, posters)

Text Books

Mirai 1 Coursebook, Activity book
Yonde, Kaite (Hiragana workbook)

End of Semester Exam

There will be an exam at the end of each semester which accounts for 20% of the overall performance grade.

Use of Computers

In Year 7 Japanese, students will utilise computers for occasional class activities, eg use of interactive spreadsheets, hiragana learning games and websites, learning about Japanese culture.

Year 7 Accelerated Japanese

Period Allocation

Eight periods per ten-day cycle for the year

Subject Description

Places in this course are offered to Westbourne Junior School students who achieve high results in an entry test which is sat at the end of Grade 6. Students then continue with their Japanese studies a year ahead of the remainder of the Year 7 cohort.

They will continue learning how to communicate in the Japanese language, on the topics of greetings, self introductions, the time, daily routine, schedules, modes of transport and destinations, family members, likes and dislikes. Students will learn the *hiragana* and *katakana* Japanese writing systems, plus some *kanji*.

Throughout the year, students will gain knowledge of customs and culture about Japan as well.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- The production of simple original texts on these topics.
- Comprehension of simple spoken texts.
- Comprehension of simple written texts.
- Speaking tasks in Japanese, beginning with simple repetition and working up to more genuine and spontaneous communication.

Assessment Tasks

- Speaking assessment tasks and tests. (eg dialogues, recitals)
- Reading comprehension assessment tasks and tests. (usually responding in English)
- Listening comprehension assessment tasks and tests. (usually responding in English)
- Writing assessment tasks and tests. (eg grammar and vocabulary tests, letters, posters)

Text Books

Mirai 2 Coursebook, Activity book, katakana workbook

End of Semester Exam

There will be an exam at the end of each semester which accounts for 20% of the overall performance grade.

Use of Computers

In Year 7 Japanese, students will utilise computers for occasional class activities, eg use of interactive spreadsheets, hiragana learning games and websites, researching Japanese culture.

Year 8 Japanese

Period Allocation

Eight periods per ten-day cycle for the year.

Subject Description

Students will develop an awareness of and a basic communicative competence in the Japanese language. At this level they will study; asking and telling the time, suggesting activities, modes of transport, days of the week, family, interrogatives, who, where and how in question and answer form, and the potential form 'can'. Grammatical structures supporting this communication will also be taught as well as some cultural aspects of Japan.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- The production of original texts on these topics.
- Writing in the Katakana as well as hiragana and some kanji
- Comprehension of simple spoken texts.
- Comprehension of simple written texts.
- Speaking tasks in Japanese, working up to genuine and spontaneous communication.

Assessment Tasks

- Speaking assessment tasks and tests. (eg dialogues, recitals)
- Reading comprehension assessment tasks and tests. (usually responding in English)
- Listening comprehension assessment tasks and tests. (usually responding in English)
- Writing assessment tasks and tests, including the katakana script. (eg grammar and vocabulary tests, letters, posters)

Text Books

Mirai Book 1 and 2

Mirai Activity Book 1 and 2

Writing Katakana

End of Semester Exam

There will be an exam at the end of each semester which accounts for 20% of the overall performance grade.

Use of Computers

In Year 8 Japanese, students will utilise computers for occasional class activities, eg word processing in Japanese, use of interactive spreadsheets and websites, drafting and research purposes.

Year 8 Accelerated Japanese

Period Allocation

Eight periods per ten-day cycle for the year

Subject Description

Places in this course are offered to students who have completed Year 7 Accelerated Japanese or who have excelled in mainstream course. Students then continue with their Japanese studies a year ahead of the remainder of the Year 8 cohort.

They will continue learning how to communicate in the Japanese language, on the topics of colour, body parts, likes and dislikes, counters, locations using prepositions, wishes, weather, food and drink, describing appearance.

Students will continue to work on the *hiragana* and *katakana* Japanese writing systems plus learn some new *kanji*.

Throughout the year, students will gain knowledge of customs and culture about Japan as well.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- The production of simple original texts on these topics.
- Comprehension of simple spoken texts.
- Comprehension of simple written texts.
- Speaking tasks in Japanese, beginning with simple repetition and working up to more genuine and spontaneous communication.

Assessment Tasks

- Speaking assessment tasks and tests. (eg dialogues, recitals)
- Reading comprehension assessment tasks and tests. (usually responding in English)
- Listening comprehension assessment tasks and tests. (usually responding in English)
- Writing assessment tasks and tests. (eg grammar and vocabulary tests, letters, posters)

Text Books

Mirai 2 Coursebook, Activity book

End of Semester Exam

There will be an exam at the end of each semester which accounts for 20% of the overall performance grade.

Use of Computers

In Year 8 Japanese, students will utilise computers for word processing and occasional class activities, eg use of interactive spreadsheets, hiragana learning games and websites, researching Japanese culture.

German

Year 7 German

Period Allocation

Eight periods per ten-day cycle for the year.

Subject Description

Students will develop an awareness of and a basic communicative competence in the German language. At this level they will study greetings, introducing and describing themselves and others, numbers, colours, family members, school life (subjects, equipment), likes and dislikes, days, months, seasons and hobbies. Grammatical structures supporting this communication will also be taught as well as some cultural aspects of the German-speaking countries.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- The production of simple original texts on these topics.
- Comprehension of simple spoken texts.
- Comprehension of simple written texts.
- Speaking tasks in German, beginning with simple repetition and working up to more genuine and spontaneous communication.

Assessment Tasks

- Speaking assessment tasks and tests. (eg dialogues, recitals)
- Reading comprehension assessment tasks and tests. (usually responding in English)
- Listening comprehension assessment tasks and tests. (usually responding in English)
- Writing assessment tasks and tests. (eg grammar and vocabulary tests, letters, posters)

Text Books

Deutsch Downunder Activity Book

(other materials will be provided in photocopied form or via the VLE)

End of Semester Exam

There will be an exam at the end of each semester which accounts for 20% of the overall performance grade.

Use of Computers

In Year 7 German, students will utilise computers for occasional class activities, eg use of interactive spreadsheets and websites, drafting and research purposes.

Year 8 German

Period Allocation

Eight periods per ten-day cycle for the year.

Subject Description

Students will develop an awareness of and a basic communicative competence in the German language. At this level they will study expressing ability/wishes/requirements/permission, planning parties, shopping, food, clothing, travel (maps, schedules, bookings), Berlin (directions). Grammatical structures supporting this communication (including modal verbs, regular and irregular verbs, adjectives, perfect tense, prepositions) will also be taught as well as some cultural aspects of the German-speaking countries.

Learning Outcomes

On completion of this unit the student should be able to demonstrate competency in:

- The production of simple original texts on these topics.
- Comprehension of simple spoken texts.
- Comprehension of simple written texts.
- Speaking tasks in German, beginning with simple responses and role plays and working up to more complex and spontaneous communication.

Assessment Tasks

- Speaking assessment tasks and tests. (eg dialogues, responding to questions, narrating fashion show, giving directions)
- Reading comprehension assessment tasks and tests. (usually responding in English)
- Listening comprehension assessment tasks and tests. (usually responding in English)
- Writing assessment tasks and tests. (eg grammar, role plays, vocabulary tests and letters)

Text Books

Deutsch Downunder Activity Book

(other materials will be provided in photocopied form or via the VLE)

End of Semester Exam

There will be an exam at the end of each semester which accounts for 20% of the overall performance grade.

Use of Computers

In Year 8 German, students will utilise computers for numerous class activities, eg word processing, use of interactive spreadsheets and websites, drafting and research purposes.

Extra curricular

As well as Westbourne offering students impressive Sporting, Outdoor Education, Music, Visual and Performing Arts programs we also provide an extensive extra curricular program.

In the Senior School this includes:

Chess
Debating
IT Council
Library Council
Life Drawing
Literata Committee
Music Council
Peer Support
Photography Club
Public Speaking
Recycling
Set Construction
Toast Masters
Youth Parliament