

CANTERBURY GIRLS' HIGH SCHOOL

**Middle School  
Handbook  
2023  
Year 8**



**Canterbury Girls'**  
SECONDARY COLLEGE



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## *A letter for students*

Welcome to the Middle School (Years 7-9) at Canterbury Girls' Secondary College.

You will be welcomed into the Middle School where you have a Year Level Co-ordinator to help you. The Year Level Co-ordinator is assisted by the Head of Middle School and the Student Welfare Co-ordinator and, as a team, they will support you and help you with any problems you may have.

During your years in the Middle School at Canterbury Girls' Secondary College, your personal journey will include developing a better understanding of yourself as an individual as well as developing your relationships with others both as individuals and as team members in a context of high expectations. It is a time when you take personal responsibility for your learning and the development of a variety of skills in academic, creative, practical and sporting pursuits with the aim, always, of achieving the best outcomes you can in all these areas. In order to do this, you need to ensure that you develop independent, focussed and consistent study habits. You need to work productively in class, you need to seek help from the teacher when you need it, you need to study effectively for tests, and you need to complete all homework by the due date.

At Canterbury Girls' Secondary College, we have a strong co-curricular activities program built around our House structure. You will meet other students, make new friends and develop a sense of belonging both to your House and to the College. There will be opportunities for you to undertake leadership programs and develop your leadership and team building skills.

The Middle School at Canterbury Girls' Secondary College offers you many opportunities to succeed and develop your own potential and skills. My best wishes as you take part in that journey.

Dr Mary Cannon  
Principal



## *Information for Parents*

Canterbury Girls' Secondary College has built and maintained a reputation for excellence in the provision of education for girls. Students learn in an environment that encourages high achievement in all endeavours and which values effort and diligence. The College places great emphasis on students working to achieve their very best, on students challenging themselves and on seizing all opportunities open to them. As a learning community, we set high expectations for staff and students alike and provide a learning environment which facilitates the best possible outcome for all students.

The College offers a broad dynamic curriculum which provides all students with the opportunity to develop academic, practical, creative and sporting skills. In addition, Canterbury Girls' Secondary College offers an extensive co-curricular program which includes instrumental music, associated bands, ensembles and choirs, community service programs, peer support, camps and excursions.

The school has a strong commitment to promoting leadership skills in students based on co-operation, tolerance, self-discipline and concern for others. The well-established House system fosters the development of initiative, leadership skills, teamwork and active participation in sport, dance, music, debating, drama and chorals. Involvement in House activities enables students to develop relationships with students across a variety of year levels and encourages a sense of community. Students are encouraged to be actively involved in decision making. The College Student Leadership team, the Students' Representative Council (SRC) and the House Captains are important participants in this process.

Canterbury Girls' Secondary College facilitates a strong relationship between all members of the College community. The School Council provides an opportunity for parents, teachers, students and community members to participate in whole school decisions and programs. The Parents' Association is an active group within the College, organising social and fund raising activities. The Mangarra Society, the former students' association, contributes to the life of the College by providing tangible links with our past, by keeping and articulating the history of the College, and by providing funds for College programs. It is a focal point for past students who wish to retain a link with the school. Relationships with the broader school community develop a sense of tradition and continuity for students. Such links ensure a strong sense of identity for the College provide a tangible framework through which we can focus on students learning and student outcomes.

One of the State's few government all girls' schools, Canterbury Girls' Secondary College offers an environment where girls can be themselves and can have a strong voice in the classroom and through the College's co-curricular activities.

At Canterbury Girls' Secondary College we invite young women on an educational journey where they can develop their potential in a supportive environment, challenge themselves to do and be the best they can while fostering resilience and social awareness.



## *Middle School Activities*

A team of committed and dedicated staff work to ensure that students are supported and encouraged in their education. A variety of activities and events are held throughout the course of the year to assist students with the changes they experience and to encourage parents/guardians to be involved in their daughter's schooling.

### Camps

Students will have the opportunity to attend a camp.

### Student Leadership

The College runs many programs to foster leadership skills. Students have the opportunity to apply for and take on many leadership roles such as Middle School captains, Middle School House Leaders, College Ambassadors, College Tour Guides, Home Group Captains, Student Representative Council (SRC) Members, Environmental Representatives and Social Service Representatives.

### House Activities

At the start of Year 7, students are placed in one of the four college Houses – Brennan, Cattnach, Flynn or Macdonald. Throughout the year students have the opportunity to participate in many House activities such as Chorals, Debating, Dance Drama, Year Level Sport Competitions in Volleyball, Netball and Basketball and Sport Carnivals such as Swimming, Cross Country and Athletics.

### Sporting Activities

Intra and inter school sporting competitions are held. The College competes in the Boroondara Division of the School Sport Victoria competition once a term. This includes major sports such as Volleyball, Tennis, Softball, Badminton, Netball, Soccer, Football, Basketball and Hockey.

### Instrumental Music

The opportunity to study a musical instrument, including voice, is provided through the Music Department. Students are further encouraged to perform as part of the Junior Concert Band. They can also audition for vocal groups such as the SuperNovas and the Cantabella of Canterbury.



### *2023 Term Dates*

Term 1	Monday 30 January – Thursday 6 April
Break	Friday 7 April – Sunday 23 April
Term 2	Monday 24 April – Friday 23 June
Break	Saturday 24 June – Sunday 9 July
Term 3	Monday 10 July - Friday 15 September
Break	Saturday 16 September – Sunday 1 October
Term 4	Monday 2 October – Wednesday 20 December

### *Assessment and Reporting*

Student achievement is regularly communicated to both students and their parents, in order to encourage progress. The formal aspect of the reporting process includes progress reports and Parent/Student/Teacher interviews

All Middle School students receive progress reports every five weeks including parent teacher interviews.

Progress reports include a graph and a chart which will show progress in the areas of effort, behaviour and achievement. The graph will show whether progress is well above the expected standard, above the expected standard, at the expected standard, below the expected standard or well below the expected standard.

### *Learning Opportunities at Canterbury Girls' Secondary College*

The College provides students with access to a comprehensive curriculum. In the Middle School, at Years 7 and 8, students undertake a common curriculum, with some choice introduced in Years 9 and 10 and with increasing choice in Years 11 and 12. The College runs a two week timetable cycle.

Year 7 Courses of Study	Year 8 Courses of Study	Year 9 Courses of Study
Subjects	Subjects	Subjects
English	English	English
Mathematics	Mathematics	Mathematics
Science	Science	Science
LOTE French or Japanese	LOTE French or Japanese	LOTE French or Japanese
Physical Education	Physical Education	Physical Education
Sport	Sport	Compulsory Semester-length Units: Health, Australian History & Geography: Biomes
Ancient History Geography	Medieval History Geography	
Music	Drama	Elective Semester-length Units
Food Technology	Art	Students select from a range of elective offerings See Year 9 & 10 Elective Handbooks
Electronics	Textiles	
Personal Development	Personal Development	



# Year 8 Subject Descriptions



## **8AR Art**

### **Course Description**

Art encourages students to explore within a range of art forms, employ art techniques and processes and develop personal creative styles. Students interpret and respond to the works of other artists and develop their aesthetic awareness in the presentation and evaluation of their work. Students analyse and apply Art Elements.

### **Assessment Tasks**

1. *Painting Task*- Students plan and present a completed synthetic polymer paint work together with the documentation of their art process. Documentation includes idea development, trialling of materials, research and annotation to reflect techniques, aesthetic awareness and evaluation.
2. *Printmaking Task*- Students work in collaboration with their peers, and individually, to develop the composition to produce a series prints based on observational drawings and/or photography. Documentation will include printmaking processes, group decisions and evaluation.
3. *Sculpture Task*- Students use creative thinking to conceptualize a three-dimensional form and practice techniques and processes associated with the selected art material. Students document their work and reflect on the final product.
4. *Drawing Task*- Students use a range of observational, imaginative and interpretation drawings to develop their understanding of composition, ideas and use of materials. Students analyse and interpret the work of artists to inform their concepts.

## **8DR Drama**

### **Course Description**

The course focuses on the essential performance skills of scripts and narrative development, instilling an understanding of dramatic elements and production roles, physical theatre and honing the skills of negotiation via the workshop and rehearsal process, with a view toward creating focused and expressive performance pieces.

### **Assessment Tasks**

1. *Intro to Drama* – Students explore different aspects of Drama as well as developing their understanding of the subject and how to create performances.
2. *Creation Stories* – Students explore elements of ritual and myth and participate in the development of a performance developed around the genre of Creation Stories using playmaking techniques.
3. *Melodrama*– Students explore conventions of naturalism and non-naturalism, as well as utilising performance skills to create an engaging performance.
4. *Physical Theatre* – Students explore mime, movement and choreography as theatrical forms; they focus their skills on physicalizing character and develop a performance which explores the physically expressive elements of performance.



## **8EN English**

### **Course Description**

Students extend their reading, writing, speaking and listening skills and are expected to explore more challenging and unfamiliar works and ideas. Classwork is directed towards ensuring that students become both confident and competent in all aspects of English through a range of formal and informal activities. Students are expected to work effectively as individuals and co-operatively with others. A number of tasks are set and assessed but six main learning tasks are posted on Compass for parents to access.

### **Assessment Tasks**

1. *Response to Texts.* Students complete two written responses to the texts studied during the year. One will be a text response and the other a personal reflection response.
2. *Writing.* Students submit finished pieces of writing in different forms and styles.
3. *Speaking and Listening.* Students participate in group work, practising effective listening skills, and making presentations to small groups and the class. These presentations may take the form of presentations, dialogue, informative or persuasive pieces as well as slam poetry performances.
4. *Media Investigation (Semester 2 only).* This involves close analysis of a particular aspect of the media, such as magazines and advertisements. Students study and analyse content, structure and language, and produce their own version of an online magazine, including, but not limited to, blogs, vlogs and webpages.

## **8GE Geography: Landforms and Changing Nations**

### **Course Description**

Geography is studied for ONE semester only.

Students begin by studying landscapes and landforms both in Australia and globally. Students study the processes that results in these landscapes, including; erosion, deposition and plate tectonics. Students participate in a coastal fieldtrip and explore management strategies in place in both Port Phillip and Westernport Bay.

The second unit is the study of changing nations, with particular emphasis on the rise and effects of Urbanisation. Students investigate the reasons for growth of urban areas and how to manage a sustainable city for the future, including research of one of the world's megacities.

### **Assessment Tasks**

1. *Coursework.* Students complete a variety of tasks.
2. *Fieldwork.* Students will participate in fieldwork to investigate the range of landforms associated with coastal areas in close vicinity to Melbourne.
3. *Research project.* Students complete a group research report on Natural Disasters and one Megacity of the world.
4. *Topic Tests.* Students complete a test on each topic covered in the semester's work.



## ***8PD Personal Development***

### **Course Description**

This course covers drug education regarding tobacco, E cigarettes and alcohol, looking at effects on the body and strategies of harm minimization. The course continues with the learning about reproductive anatomy, Cyber Safety and body image. The course will extend the Year 7 work on study skills, goal setting, careers and respectful relationships.

### **Assessment Tasks**

1. Drug education booklet
2. Male anatomy test
3. Female anatomy test
4. Cyber Safety Learning task

## ***8HI History***

### **Course Description**

History is studied for ONE semester only. Year 8 History studies the period known as the Middle Ages in Europe and Asia through a focus on major events such as the Black Death and the Shogunate. Within these topics students look at the causes of change, forms of government, economic and social relationships, movements, religion and the nature of armed conflict.

Students present their work in a range of forms from posters and timelines to journals and reports – both oral and written, in groups or as individuals.

### **Assessment Tasks**

1. *Coursework.* Students are assessed on short exercises completed in class or for homework.
2. *Oral and Graphic Presentations.* Students complete a visual presentation and at least one oral presentation to the class.
3. *Written/Research Tasks.* Students complete two or three written pieces, one of which is a major research task.



## *Languages Other Than English*

Two Language courses are offered at Canterbury Girls' Secondary College: French and Japanese

### *8FR French*

#### Course Description

This course provides students with opportunities to understand and use French within the world of their experience. The focus is essentially interpersonal with topics such as food, school life, pastimes, places in a town/city, shopping and transport. Students learn about French customs associated with food and meals, the differences between Australian and French school life, places to visit and modes of transport in France.

#### Assessment Tasks

1. *Listening.* Students demonstrate comprehension of information heard in different contexts.
2. *Speaking.* Students participate in a role play or oral presentation, paying attention to pronunciation, intonation and phrasing.
3. *Reading.* Students demonstrate understanding of the main ideas read in a passage.
4. *Writing.* Students write simple linked sentences to convey information.

### *8JP Japanese*

#### Course Description

This course provides students with opportunities to understand and use Japanese within the world of teenage experience on topics related to events of general interest, those drawn from key learning areas, and from the media. Students will learn how to discuss time, transport, school subjects, sports & hobbies and Japanese festivals.

Students learn that the country they are studying is a nation with a culture and language that is different from Australia, and discover some of the reasons for these differences.

#### Assessment Tasks

1. *Listening.* Students demonstrate comprehension of information heard in different contexts.
2. *Speaking.* Students participate in oral presentations and conversation tasks.
3. *Reading.* Students identify the main ideas in a text and synthesise information.
4. *Writing.* Students demonstrate correct stroke order for hiragana, katakana and some kanji and use models to construct original texts on topics studied.



## **8MA Mathematics**

### **Course Description**

Students are engaged in activities from the areas of Statistics and Probability, Numbers and Algebra, Measurement and Geometry. The topics covered are Number Skills, Percentages, Ratios and Rates, Positive and Negative Numbers, Algebra, Linear Relationships, Angles and Location, Shapes and Objects, Measurements, Statistics and Probability. An up-to-date work book should be maintained. This should contain neatly arranged notes, worked examples and completed classwork. Regular homework is set and must be submitted on time. Students are required to sit for topic tests. The class activities require students to apply their skills to worded problems, and to use mathematics creatively in order to solve both unfamiliar and real-life problems. Students are required to complete written solutions to problems in accordance with teacher guidelines. This helps students to develop the ability to communicate using precise mathematical language. The use of technology, using calculators and on-line mathematical tasks, is integrated into the program.

### **Assessment Tasks**

The assessment for each unit of work is by means of class topic tests and on-line assessments.

## **8PE Physical Education**

### **Course Description**

Students work towards achieving practical and theoretical knowledge in a range of individual and team activities. In Semester 1, students participate in Athletics, Team Challenges, Ultimate Frisbee and a unit called 'This Girl Can' where students will participate in fitness tests and fitness activities including 'Jump Rope for Heart'. In Semester 2, practical units are completed in Orienteering, Cricket, Football Codes and Rhythmic Gymnastics. Students need to be able to demonstrate development of skills and understanding of the rules related to these activities. They also begin to recognise the role of teacher feedback and self-reflection.

### **Assessment Tasks**

#### **Semester 1**

1. *Overall Practical Participation – Term 1.* Students are assessed on their performance in all P.E. units by the teacher and by student/peer evaluations, and the completion of rubrics and skills check lists.
2. *Overall Practical Participation – Term 2.* Students are assessed on their performance in all P.E. units by the teacher and by student/peer evaluations, and the completion of rubrics and skills check lists.

#### **Semester 2**

1. *Overall Practical Participation – Term 3.* Students are assessed on their performance in all P.E. units by the teacher and by student/peer evaluations, and the completion of rubrics and skills check lists.
2. *Overall Practical Participation – Term 4.* Students are assessed on their performance in all P.E. units by the teacher and by student/peer evaluations, and the completion of rubrics and skills check lists.



## **8SC Science**

### **Course Description**

This course emphasizes the development of skills using practical experiments and exercises. Students learn how to design fair tests, write up reports of experiments, make predictions and interpret information. The topics covered allow all students to have an introduction to all chemical, physical and biological sciences.

### **Assessment Tasks**

1. *Cells*. Test, Practical Reports, Project
2. *Sound and Light*. Test, Practical Reports
3. *Geology*- Igneous, Sedimentary and Metamorphic Rocks. Test, Project, Practical Reports.  
Includes a robotics component.
4. *Chemistry*. Test, Practical Reports
5. *Systems – Living Connections*. Test, Practical Reports, Project
6. *Transferring and Transforming Energy*. Test, Practical Reports

## **8SP Sport Education**

### **Course Description**

Sport should be a positive experience in which students acquire skills and develop attitudes that can be applied to other areas of their daily lives. These include concentration, teamwork, striving for excellence, leadership, performing under pressure and respect for others.

Each term students will participate in a sport in which they develop fitness, skills and team strategies.

## **8TX Textiles**

### **Course Description**

Students investigate and prepare design proposals for a series of products, showing a range of ideas. Students, prior to construction, complete a number of skill processes. They describe the effectiveness of the finished products, evaluate the efficiency of the processes and suggest how they could be improved. They also investigate design processes, uses and applications for a range of products.

### **Assessment Tasks**

*Coursework Tasks:* Students will build knowledge and skills completing a variety construction processes relevant to producing;

1. *Crochet Production*. Students learn the fundamental skills of crochet and apply them to a product.
2. *Boxer Shorts Production*. Students will be introduced to the basic sewing techniques on the sewing machine through processes required for producing the shorts.
3. *Bag Production*. Students will develop skills in laying out a pattern and cutting out a bag. They will learn to interpret instructions and complete the construction processes involved in producing a bag.
4. *Garment Production*. Students will produce a garment of choice which builds on processes learnt throughout the course.



## ***8IM Instrumental Music***

This course is co-curricular and not part of the elective program. It is available to all students in the school.

### **Course Description**

This course provides students with the opportunity to gain skills on a musical instrument in order to perform both as a soloist and as a member of an ensemble. The course is performance based and all students are required to participate in at least one major ensemble. Students will study a range of musical styles and work towards establishing a good reading and aural skills set on which to further develop. External examinations may be offered where it is considered appropriate to students' musical development.

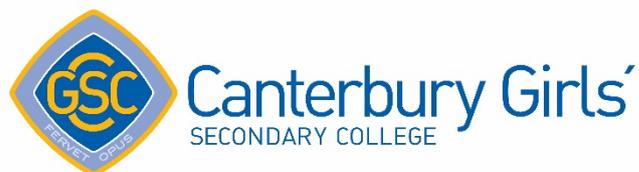
### **Assessment Tasks**

1. ***Technical Work:*** A range of appropriate technical work designed to enhance a student's ability to play with flexibility and fluency will be determined by the instrumental teacher.
2. ***Solo Performance.*** Students are required to prepare and present a program of solo works. Soirees, lunchtime concerts and in-class performances are available to students regularly throughout the year.
3. ***Sight Reading.*** Students will develop skills in unprepared performance which will support them in being able to perform more efficiently and at first sight with accuracy and fluency.
4. ***Aural Perception and Improvisation:*** Students will regularly work through a range of aural skills which may include improvisation and 'playing by ear' to support ear training.
5. ***General Knowledge.*** Students will develop an understanding and working knowledge of musical language as it applies to preparing for performance.
6. ***Ensemble Performance:*** All Instrumental Music students are required to participate in at least one Major ensemble.

Ensembles include: Wind Symphony, Concert Band, Training Band (beginners), Symphony Orchestra, Encore Strings, Cantabile Strings, Vivace Strings, Cantabella of Canterbury, SuperNovas and Guitar Ensemble.

Each of these groups rehearses weekly throughout the year and performs both at the College and at outside events.

Participation includes preparation of individual parts and regular attendance at all rehearsals and performances.



Canterbury Girls' Secondary College is committed to providing a broad education. This means providing opportunities for students to be exposed to areas of study beyond what they would usually select and beyond those that are designated as core, to developing their skills and talents, and to making choices about their own learning.

All handbooks can be accessed from our website under Student Learning.

<https://www.cgsc.vic.edu.au/student-learning/#CurriculumResources>



**Please Note:** All handbooks are accurate at the time of printing. Year 9 & 10 Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.