

**COOKTOWN STATE SCHOOL**  
**JUNIOR SECONDARY SUBJECT**  
**BOOKLET**

**2020**

**YEAR 8**



## COOKTOWN P-12 STATE SCHOOL



### **Statement of Purpose**

*The Cooktown P-12 State School community is committed to maximising learning outcomes for all by providing a quality curriculum.*

*At Cooktown P-12 State School we adopt, and teach to, the Australian Curriculum.*

***We ensure the quality of our learning by in Junior Secondary:***

- Implementing teaching strategies that enhance and extend the learning styles of our students
- Developing skills to the highest level and encouraging innovation
- Differentiating to ensure that every student has the opportunity to succeed
- Creating and pursuing goals for the future
- Celebrating effort and success in all curricular and extra-curricular programs
- Guiding learners towards self-discipline
- Providing a safe and supportive environment
- Ensuring a smooth transition from Year 6, and through to Year 10

At Cooktown P-12 State School in 2020, all Year 8 students will study for the whole year:

- English
- Mathematics
- Science
- Humanities and Social Sciences - Geography, History, Business and Economics, Civics and Citizenship
- Health and Physical Education

and study these subjects for 1 semester only:

- Industrial Technology and Design
- Food and Nutrition Studies
- Media Arts
- Digital Technologies

**2020 BOOK LIST REQUIREMENTS**  
**YEAR 8**

**General Information**

- The following requisites are essential for each student to start the first day of the school year.
- Please ensure that all items are clearly marked.
- Please re-use stationery and textbooks from Year 7 where possible
- Please purchase books as per the list below.
- Roller tape is permitted as **liquid paper is not allowed**

**Core Subject stationery supplies**

2	2B pencils	1	Glue stick	1	Compass
1	HB pencils box of 12	1	Pkt coloured pencils	1	Protractor - circular
4	Blue biros	2	Highlighters	1	Dictionary (home use)
4	Black biros	1	Sharpener	1	Pencil Case
2	Red biros	2	Eraser	1	Scientific calculator
2	Whiteboard markers	1	Ruler	1	8GB USB drive
8	A4 Exercise books 96 page	1	Scissors	1	Roller tape (pen eraser)
3	10mm A4 Quad pads, 128 page	3	Plastic display folder	1	Student Diary available at school
1	Visual Art Diary (A4)	2	4B Pencils	1	Swimming Shirt for Swimming in HPE

***All students require a brimmed hat and a water bottle at school each day!***

<b>Subject</b>	<b>English</b>
<b>Subject Code</b>	<b>ENG08</b>
<b>Subject Description</b>	<p>By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.</p> <p>Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.</p> <p>Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.</p> <p>Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>
<b>Assessment</b>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Assignments</li> <li>• Spoken presentations/performances</li> </ul>

<b>Subject</b>	<b>Mathematics</b>
<b>Subject Code</b>	<b>MAT08</b>
<b>Subject Description</b>	<p>By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments.</p> <p>They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.</p>
<b>Assessment</b>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Assignment</li> <li>• Group work</li> <li>• Practical Activities</li> <li>• Investigations</li> </ul>

<b>Subject</b>	<b>Science</b>
<b>Subject Code</b>	<b>SCI08</b>
<b>Subject Description</b>	<p>By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society.</p> <p>Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.</p>
<b>Assessment</b>	<p>A range of assessment techniques will be implemented throughout the course. These may include:</p> <ul style="list-style-type: none"> <li>• written exams</li> <li>• assignments</li> <li>• experimental investigation with scientific report</li> </ul>

<b>Subject</b>	<b>Geography, Business and Economics, Civics and Citizenship, History</b>
<b>Subject Code</b>	<b>GEO08, BEC08, CIC08, HIS08</b>
<b>Subject Description</b>	<p>Geography - By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors. Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.</p> <p>Business and Economics - By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future. When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>

	<p>Civics and Citizenship - By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging. When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.</p> <p>History - By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past. Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.</p>
<p><b>Assessment</b></p>	<p>A range of assessment techniques will be implemented throughout the course. These may include:</p> <ol style="list-style-type: none"> <li>1. Short response exams</li> <li>2. Research essays</li> <li>3. Orals/seminars</li> <li>4. Essay exams etc.</li> </ol>



<b>Subject</b>	<b>Health and Physical Education</b>
<b>Subject Code</b>	<b>HPE08</b>
<b>Subject Description</b>	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations.</p>
<b>Assessment</b>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>- Exams &amp;/or Assignments</li> <li>- Group work</li> <li>- Practical Physical Activities</li> </ul>

<b>Subject</b>	<b>Media Arts</b>
<b>Subject Code</b>	<b>MED08</b>
<b>Subject Description</b>	<p>By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.</p> <p>Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.</p>
<b>Assessment</b>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>- Exams &amp;/or Assignments</li> <li>- Group work</li> <li>- Practical Activities</li> <li>- Presentations or Performances</li> </ul>

Subject	Digital Technologies
<b>Subject Code</b>	<b>DIT08</b>
<b>Subject Description</b>	<p>By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.</p> <p>Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.</p>
<b>Assessment</b>	<p>Assessment instruments could include:</p> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Assignments</li> <li>• Theory and practical exams</li> <li>• Practical projects</li> <li>• Oral presentations</li> </ul>

Subject	<b>Design and Technologies</b> <b>FOOD AND NUTRITION STUDIES</b> <b>INDUSTRIAL TECHNOLOGY AND DESIGN</b>
Subject Code	ITD09, FAN09
<b>Subject Description</b>	<p>Learning in Design and Technologies involves the creative processes through which products, services and environments are designed and developed. Students learn that the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed, constructed and digital environments. Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.</p> <p>By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.</p> <p>There are two subjects studied in Design and Technologies at Cooktown P-12 State School in Year 8:</p> <ul style="list-style-type: none"> <li>• <b>Food and Nutrition Studies, and</b></li> <li>• <b>Industrial Technology and Design</b></li> </ul>
<b>Assessment</b>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Assignments</li> <li>• Theory and practical exams</li> <li>• Practical projects</li> <li>• Oral presentations</li> </ul>