



## Learning from Home: Term 4 Weeks 2 and 3

**Key Learning Area: ENGLISH**

**Year Group: YEAR EIGHT**

**Student Name:** \_\_\_\_\_

**Please Circle Your Team:**

1	2	3	4	5	6	7	8	9
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<b>Work Overview and Instructions</b>  → Complete the set Reading tasks each day → Complete the six tasks over the course of the fortnight - you may like to complete one task per timetabled English lesson	<b>Learning Intentions</b>  → Students core reading and writing skills will be refined → Students' understanding of genre will be deepened → Students' creative writing skills will be refined
<b>Assessment Overview</b>  N/A	<b>Submission and Feedback Instructions</b>  All tasks are due on Monday of week four. Tasks can be submitted via: <ul style="list-style-type: none"><li>● Google Classroom - please submit during timetabled lessons if you are completing one task per scheduled lesson, or submit outside of these times prior to the due date</li><li>● Hard Copy - if you are unable to submit via Google Classroom, please return completed hard copy work to the Front Office prior to the due date</li></ul>

**Student Feedback:** \_\_\_\_\_

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2. Write a list of six important words from the information above.

3. Draw a quick sketch or source an image from the internet that could be used to support the information

3. Write a definition of 'Science Fiction' in your own words OR find a definition and copy it.

4. Set a three minute timer. Make a list of things you would expect to see in a science fiction film.

## TASK TWO

### THE SCIENCE FICTION GENRE





### 1. 3-2-1 Reflection Task

- List 3 things you notice about the films above
- List 2 things you wonder about the science fiction genre
- List the name of the film that is most appealing to you

### 2. Choose one of the above films. Answer the following questions in relation to that film. Be sure to answer in full sentences.

- What do you think happens in the film?
- Who do you imagine the key character to be? Use three adjectives to describe that character.
- Where do you imagine the film is mainly set? Use three adjectives to describe that setting.
- What film techniques do you imagine are most prominent in the film? (include at least three)

OPTIONAL EXTENSION: Why do you think those film techniques would have been used?

OPTIONAL EXTENSION: What do you imagine are the key themes in the film?

## TASK THREE

### THE SCIENCE FICTION GENRE

#### 1. Read the opening sections of the Science Fiction stories below. As you read, underline or highlight the interesting/important events.

##### Mars Evacuees by Sophia McDougall

When the polar ice advanced as far as Nottingham, my school was closed and I was evacuated to Mars.

Miss Clatworthy called me into her office to tell me about it. I'd had in the back of my mind she might be going to say the aliens had finally shot down my mother's spacefighter, so on the whole I took the actual news fairly well. And that's even though I knew Mars wasn't really ready for normal people to live on yet. They'd been terraforming it for years and years, but even after everything they'd squirted or sprayed or puffed at it and all the money they'd spent on toasting it gently like a gigantic scone, still you could only *sort of* breathe the air and *sort of* not get sunburned to death. So you can see that the fact that someone had decided I would be safer there than, say, Surrey, was not a sign that the war with the aliens was going fantastically well.

##### The Boy in the Tower by Polly Ho-Yen

When they first arrived, they came quietly and stealthily, as if they tiptoed silently into the world when we were all looking the other way.

##### All Summer in a Day by Ray Bradbury

"Ready?"

"Now ?"

"Soon."

"Do the scientists really know? Will it happen today, will it ?"

"Look, look; see for yourself!"

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water ...And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilisation and live out their lives.

##### The Last Dog by Katherine Paterson

Brock approached the customs gate. His fingers shook as he punched in his number on the inquiry board.



I guess I was one of the first people to see them. It's not something I'm proud of. When you know the kind of terrible destruction that just one clump of Bluchers can cause, you wouldn't want to have been there first either.

I think the reason I knew about them before most other people was because I used to spend a lot of my time sitting on my windowsill, looking down over the world. I could see everything from there: the miniature-looking roads, the roofs of the buildings, the tops of the trees. And then, of course, the Bluchers themselves and the devastation that followed in their path.

The view has changed so much now that sometimes I wonder if I just made up everything that came before. I have to make myself remember what I used to see: the shops and the bustle, the cars and the people, the red-brick walls of my school and the grey patch of the playground.

Some people say you shouldn't live in the past. But I can't stop putting things into two boxes in my head: Before and After. And it's much easier to think about the Before things.

Before, if there was a day when I didn't go into school because I was ill or Mum wasn't well, I used to sit on my windowsill and watch the other children coming out to play. Everyone would rush out of the tiny black door so fast that I wouldn't be able to tell one little coloured ant from another.

"This is highly irregular, Brock 095670038," the voice said. "What is your reason for external travel?"

Brock took a deep breath. "Scientific research," he replied. He didn't need to be told that his behavior was "irregular." He'd never heard of anyone doing research outside the dome—actual rather than virtual research.

"I—I've been cleared by my podmaster and the Research Team."

"Estimated time of return?"

"Uh, 1800 hours."

"Are you wearing the prescribed dry suit with helmet and gloves?"

"Affirmative."

"You should be equipped with seven hundred fifty milliliters of liquid and food tablets for one day travel."

"Affirmative." Brock patted the sides of the dry suit to be sure.

"Remember to drink sparingly. Water supply is limited." Brock nodded. He tried to lick his parched lips, but his whole mouth felt dry. "Is that understood? Turn on the universal locator, Brock 095670038, and proceed to gate."

## 2. Choose one of the above stories and complete the following based on that story.

**Making Predictions:** What do you think will happen in the rest of the story? Write a dot point list of the key events you imagine will follow on. You must list at least five events and be sure to include a climax.

## TASK FOUR

### CREATIVE WRITING

1. Re-read the beginning of the story you chose to focus on for Task Three. Have a look at the predictions you made.
2. Creative Writing: Set a thirty minute timer. Capture one of the key events you predicted, focusing on the use of interesting descriptive language and including elements of science fiction.

## TASK FIVE

### CREATIVE WRITING

1. Re-read the beginning of the story you chose to focus on for Task Three. Have another look at the predictions you made.
2. Creative Writing: Set a thirty minute timer. Capture another one of the key events you predicted, focusing on the use of interesting descriptive language and including elements of science fiction.

## TASK SIX

### FROM PAGE TO SCREEN

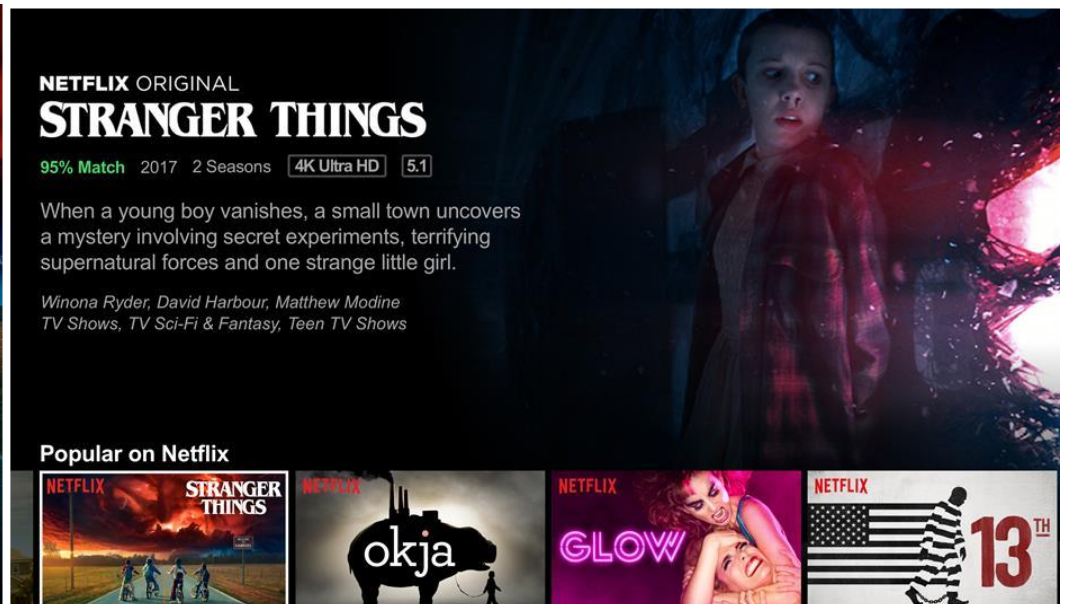
Imagine that the story you have created for Task Three, and continued to develop for Task Four and Task Five, is being transformed into a film. Complete one of the following tasks.

Note: The tasks range from most simple to most complex

- Create a poster to promote the film (see the example below)
- Create a Netflix landing page promoting the film (see the example below)
- Create a film trailer to promote the film
- Write the script for the opening scene of the film



\*Poster



\*Landing page - include key information (title, rating etc), a blurb and images



## Learning from Home: Term 4 Weeks 2 and 3

**Key Learning Area: LITERACY**

**Year Group: YEAR EIGHT**

**Student Name:** \_\_\_\_\_

**Please Circle Your Team:**

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<b>Work Overview and Instructions</b>  → Complete the tasks on the following pages	<b>Learning Intentions</b>  → Students core literacy skills will be refined
<b>Assessment Overview</b>  N/A	<b>Submission and Feedback Instructions</b>  All tasks are due on Monday of week four. Tasks can be submitted via: <ul style="list-style-type: none"><li>• Google Classroom - please submit during timetabled lessons if you are completing one task per scheduled lesson, or submit outside of these times prior to the due date</li><li>• Hard Copy - if you are unable to submit via Google Classroom, please return completed hard copy work to the Front Office prior to the due date</li></ul>

**Student Feedback:** \_\_\_\_\_

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# YEAR EIGHT LITERACY

## 1. Reading

Read for a minimum of fifteen minutes (a novel is preferable, but it is okay to read another type of print text that you have access to).

Remember to join the Library Google Classroom if you need something new to read: [unu7pgw](#)

## 2. Punctuation

Complete the following sentence table based on the section of the text you have just read.

Type of Punctuation Mark I Noticed:	Purpose of the Punctuation:	Example from the Text:

\*Write the type of punctuation you noticed when reading

\*State the purpose of the punctuation

\*Give a quote from the text

EXTENSION: Rather than stating the purpose of the punctuation in the middle column, discuss the effect.

## 3. Vocabulary

- Make a list of the engaging/interesting/unfamiliar words in the section of the text you have just read. Include at least five words.
- Choose your three favourite words from the list. Use the words in a sentence of your own - focus on using descriptive language to create a strong image in the reader's mind.



1	2	3	4	5	6	7	8	9
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## Lesson 1

Week 2

Topic: Volume

EQ: Volume Milestone

### Resources

Use your summary sheet to help complete the Volume milestone during this period.

The milestone will be set as a task on MathsOnline, and a copy of the questions can be found below.

You may complete it using MathsOnline or complete it on paper and upload a photo to google classroom.

It is recommended that you complete the questions on paper before using your answers to complete the task on MathsOnline.

You may use a calculator.

Summary:



Q1

What is the most appropriate unit of volume for a large dam?

☐ mm<sup>3</sup>      ☐ m<sup>3</sup>      ☐ cm<sup>3</sup>

Q2

What is the most appropriate unit of capacity for a bucket?

☐ L      ☐ mL      ☐ kL

Q3

Complete the conversion.

$$2 \text{ m}^3 = \boxed{\phantom{000}} \text{ cm}^3$$

Q4

Complete the conversion.

$$14\,000\,000 \text{ cm}^3 = \boxed{\phantom{000}} \text{ m}^3$$

Q5

Complete the conversion.

$$2 \text{ L} = \boxed{\phantom{000}} \text{ mL}$$

Q6

Complete the conversion.

$$3250 \text{ mL} = \boxed{\phantom{000}} \text{ L}$$

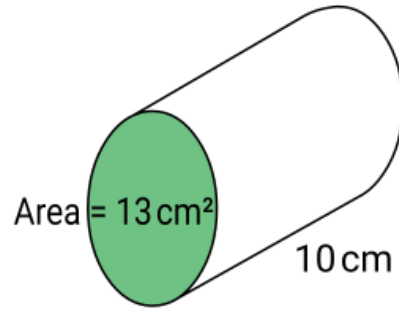
Q7

Complete the conversion.

$$500 \text{ mL} = \boxed{\phantom{000}} \text{ cm}^3$$

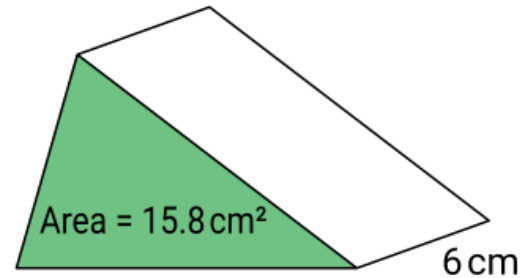
Q8

Find the volume.  cm<sup>3</sup>



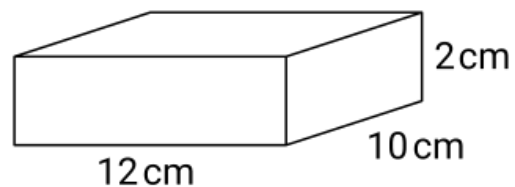
Q9

Find the volume.  cm<sup>3</sup>



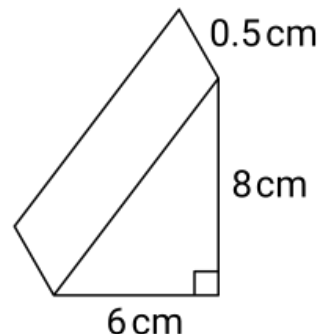
Q10

Volume =  cm<sup>3</sup>

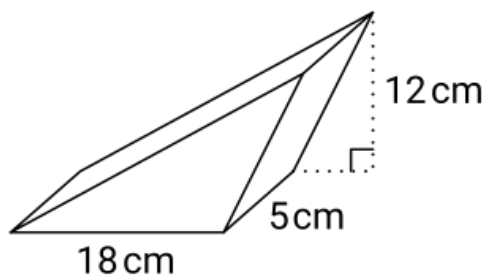


Q11

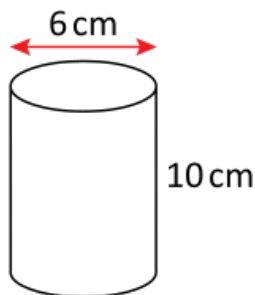
Volume =  cm<sup>3</sup>



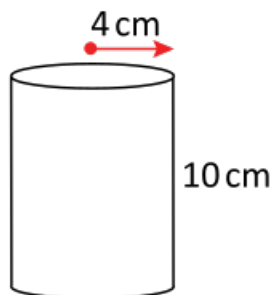
Q12

Volume =  cm<sup>3</sup>

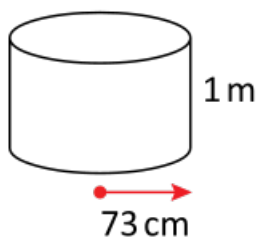
Q13

Volume =  cm<sup>3</sup> (1 d.p.)

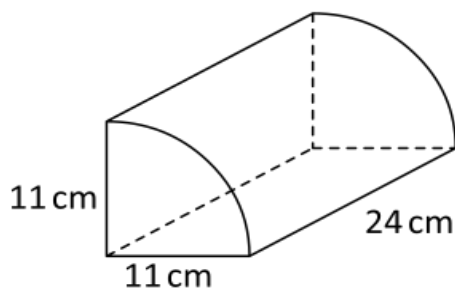
Q14

Volume =  cm<sup>3</sup> (1 d.p.)

Q15

Volume =  m<sup>3</sup> (1 d.p.)

Q16

Volume =  cm<sup>3</sup> (1 d.p.)

Q17

What is the capacity of a fish tank that has a volume of 0.18 m<sup>3</sup>?

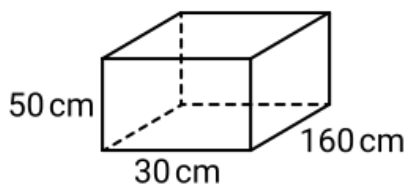
 L

Q18

What is the capacity of a container that has a volume of 700 cm<sup>3</sup>?

 L

Q19



Find the volume of this fish tank in cm<sup>3</sup>.

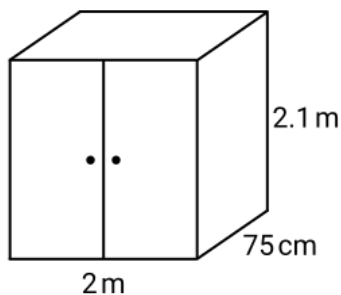
Volume =  cm<sup>3</sup>

What is its capacity in litres?

Capacity =  L

Q20

Find the volume of the cupboard shown.

Volume =  m<sup>3</sup>

## Lesson 2

Week 2

Topic: Probability

EQ: How do I construct and Interpret Venn Diagrams?

### Resources

### MathsOnline

Lesson 4997

Venn Diagrams

### Youtube:

<https://youtu.be/1fjMECHyGis>

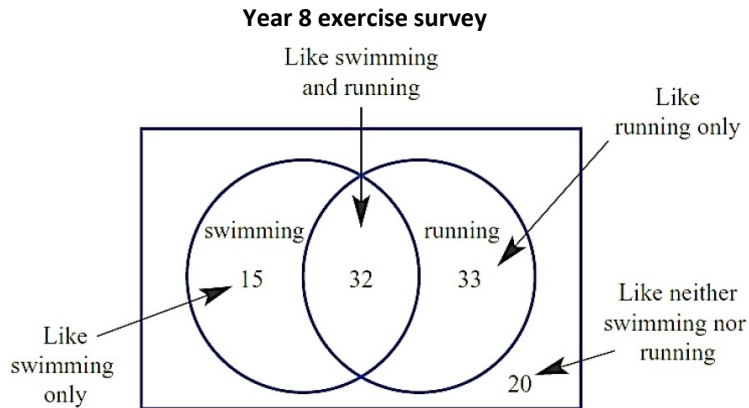
### Textbook

New Century 8  
Chapter 9  
Exercise 9-03

Venn diagrams use overlapping circles to group items into categories.

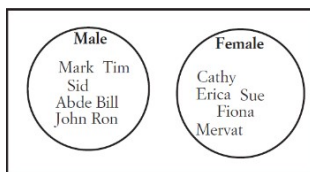
The rectangle represents the whole group, while the numbers in each circle represent the size of each category.

Numbers in overlapping sections represent items which are in both groups.

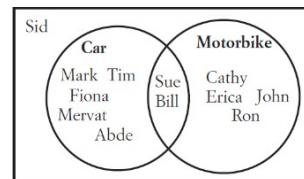


Groups are called **mutually exclusive** if their circles in a Venn diagram have no overlaps. This means no members of the group fit into both categories at the same time.

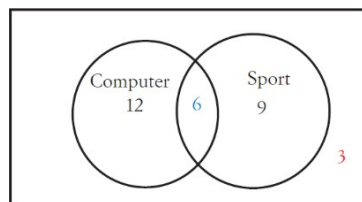
#### Mutually Exclusive



#### Not Mutually Exclusive



**Examples:** A class of students were surveyed on how they relaxed after school. The results were placed into the following Venn diagram.



**1) How many students were surveyed?**

Add all the numbers inside the rectangle

$$12 + 6 + 9 + 3 = 30$$

**2) How many liked sport?**

Add all the numbers inside the sport circle

$$6 + 9 = 15$$

**3) How many students liked sport, but not computers?**

Only use the number in the sport circle alone

$$9$$

**4) How many like computers and sport?**

Use the number in the overlapping section

$$6$$

**5) How many liked computers or sport, but not both?**

Don't use the number in the centre

$$12 + 9 = 21$$

**6) How many liked neither?**

Use the number outside all the circles

$$3$$



Complete the following exercises:

- 1 A group of students were asked whether they liked Maths or Science at school. The Venn diagram shows the results of this survey.

How many students:

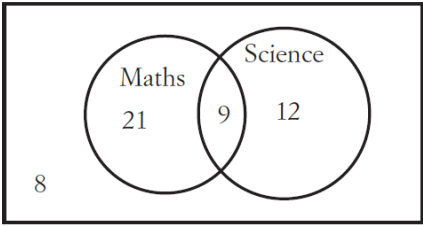
- a were surveyed?

c liked Maths or Science?

e did not like either subject?
- b liked Maths but not Science?

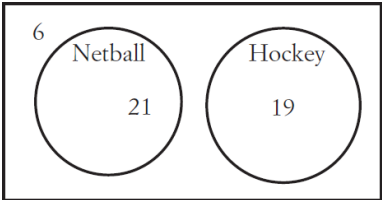
d liked Maths or Science but not both?

f liked Maths and Science?



- 2 The Venn diagram below shows the sports played by a number of female students.

- a Are netball and hockey mutually exclusive or not?
- b How many students play neither netball nor hockey?
- c How many students play netball or hockey?
- d Find the total number of students surveyed.
- e How many students play netball and hockey?

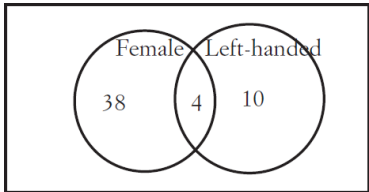


- 3 This Venn diagram compares the categories Female and Left-handed.

- a Is Female and Left-handed mutually exclusive or not?
- b Find the total number of people represented in the diagram.
- c How many left-handed females are there?
- d What is the decimal probability (correct to 3 decimal places) that a person randomly chosen from this group is:
- i female?

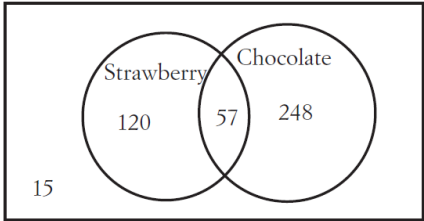
iii female or left-handed?
- ii female but not left-handed?

iv a left-handed male?
- e Describe the type of person that would be represented outside the two circles on the Venn diagram.



- 4 A survey was carried out by an ice-cream shop to decide whether chocolate or strawberry was the more popular flavour.

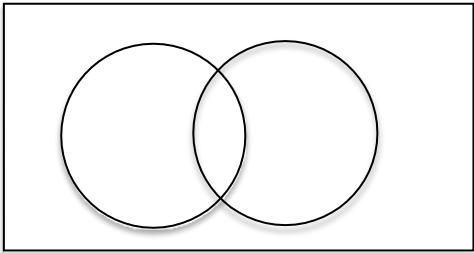
- a How many people were surveyed?
- b How many people liked strawberry or chocolate but not both?
- c How many people liked neither strawberry nor chocolate?



- 5 The Tourism Council surveyed 130 people to find whether they preferred New South Wales or Queensland as a holiday destination.

NSW	44
Queensland	66
NSW and Queensland	20

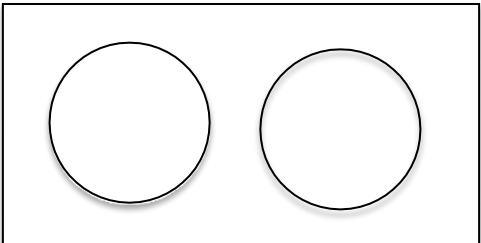
- a Construct a Venn diagram to represent the results.



- 6 a Draw a Venn diagram representing the eye colours of this group of students.

Blue eyes	32
Brown eyes	38
Neither blue nor brown eyes	10

- b Are these groups mutually exclusive or not? Why?
- c How many students are in the group?
- d How many students have blue or brown eyes?
- e How many students have blue and brown eyes?



## Lesson 3

Week 2

Topic: Probability

EQ: How do I construct and Interpret Two Way Tables Diagrams?

### Resources

### MathsOnline

Lesson 4998

Two-Way Tables

### Youtube:

<https://youtu.be/U785Y-QI-K8>

### Textbook

New Century 8

Chapter 9

Exercise 9-04

A two way table is another way of grouping items into overlapping categories. It can be used when there are too many overlaps for Venn Diagrams to be easily used.

	Preferred pet	
	Dog	Cat
Boys	12	4
Girls	11	15

**Example 1:** A class of students were asked which pets they own. The results are shown in the table above.

**1) How many students were surveyed?**

Add all the numbers

$$12 + 4 + 11 + 15 = 42$$

**2) How many owned a dog?**

Add both the numbers under the dog column

$$12 + 11 = 23$$

**3) How many boys own a dog?**

Use the number in the boys row and under the dog column

$$12$$

**4) How many students own a cat or are a girl?**

Or means we need to use all the cells that work.

(girl with cat) or (girl with dog) or (boy with cat)

$$15 + 11 + 4 = 30$$

**5) If a boy is chosen at random, what is the probability that he owns a dog?**

We are only choosing from the boys, so out of  $12 + 4 = 16$

Of these boys, 12 own dogs

$$PP(\text{oooooooo aa ddoood}) = \frac{12}{16}$$

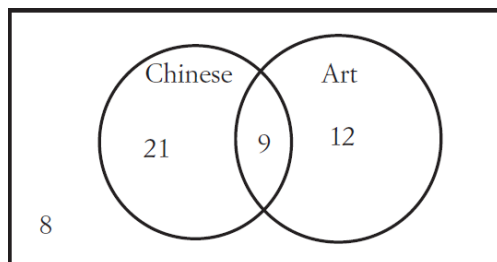
**6) If a student is chosen at random, what is the probability that they are a girl who owns a cat?**

Total number of students = 42

Girls who own cats = 15

$$PP(\text{ddoooooooo oohoo ooooooooo aa ccaacc}) = \frac{15}{42} = \frac{5}{14}$$

**Example 2:** A group of 50 students were grouped in a Venn Diagram according to whether they took Chinese or Art as an elective. Represent this information in a Two-Way Table



	Chinese	Not Chinese	
Art			
Not Art			

**Step 1:** Write the categories in the first row and first column of the table.

**Step 2:** Write the complements in the second row and column.

**Step 3:** Match each part of the Venn Diagram with the matching cell in the two way table. (You don't need to change any of the numbers)

**Step 4:** Complete the table by finding the total of each row and column

	Chinese	Not Chinese	
Art	9	12	21
Not Art	21	8	29
	20	30	50

Summary:

Complete the following exercises:

1 A primary school class was surveyed on whether its students could swim.

- a How many students are in the class?
- b How many students are boys or cannot swim?
- c How many students are boys and cannot swim?
- d What is the probability that a student randomly selected from this class is a girl?
- e What is the probability that a student selected at random is:
  - i a non-swimmer?
  - ii a girl who can swim?

	Can swim	Cannot swim
Boys	13	2
Girls	9	3

2 The players of a soccer club were divided into groups according to their age and weight.

- a How many players does the club have?
- b How many players are juniors or light?
- c How many players are juniors or light but not both?
- d What is the probability that a player selected at random is:
  - i a senior?
  - ii a junior and heavy?
  - iii is a senior or light?

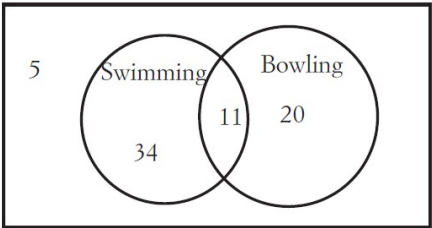
	Heavy	Light
Junior	64	96
Senior	144	32

3 This incomplete table describes the audience watching a movie at a cinema.

- a Copy and complete the table.
- b How many males were in the audience?
- c How many under 18 females were there?
- d If a person is selected at random from the audience, what is the probability that the person:
  - i is male and over 18?
  - ii is male or over 18?
  - iii is male or over 18 but not both?
  - iv is over 18?

	Under 18	Over 18	
Female		142	198
Male	45		
			344

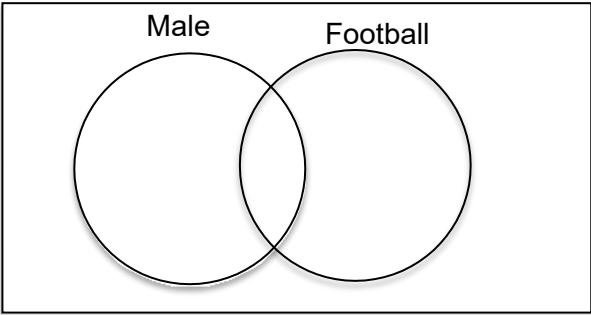
4 The Venn diagram below shows the number of students who participate in swimming or bowling regularly. Copy and complete the two-way table for this data.



	Swimming	Not swimming	
Bowling			
Not bowling			

5 Represent the information in the following two way table in a Venn Diagram

	Football	No football
Male	85	27
Female	36	92





## Lesson 4

<b>Week 3</b>	<b>Topic: Probability</b>
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**EQ: How do I solve probability problems?**

### Resources

#### **MathsOnline**

Lesson 4994  
Probability Review

#### **Youtube:**

<https://youtu.be/vGcmjINp1x8>

#### **Textbook**

New Century 8  
Chapter 9  
Exercise 9-05

#### **Terms used in Probability:**

**At Least** – that number or larger. **eg:** rolling at least a 4 means rolling 4, 5, or 6

**At Most** - that number or smaller. **eg:** rolling at most a 4 means rolling 1, 2, 3, or 4

**Or** - Can satisfy either conditions, but not necessarily both **eg:** rolling a number that is odd **or** above 4 means you rolling 1, 3, 5, 6

**And** – Must be both at the same time **eg:** rolling a number that is odd **and** above 4 means rolling a 5

**Or both not both** – Can satisfy either condition, but not both at the same time **eg:** rolling a number that is odd **or** above 4 but **not both** means rolling 1, 3, 6

**Not** – The complement – Everything that doesn't satisfy the condition. **eg:** rolling a number that is not a 5 means rolling a 1, 2, 3, 4, or 6

Summary:

### **Complete the following exercises:**

1. There were 28 students at the SRC conference: 17 were born in Australia, 3 in Italy, 4 in Vietnam, 1 in Japan and 3 in Sweden. One student was chosen at random. Find the probability the student was:

- a) born in Australia                      b) born in Italy or Sweden                      c) Not born in Japan

2. The letters of the word SUCCESS are written on cards. A card is selected at random and the letter noted.

- a) List the sample space                      b) Is each letter equally likely? Explain
- c) Find the probability that the letter chosen:
- i) is an S                      ii) is a vowel                      iii) is not a C                      iv) is also a letter in FAIL

3. Alex selects on sock at random from a bag containing two black, two blue and two red socks.

- a) List the sample space
- b) Find the probability that Alex selects:
- i) a blue sock                      ii) a black sock                      iii) a pink sock
- c) What is the complementary event to choosing a red sock? What is the probability of this event?

4. A spinner is evenly divided into 5 sections numbered 1, 2, 3, 4, and 5. For one spin, find the probability that it lands on:

- a) 2                      b) an even number                      c) a number less than 5                      d) a number at most 5

5. One ball is selected at random from a barrel of balls numbered 1 to 100. Find the probability that the number shown on the ball is:

- a) 12                      b) greater than 40                      c) even                      d) at most 85

Lesson 5	
Week 3	Topic: Probability
Create a Summary Sheet for Probability	
<b>Textbook</b> New Century 8 Chapter Exercise 9-01 to 9-05	Use your notes or other resources to add <b>worked examples</b> to each box.

Probability Terms and Problems	Complementary Events
Venn Diagrams	Mutually Exclusive Venn Diagrams
Two Way Tables	Convert Venn Diagrams to Two way Tables

## Lesson 6

Week 3

Topic: Probability

EQ: Probability Milestone

### Resources

Use your summary sheet to help complete the Probability milestone during this period

The milestone will be set as a task on MathsOnline, and a copy of the questions can be found below.

You may complete it using MathsOnline or complete it on paper and upload a photo to google classroom.

It is recommended that you complete the questions on paper before using your answers to complete the task on MathsOnline.

You may use a calculator.

Summary:

Q1

The probability of rain tomorrow is  $\frac{3}{5}$ .  
What is the probability that it does not rain tomorrow?

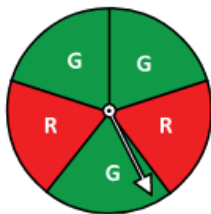

Q2

A class has 12 boys and 16 girls. One student is chosen at random. What is the probability that it is a girl?


Q3

This spinner is spun once.



Find the probability that the spinner lands on green.


Find the probability that the spinner lands on red.


Find the probability that the spinner does not land on red.

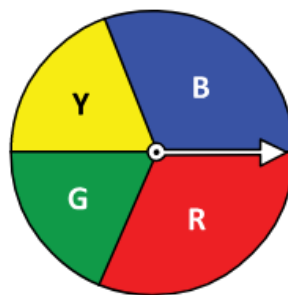

Q4

A normal six sided dice is rolled. Find the probability that it lands on 5 or 6.


Q5

This spinner is spun once.



Is each outcome equally likely?

☐ Yes ☐ No

Q6

A fair die is rolled.

Find the probability of throwing a six.


Find the probability of throwing a number that is not 6.

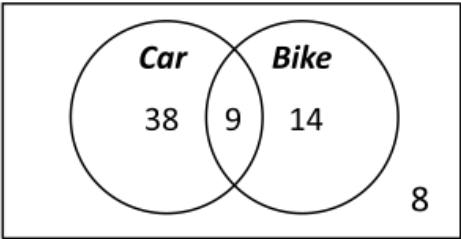

Q7

The probability that the Panthers beat the Tigers is 75.3%. What is the probability that the Panthers do not beat the tigers?

 %

Q8

Residents in an apartment block were asked if they owned a car or a bike.



How many car owners did not own a bike?

How many residents owned neither a car nor a bike?

What percentage of the residents owned a bike?

% (1 d.p.)

Q9

This shows what the Year 8 students play for school sport.



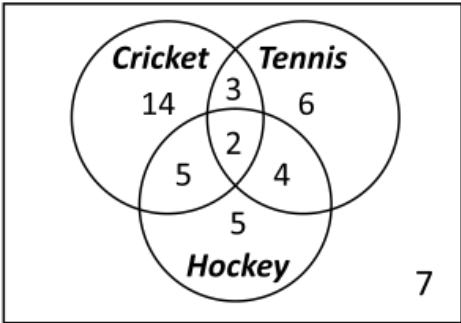
How many students play tennis?

How many students play both golf and tennis?

How many students play either golf or tennis?

Q10

Students in Mr Cummins' classes were asked which summer sports they play.



How many students were surveyed?

How many students play cricket?

What percentage of students who play cricket also play tennis and hockey?  % (1 d.p.)

Q11

Year 8 students were given a choice to study Art or Design.

	Art	Design	Total
Boys	24	41	65
Girls	15	43	58
Total	39	84	123

How many students are in Year 8?

How many girls are taking Art?

Q12

The English students at a college were given a reading test and a writing test. They had to pass both tests to graduate.

	Pass Reading	Fail Reading	Total
Pass Writing	113	2	115
Fail Writing	17	18	35
Total	130	20	150

How many students passed both tests?

How many students passed the writing test but failed the reading test?

Q13

30 students are in a class. 17 own a bike, 9 own both a bike and scooter and 6 own neither. Complete the table.

	Bike	No bike	Total
Scooter	9	<input type="text"/>	<input type="text"/>
No scooter	<input type="text"/>	6	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>	30

How many own a scooter?

What percentage of bike owners also own a scooter?  % (1 d.p.)

Q14

A raffle contains 20 red tickets numbered 1 to 20 and 20 yellow tickets numbered 1 to 20.

Find the probability of choosing a ticket that is red and a multiple of 5.



Find the probability of choosing a ticket that is red OR has the number 10 or more.



Q15

Ten cards are numbered from 1 to 10. A card is picked at random.

Find the probability that the number on the card is either 9 or 10.



Find the probability that the number on the card is less than 9.



# ANSWERS

## Lesson 2 – Venn Diagrams

Question 1:

- a) 50      b) 21      c) 42      d) 33      e) 8      f) 9

Question 2:

- a) YYY<sup>oo</sup>      b) 6      c) 40      d) 46      e) 0

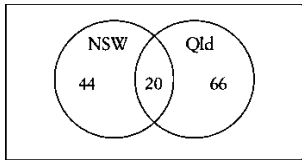
Question 3:

- a) NN<sup>oo</sup>      b) 52      c) 4      d) i) 0.808      ii) 0.731      iii) 1      iv) 0.192      e) RRgdd<sup>hcc</sup> HHaaoddYYdd MMaaggYY

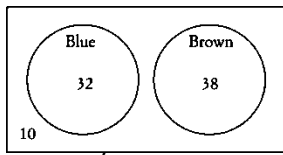
Question 4:

- a) 440      b) 308      c) 15

Question 5:



Question 6:



- a) 10      c) 80      d) 70      e) 0

## Lesson 3 – Two Way Tables

Question 1:

- a) 27      b) 18      c) 2      d)  $\frac{12}{27}$       e) i)  $\frac{5}{27}$       ii)  $\frac{1}{3}$

Question 2:

- a) 336      b) 192      c) 96      d) i) 11/21      ii)  $\frac{4}{21}$       iii)  $\frac{17}{21}$

Question 3:

- b) 146      c) 56      d) i)  $\frac{101}{344}$       ii)  $\frac{36}{43}$       iii)  $\frac{187}{344}$       iv)  $\frac{243}{3444}$

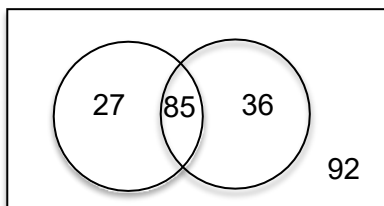
Question 4:

- a) 440      b) 308      c) 15

Question 5:

	Swimming	Not swimming	
Bowling	11	20	31
Not bowling	34	5	39
	45	25	70

Question 6:



## Lesson 4 – Probability Problems

Question 1:

- a) 17/28      b)  $\frac{3}{14}$       c)  $\frac{27}{28}$

Question 2:

- a) {U,E,C,S}      b) No, some letters appear more than once      c) i)  $\frac{3}{7}$       ii)  $\frac{2}{7}$       iii)  $\frac{5}{7}$       iv) 0

Question 3:

- a) {black, red, blue}      b) i)  $\frac{1}{3}$       ii)  $\frac{1}{3}$       iii) 0      c) Choosing black or blue,  $\frac{2}{3}$

Question 4:

- a)  $\frac{1}{5}$       b)  $\frac{2}{5}$       c)  $\frac{4}{5}$       d) 1

Question 5:

- a)  $\frac{1}{100}$       b)  $\frac{3}{5}$       c)  $\frac{1}{2}$       d)  $\frac{17}{20}$



Learning from Home  
Term 4 Week 3 & 4

**Key Learning Area: French**

**Year Group: Yr 8**

**Student Name:** \_\_\_\_\_

**Please Circle Your Team:**

1	2	3	4	5	6	7	8	9
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<p><b>Work Overview and Instructions</b></p> <ol style="list-style-type: none"><li>1. Verbs Être &amp; Avoir</li><li>2. Verbs Être &amp; Avoir Worksheet</li><li>3. French verbs (avoir; être) en chanson (by singing). Link below:  <a href="https://www.youtube.com/watch?v=-1RvCib-0Zg">https://www.youtube.com/watch?v=-1RvCib-0Zg</a></li></ol>	<p><b>Learning Intentions</b></p> <ol style="list-style-type: none"><li>1. To learn verbs Être &amp; Avoir off by heart by copying them into your book and practise saying them aloud. Get a family member/friend to test you.</li><li>2. To consolidate what you have learnt about the verbs Être &amp; Avoir by completing the worksheet and pasting into your book.</li><li>3. Practice singing the verbs Être &amp; Avoir to the 'Pink Panther' and 'When the Saints Go Marching', to practise how to conjugate the verbs (if you have access to a computer).</li></ol>
<p><b>Assessment Overview</b></p> <p><b>Self Assessment</b> Être and Avoir are two of the most important and most common French verbs. When learning French from a beginner it is so important to learn to conjugate Être &amp; Avoir as it forms the basis for a lot of French Grammar.</p>	<p><b>Feedback Instructions</b></p> <ul style="list-style-type: none"><li>• Read instructions carefully before completing tasks</li><li>• You may choose to return your work to school, with your name on this cover sheet, or upload images of your work to Google Classroom if you are able to do so.</li></ul>

**Student Feedback**

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## S3 French - Être & Avoir



Two very important **irregular verbs** in French are:

**Être = To be**

**Avoir = To have**

**It is essential that you know these verbs off by heart as quickly as possible.**

<b>Être</b>	<b>To be</b>
Je suis	I am
Tu es	You are (s)
Il/elle/on est	He/she/it is
Nous sommes	We are
Vous êtes	You are (pl)
Ils sont	They are

<b>Avoir</b>	<b>To have</b>
J'ai	I have
Tu as	You have (s)
Il/elle/on a	He/she/it has
Nous avons	We have
Vous avez	You have (pl)
Ils ont	They have

### Examples

Je suis écossais = I am Scottish

Nous sommes intelligents = We are intelligent

Ils sont assez bavardes = They are quite chatty

nom \_\_\_\_\_

**CHOOSING “avoir” OR “être” Write the correct form of the appropriate verb.**

<b>je suis</b>	<b>tu es</b>	<b>il est</b>	<b>elle est</b>	<b>nous sommes</b>	<b>vous êtes</b>	<b>ils sont</b>	<b>elles sont</b>
<b>j’ai</b>	<b>tu as</b>	<b>il a</b>	<b>elle a</b>	<b>nous avons</b>	<b>vous avez</b>	<b>ils ont</b>	<b>elles ont</b>

1. Ils \_\_\_\_\_ belges.
2. Tu \_\_\_\_\_ fâchée?
3. Moi, je n’\_\_\_\_\_ pas faim.
4. Mon cousin \_\_\_\_\_ douze ans.
5. Pourquoi est-ce que vous \_\_\_\_\_ ici?
6. Est-ce qu’ils \_\_\_\_\_ dans la piscine?
7. Nous \_\_\_\_\_ faim.
8. Marie \_\_\_\_\_ très intéressante.
9. Tu \_\_\_\_\_ de Paris?
10. Paul et moi \_\_\_\_\_ travailleurs.
11. Mes oncles \_\_\_\_\_ des crayons.
12. Elle \_\_\_\_\_ brave.
13. Est-ce que tu \_\_\_\_\_ devant la chaise?
14. Il \_\_\_\_\_ deux heures moins le quart.
15. Elle \_\_\_\_\_ froid.
16. Elles ne \_\_\_\_\_ pas tristes.
17. \_\_\_\_\_ – tu soif ?
18. Quelle heure \_\_\_\_\_ – il ?
19. Le garçon n’\_\_\_\_\_ pas de cahiers.
20. Mon frère \_\_\_\_\_ grand.
21. Il \_\_\_\_\_ minuit.
22. Moi, je \_\_\_\_\_ honnête.

answer key

1. Ils sont belges.
2. Tu es fâchée?
3. Moi, je n'ai pas faim.
4. Mon cousin a douze ans.
5. Pourquoi est-ce que vous êtes ici?
6. Est-ce qu'ils sont dans la piscine?
7. Nous avons faim.
8. Marie est très intéressante.
9. Tu es de Paris?
10. Paul et moi sommes travailleurs.
11. Mes oncles ont des crayons.
12. Elle est brave.
13. Est-ce que tu es devant la chaise?
14. Il est deux heures moins le quart.
15. Elle a froid.
16. Elles ne sont pas tristes.
17. As – tu soif ?
18. Quelle heure est – il ?
19. Le garçon n'a pas de cahiers.
20. Mon frère est grand.
21. Il est minuit.
22. Moi, je suis honnête.



**Learning from Home**

**Term 4 Weeks 2 and 3**

**Key Learning Area: LOTE - Japanese**

**Year Group: 8**

**Student Name:** \_\_\_\_\_

**Please Circle Your Team:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
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<p><b>Work Overview and Instructions</b></p> <p>(i) Birth signs: What is your birth sign and what does it mean?</p> <p>(ii) Animals: learning the words for the 12 animals that make up the Japanese zodiac.</p> <p>(iii) Combining the animal with どれ (doshi) to express birth signs in Japanese</p> <p>(iv) Optional: make flashcards for each of the animals represented in the zodiac.</p>	<p><b>Learning Intentions</b></p> <p>(i) To familiarise ourselves with the Chinese/Japanese zodiac, which is not like our own.</p> <p>(ii) Reading &amp; writing: To learn the Japanese for the 12 animals represented in the zodiac.</p> <p>(iii) Reading &amp; writing: To express what our birth sign is and that of others; to revise numbers and expressing age.</p> <p>(iv) Speaking: to practise verbally recalling vocabulary</p>
<p><b>Assessment Overview</b> <i>(If required)</i></p> <p><b>Self assessment:</b></p> <p>Create your own vocab list for the 12 animals and aim to say, read and write each in Japanese, without looking at the English.</p>	<p><b>Feedback Instructions</b></p> <p>You may choose to return your work to school, with your name on this cover sheet, or upload images of your work to Google Classroom if you are able to do so.</p>

**Student Feedback**

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## Term 4 Weeks 2 – 3: What birth sign are you?

なにどしですか。 (nani doshi desu ka.)

### Note:

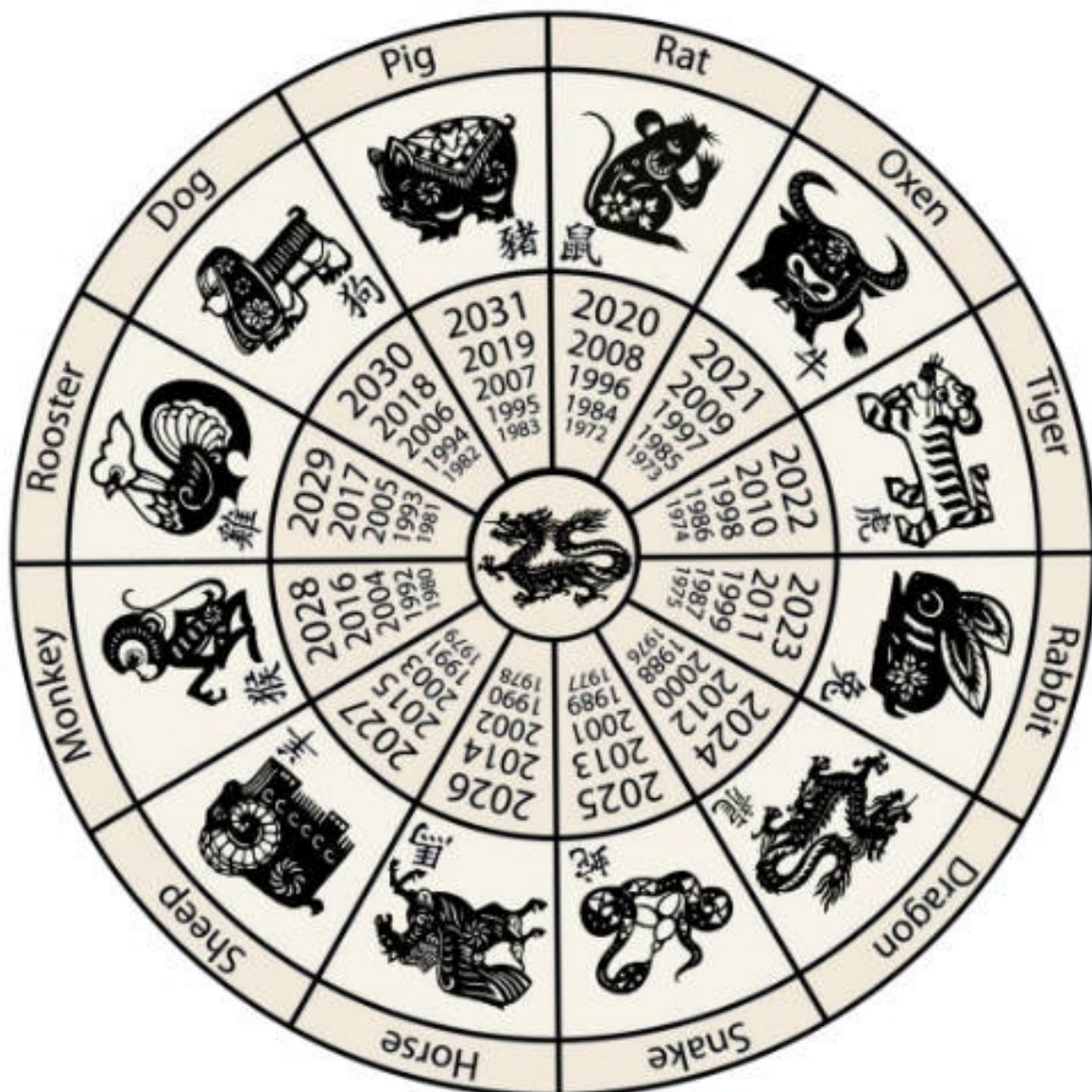
- Birth signs are NOT the same as star signs; Japanese (and Chinese) people don't recognise what time of year you are born, but what year you are born in.
- Each animal is symbolic of certain traits and none are considered better than others.

### Week 2: Birth Signs

- Work out what birth sign you are.
- Google: "birth sign [type your animal sign] meaning" (eg: "birth sign rooster meaning").
- Jot down some of the traits of your birth sign (dot points are fine).
- Work out the birth signs of the people in your household.
- Jot down the traits of their birth signs (dot points are fine).
- Share with your household members your own birth sign and what it means.
- Share with your household members their birth sign and the traits of those birth signs.
- Lastly, do you agree with the meaning of your own birth sign?

If so, **give examples** of how you think your birth sign represents you well.

If not, explain, **giving examples**.



Week 3 a) Animals → Birthsigns

By adding どし (doshi) to the word for the animal, it makes it the birth sign.

Birthsigns...starting 2021	Romaji → hiragana	Copy the hiragana here	Add どし to the animal
	ushi うし		watashi wa ushidoshi desu. (My birthsign is the ox) わたしは _____ _____ です。
	nezumi ねずみ		watashi wa nezumidoshi desu. わたしは _____ _____ です。
	inoshishi いのしし		watashi wa inoshishidoshi desu. わたしは _____ _____ です。
	inu いぬ		watashi wa inudoshi desu. わたしは _____ _____ です。
	tori とり		watashi wa toridoshi desu. わたしは _____ _____ です。
	saru さる		watashi wa sarudoshi desu. わたしは _____ _____ です。
	hitsuju ひつじ		watashi wa hitsujidoshi desu. わたしは _____ _____ です。
	uma うま		watashi wa umadoshi desu. わたしは _____ _____ です。
	hebi へび		watashi wa hebidoshi desu. わたしは _____ _____ です。
	tatsu たつ		watashi wa tatsudoshi desu. わたしは _____ _____ です。
	usagi うさぎ		watashi wa usagidoshi desu. わたしは _____ _____ です。
	tora とら		watashi wa toradoshi desu. わたしは _____ _____ です。

**Week 3 b)** In the first column, each of the speakers is:

- giving their name;
- expressing “pleased to meet you” (どうぞよろしく);
- giving their age;
- giving their birthsign.

- (i) Fill in the chart in **ENGLISH** (not romaji - not hiragana in our alphabet); the first has been done for you.  
(ii) For 9 - 12, write four personal introductions all **in Japanese**, based on the information given in English.

Personal Introduction	Person's Name	Age	Birthsign
1. わたしはゆうこです。どうぞよろしく。 わたしは十五さいです。とらどしです。	Yuuko	15	tiger
2. わたしははなこです。どうぞよろしく。 わたしは十六さいです。いぬどしです。			
3. わたしはひろです。どうぞよろしく。 わたしは十一さいです。とりどしです。			
4. わたしはりんです。どうぞよろしく。 わたしは二十九さいです。たつどしです。			
5. わたしはめいです。どうぞよろしく。 わたしは三十さいです。いのししどしです。			
6. わたしははるとです。どうぞよろしく。 わたしは四十二さいです。ねずみどしです。			
7. わたしはひまりです。どうぞよろしく。 わたしは七さいです。へびどしです。			
8. わたしはやまとです。どうぞよろしく。 わたしは十八さいです。ひつじどしです。			
9.	Atsuki	11	horse
10.	Aoi	43	ox
11.	Sakura	8	rabbit
12.	Ren	99	monkey



**Learning from Home**

**Term 4 Week 2 and 3**

**Key Learning Area: HSIE - Geography**

**Year Group: 8**

**Student Name:** \_\_\_\_\_

**Please Circle Your Team:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
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**Work Overview and Instructions**

- Attached is the work pack for HSIE for term 4 weeks 2 and 3
- Instructions are clearly identified in the slides provided. There is also an overview video and other instructional videos
- All of this week's work can be completed on Google Classroom OR on paper/this booklet and returned to the office for marking

**Syllabus Dot Point/Learning Intention**

- investigate the ways places and people are interconnected through trade in goods and services across a range of scales

**Assessment Overview**

**Task Name:** *Interconnections Quizzes - Quiz 2 of 3*

**Type of Task:** Google Forms Quiz

**Date Due:** Quiz 2 - Monday 25/10/21

**Instructions:** Complete the Quiz posted in Google Classroom and TURN IN

OR Complete the paper copy and return to the office

**Feedback Instructions**

- Submit work into Google Classroom, following your classroom teachers' instructions.
- Upload the photos of each lesson and complete the quiz in the final period.
- Remember, you have work for two weeks here, please use your time wisely to have all work completed on time.

**Student Feedback**

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# Year 8 Geography - Term 4 - Week 2 & 3

For this TWO WEEK cycle, you have 4 lessons of work PLUS a quiz. The QUIZ is part of the assessment for this topic (see slide 2)

## Lesson Activities

### Trade

- 1: What is Trade?
- 2: Global Trade
- 3: Australia's Trade Connections
- 4: Fair Trade - Fashion
- 5: Quiz - complete by Monday 25/10/21

Instructions: Please complete lessons 1-4 in your Geography book. Upload photos to Google Classroom OR return your work to the office for marking. Complete Quiz 2 on the Google Form or on the paper copy and return to the office.



### **Lesson 1a: What is Trade** - notes and key terms

EQ: What is trade and what are some key terms for this topic?

- Copy out the notes and the key terms
- Research each key term and write a definition
- Watch the video and write 8-10 key points (next slide)

### **What is Trade?**

- Trade is the exchange of goods and services. It can be international (between countries) or domestic (within a country)
- Trading globally gives consumers and countries the opportunity access goods and services not available in their own countries, or available more cheaply from overseas.

### **Key Terms**

- import
- export
- free trade
- tariff
- fair trade



# HOW DOES TRADE WORK?



## **Lesson 1b: Industry and Trade** - notes and research

EQ: What are the different types of industries involved in trade?

- Rule up the table below and copy out each definition
- Write 2-3 examples of each type of industry that your household use/have used or experienced e.g. visited a farm (primary), purchased food at a shop (tertiary)

**Primary industry:** the gathering of natural resources, such as iron ore and timber, or activities such as farming and fishing

Examples:

**Secondary industry:** making raw materials into a more useful product; for example, making timber tables

Examples:

**Tertiary industry:** selling goods and services; for example, a furniture business

Examples:

**Quaternary industry:** gathering information about an industry; for example, marketing furniture

Examples:



## **Lesson 2a: Global Trade** - ClickView video and questions

EQ: How are people and places connected through trade?

- Watch the [ClickView video](#) and answer the questions in your book



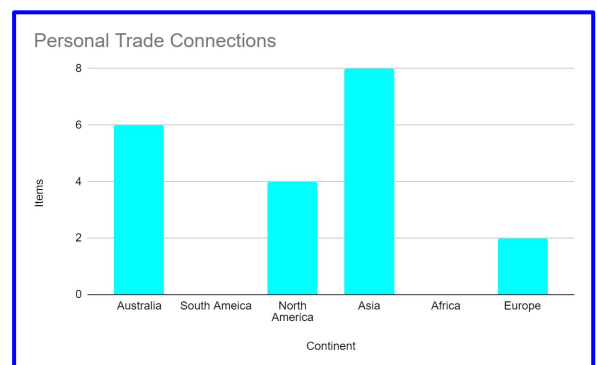
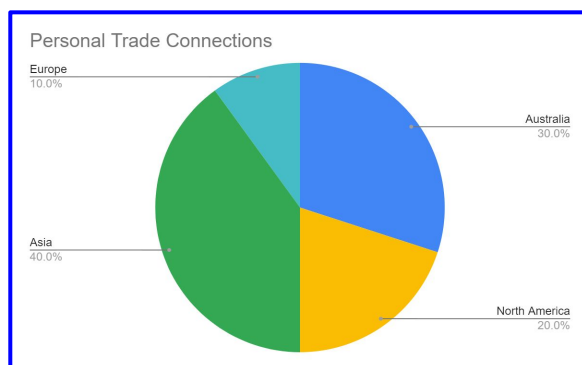
## **Lesson 2b: Global Trade Connections-** data collection and graph

EQ: How are people and places connected through trade?

- Follow the instruction below to gather data and present in a graph

1. Choose 15-20 items from your house (clothes, food, electronics)
2. List each item and where it is made
3. Make a **graph** to show which **continents** your items came from (draw in your book or use a digital tool)

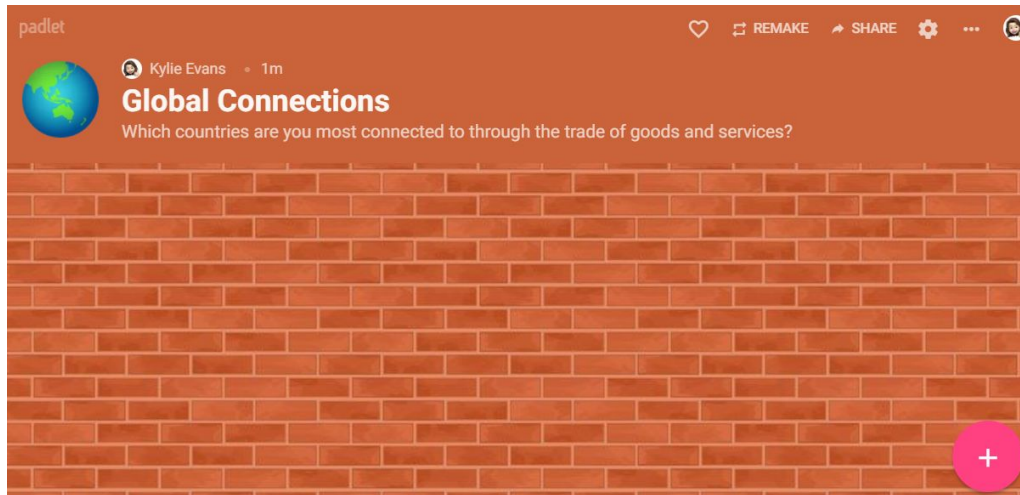
Mrs Evans' example graphs



## Lesson 2c: Collaboration Activity

- Add a comment to your class PADLET
- Your teacher will give you the **link in Google Classroom**
- The question to answer is

*Which countries are you most connected to through the trade of goods and services?*



Open your Padlet using the link and click on the plus sign to add your post to the Padlet wall!!!

## **Lesson 3a: Australia's Trade Connections** - notes and data

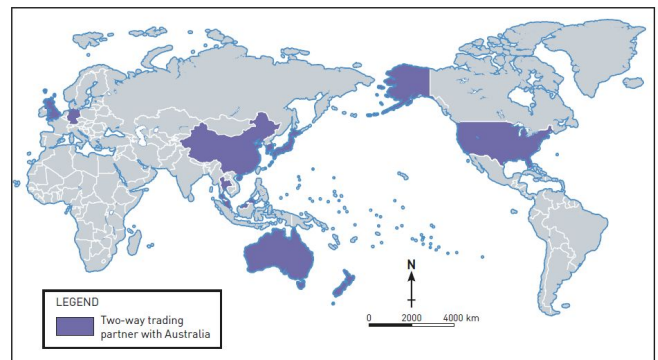
## EQ: How is Australia connected through trade?

- Copy the notes into your book
- Answer the questions for each diagram or table

## Australia's Trade Connections

Australia is one of the 164 members of the World Trade Organization (WTO), which covers 95 per cent of global trade. The organisation promotes free and fair trade between countries. The Australian Department of Foreign Affairs and Trade (DFAT) coordinates trade agreements on behalf of the Australian Government, and the Australian Trade Commission (Austrade) promotes the export of goods and services. About 70 per cent of Australia's trade is with the member countries of the Asia-Pacific Economic Cooperation (APEC) forum.

### AUSTRALIA: TOP 10 TWO-WAY TRADING PARTNERS



1. List at least 5 of the top 10 trading partners for Australia - shown in purple on the map. Can you list all 10?

**Source 10.6** Australia's top 10 exports and imports in 2014

	Exports	Imports
1	Iron ore	Personal travel services
2	Coal	Crude petroleum
3	Natural gas	Refined petroleum
4	Education-related travel services	Passenger motor vehicles
5	Personal travel services	Telecom equipment and parts
6	Gold	Freight transport services
7	Crude petroleum	Medicaments
8	Beef	Computers
9	Aluminium ores	Passenger transport services
10	Wheat	Goods vehicles

2. Describe the types of goods and services Australia IMPORTS

3. What INDUSTRY do most of Australia's EXPORTS come from and why? (look at slide 3 for help)

**Source 10.7** Australia's top 10 trading partners in 2014, showing volume of trade and the major products traded

	Country	Exports		Imports	
		Trade volume (A\$ million)	Major products	Trade volume (A\$ million)	Major products
1	China	98 210	Iron ore, gold, copper, coal, travel	54 258	Telecom equipment, clothing, computers, furniture, mattresses, cushions
2	Japan	50 247	Coal, iron ore, beef, copper	19 971	Motor vehicles, refined petroleum, goods vehicles
3	South Korea	22 017	Iron ore, coal, beef, aluminium, education travel	12 609	Refined petroleum, motor vehicles, pumps, heating and cooling parts
4	United States	18 510	Beef, business services, personal travel, aircraft parts	41 932	Motor vehicles, personal travel, business services, measuring instruments
5	Singapore	12 085	Gold, crude petroleum, business services, animal fats and oils, computers	18 102	Petroleum, transport, business services
6	New Zealand	12 125	Person travel, transport, computer parts, motor vehicles	11 343	Personal travel, crude petroleum, transport, gold
7	United Kingdom	8 319	Gold, personal travel, financial services, alcoholic beverages	12 469	Motor vehicles, personal travel, business services
8	Malaysia	7 923	Copper, nickel, coal, wheat, education travel	12 659	Crude petroleum, monitors, TVs
9	Thailand	6 105	Crude petroleum, gold, aluminium, coal	12 873	Goods vehicles, passenger motor vehicles, travel
10	Germany	2 867	Motor vehicles, medicaments	13 858	Gold coin, legal tender coin, precious metals, personal travel, oil-seeds

4. Which region receives most of Australia's exports?

5. Make three interesting observations based on the information in the table. Give reasons for your choice. (Look for some detail that is unusual, for example, exports to Germany.)

### **Lesson 3b: Australia's Trade Connections** - survey and summary

EQ: What are some opinions about buying Australian made and fair trade goods?

- Watch the two videos about buying Australian made and fair trade goods
- Use [Google Forms](#) to make a 5 question survey to ask family and friends about their opinions of buying Australian made and fair trade products
- Share your survey link in Google Classroom and with friends and family
- Write a summary/overview of your survey and responses in your book





## **Lesson 4: Fair Trade - Fashion** - video and questions

EQ: What are some issues relating to the fashion industry?

- Watch the [ClickView Video - How Fair is Fashion?](#)
- Answer the questions in your book



## **Lesson 5: Quiz 2 - Google Forms**

- Open the google form in **Google Classroom** and answer the questions on the quiz.
- Answer these questions the best that you can as they are part of your final assessment.



- This is your final activity for this fortnight.
- Read each question carefully and write quality answers for short answer and paragraph responses

# Year 8 Geography 2021 - Interconnections Quiz 2

This exit quiz will be used to determine your final mark and grade for Geography. You will have an exit quiz for each fortnight's worth of work. It should be completed at the end of the fortnight, once you have completed the work. Remember - check the amount each question is marked out of; this will help you in determining how much you should write.

This quiz covers information from Term 4 weeks 2 & 3

\*Trade Connections

## Outcomes

\* 4.4 - examines perspectives of people and organisations on a range of geographical issues

\* 4.7 - acquires and processes geographical information by selecting and using geographical tools for inquiry

This quiz must be completed by Monday 25th October 2021, Term 4, Week 4 and completed online OR returned to the front office.

\* Required

### Quiz Grading Criteria

Grade	A	B	C	D	E
Quiz	Mark of 85% or more	Mark of between 70% and 84%	Mark of between 50 and 69%	Mark of between 25% and 49%	Mark of 24% or less
Grading Criteria	Extended response question is accurate and detailed	Extended response is correct and contains some detail	Attempts the extended response with some correct information	May not attempt all questions, including the extended response	May not attempt all questions, including the extended response

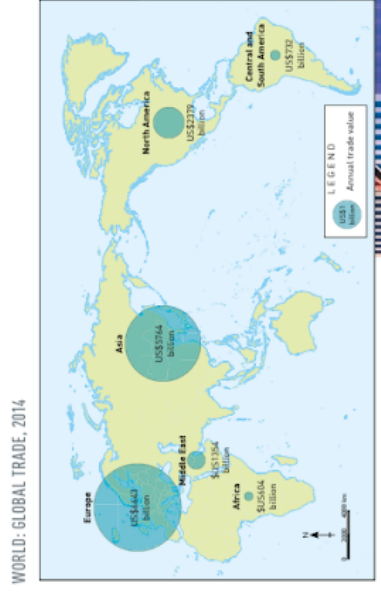
- ## 1. Name and Class \*

1. Why do countries trade with each other? \*
2. \*

Mark only one oval.

- ☐ to be nice
- ☐ to source goods and services they cannot produce themselves
- ☐ they are lazy
- ☐ people like to buy exotic items from global locations

2. Rank the six regions of the world shown on the map, from largest trader to smallest trader \*
3. Rank the six regions of the world shown on the map, from largest trader to smallest trader \*



Mark only one oval per row.

[illegible]



4. 3. Write a definition of tertiary industry in your own words.\*

2 points
5. 4. Give 3 examples of a primary industry.\*

3 points
8. 7. Based on this data, does Australia have a trade SURPLUS (exports more) or trade DEFICIT (imports more)? \*

Mark only one oval.

☐ trade surplus

☐ trade deficit

1 point

Use this table to answer questions 5-7

5 points

Export	Value (billions)	Import	Value
Iron	\$69.4	Personal travel services (excluding education)	\$24.7
Coal	\$39.8	Crude petroleum	\$20.2
Education-related travel services	\$15.0	Passenger motor vehicles	\$18.3
Natural gas	\$14.6	Refined petroleum	\$18.2
Gold	\$13.8	Freight transport services	\$9.3
Personal travel services (excluding education)	\$13.1	Telecom equipment and parts	\$9.1
Petroleum	\$9.0	Medicaments (including veterinary)	\$7.8
Wheat	\$6.1	Computers	\$6.9
Aluminium	\$5.9	Passenger transport services	\$6.8
Beef	\$5.7	Goods vehicles	\$6.4

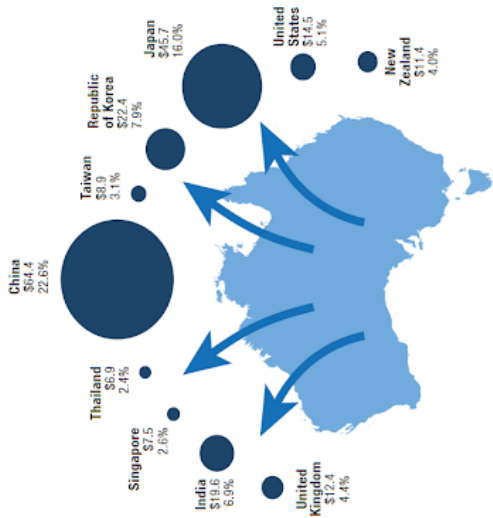
6. 5. Calculate how many billions of dollars Australia's exports are worth in the category of services.\*

1 point
7. 6. Calculate how many billions of dollars Australia's IMPORTS are worth in the category of manufactured goods.\*

1 point

8. 8. Describe where most of our import and export partners are located, and explain why you think this is.\*

5 points



10. 9. What is the 'Australian Made' program and logo? Give 2 reasons why people should buy Australian or from local sources? \* 5 points

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11. What is the Fairtrade program and how does it help different industries, including the fashion industry? (TEEC paragraph) \* 10 points

**T.E.E.E.C**

**T - topic sentence**

- this sentence introduces the topic or main point of the paragraph

**E - expand**

- this is where you expand or elaborate further on the topic or point.

**E - example**

- this is where you give an example to support your topic or point.

**E - explain**

- this is where you explain your example to further support your topic or point.

**C - Conclude**

- this is where you conclude (finish) your paragraph

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**SCIENCE**

**Term 4 - Weeks 2 & 3**

**Topic: Growth & Reproduction**

**Year Group: 8**

**Student Name:** \_\_\_\_\_

**Please Circle Your Team:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
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**Work Overview & Instructions**

- Attached is the work for Science in Weeks 2 & 3.
- Students will be continuing the topic on **GROWTH & REPRODUCTION**

**Enquiry Questions (EQ's)**

- All relevant EQ being addressed are noted in the lessons provided.

**Assessment Overview**

**Feedback Instructions**

- Students will need to complete and submit activities on Google Classrooms.
- Regularly check feedback provided.
- Attend Video Conferences whenever possible.



## Student Feedback

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**E** [umina-h.school@det.nsw.edu.au](mailto:umina-h.school@det.nsw.edu.au)

YEAR 8  
TERM 4  
Week 2&3  
Lesson 1

**INSTRUCTIONS: Take a new double page and copy this EQ. Place the date on page.**

**EQ: Identify the parts of the female reproductive system and outline their function**

**TOPIC: Female Reproductive System**

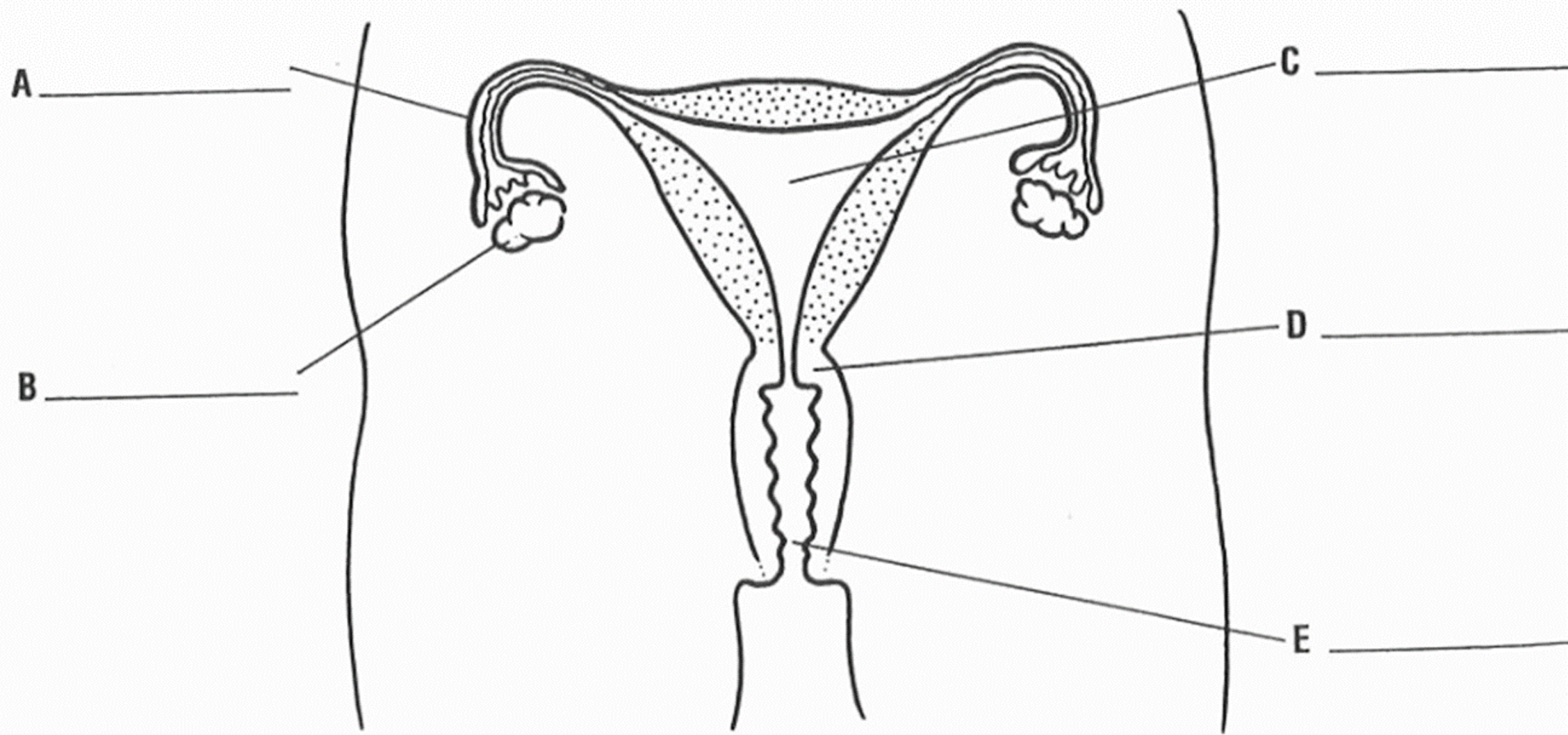
# COPY THE TABLE BELOW INTO YOUR NOTES COLUMN

Letter	Name	Function
A	oviduct	The tube through which the egg passes on its way to the uterus, <u>fertilisation</u> (meeting of egg and sperm) occurs here.
B	ovary	Stores egg cells and release an egg cell once a month during <u>ovulation</u> .
C	uterus	Accommodates and protects a developing baby
D	cervix	A <u>ring of muscle</u> at the lower end of the uterus that <u>separates</u> the <u>uterus</u> <u>from the vagina</u> . It stays contracted whilst the baby develops and only opens up, or <u>dilates</u> , when the baby is ready to be born
E	vagina	Where the <u>penis</u> is inserted to <u>deposit sperm</u> . It is also the <u>birth canal</u> through which the baby exits the mothers body.

## LHS Activity - Instructions:

Place the heading 'Structure of the Human Female Reproductive System'.  
Print out or draw the diagram of the female reproductive system onto your page.  
Label it using the information from your notes





YEAR 8  
TERM 4  
Weeks 2&3  
Lesson 2

**INSTRUCTIONS: Take a new double page and copy this EQ. Place the date on page.**

**EQ: Identify the parts of the male reproductive system and outline their function**

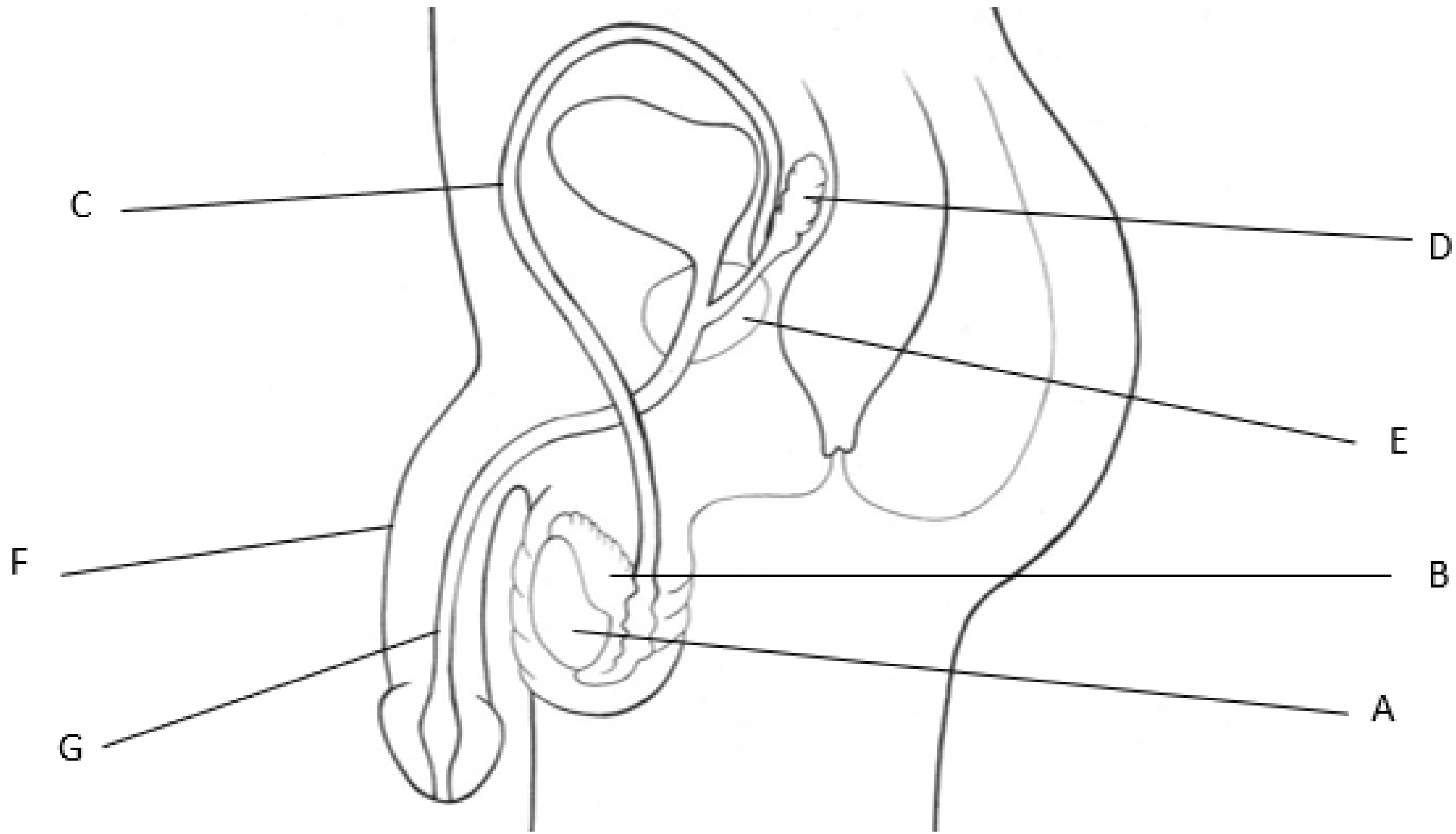
**TOPIC: Male Reproductive System**

# COPY THE TABLE BELOW INTO YOUR NOTES COLUMN

Letter	Name	Function
A	Testes	Meiosis occurs here to produce sperm cells
B	Epididymis	Stores sperm cells.
C	Vas deferens (sperm duct)	Carries sperm from testes to urethra.
D E	Seminal vesicles Prostate gland ( <i>round in shape</i> )	Both produce fluid that is added to the sperm.
F	Penis	The organ from which semen leaves the males body and is deposited in the female vagina during sexual intercourse.
G	Urethra	Tube that transports semen out of the male body (also carries urine but not at the same time)

## LHS Activity - Instructions:

Place the heading 'Structure of the Human Male Reproductive System' Photocopy or draw this diagram of the male reproductive system onto your page. Label it using the information from your notes.



YEAR 8  
TERM 4  
Weeks 2&3  
Lesson 3

**INSTRUCTIONS: Take a new double page and copy this EQ. Place the date on page.**

**EQ: Define puberty and outline the physical changes that occur during puberty.**

**TOPIC: Puberty**

# INSTRUCTIONS FOR NOTES

**Look up 3 definitions of puberty.**

In your notes column write down the simplest/best definition of puberty that you found.

Definition of puberty:

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**Instruction:** In your notes column, draw up the table shown below. Sort the changes on the next slide into either 'male changes', 'female changes' or 'changes that occur in both' and write them in the appropriate column

FEMALE CHANGES	CHANGES THAT OCCUR IN BOTH	MALE CHANGES
E.g. Hips broaden	E.g. Underarm hair	E.g. Penis enlarges

# Place these changes into the correct column

- growth spurt (height)
- ejaculations
- ~~hips broaden~~
- scrotum enlarges
- breast growth
- ~~penis enlarges~~
- pubic hair appears
- voice deepens
- sperm production
- fat deposited around hips and thighs

- ~~underarm hair~~
- erections
- facial hair
- wet dreams
- pubic hair appears
- increased sweating
- acne/pimples
- menstruation/period
- underarm hair

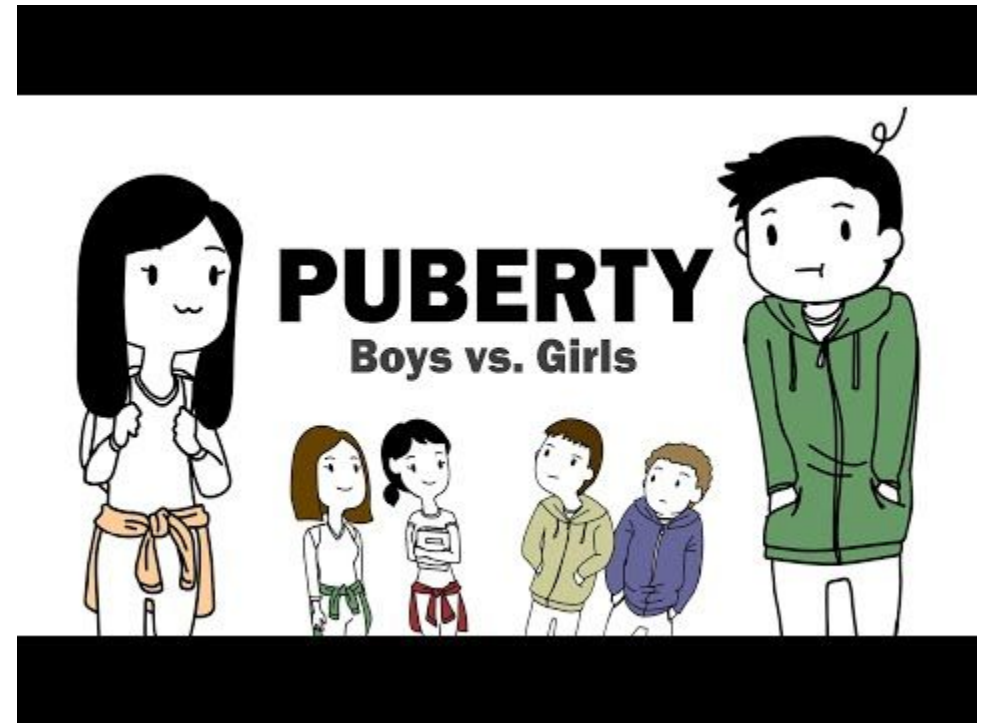
# LHS ACTIVITY: WRITING TASK - PUBERTY

## Topic:

Puberty is way worse for girls than it is for boys!

Do you agree or disagree with this statement? Outline all your reasons.

You should aim to write approximately 8 lines and you must use scientific words, no slang.



YEAR 8  
TERM 4  
Weeks 2&3  
Lesson 4

**INSTRUCTIONS: Take a new double page and copy this EQ. Place the date on page.**

**EQ: Describe the Menstrual Cycle and identify the role of hormones**

**TOPIC: The Menstrual Cycle**

# COPY THESE NOTES:

➤ The female reproductive system is controlled by hormones.

➤ The pituitary gland in the brain produces:

FSH (a hormone which causes an egg cell in one of the ovaries to grow and mature)

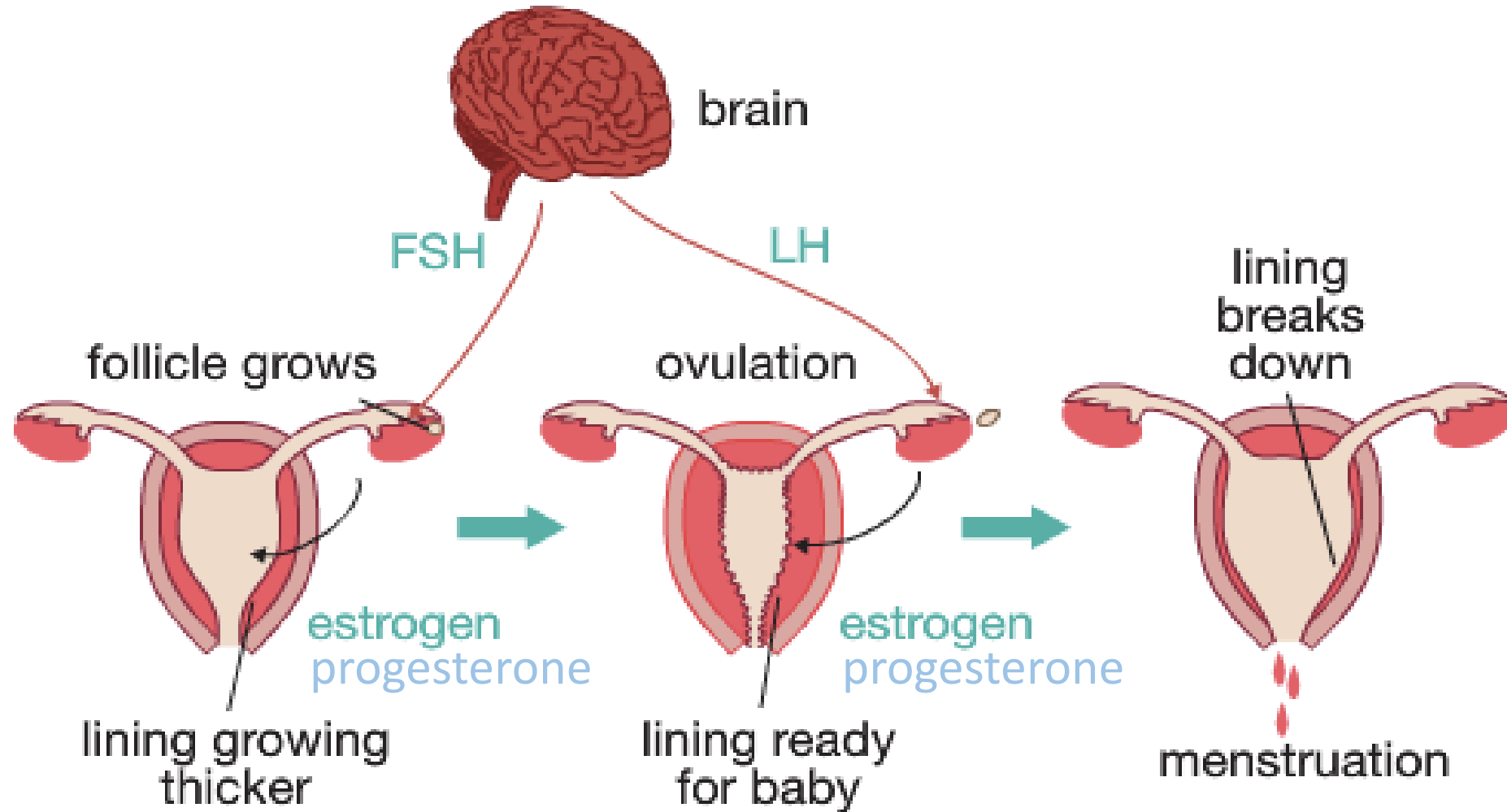
LH (a hormone which causes the egg to burst out of the ovary.)

➤ The ovary produces two other hormones called **OESTROGEN AND PROGESTERONE** which cause the lining of the uterus to grow thicker and develop an increased blood supply, preparing the body for possible fertilisation.

➤ These hormones, among many others, control a 28 day (approximately) cycle known as the **MENSTRUAL CYCLE**.

➤ If the egg is not fertilised, the uterus lining and a small amount of blood passes out of the body - this is known as **MENSTRUATION (PERIOD)**. A period lasts approx. 5-7 days.

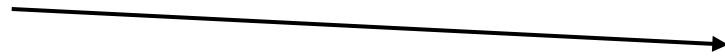
**EXAMINE THIS DIAGRAM:** The Menstrual Cycle is controlled by hormones.





## LOOK AT THIS:

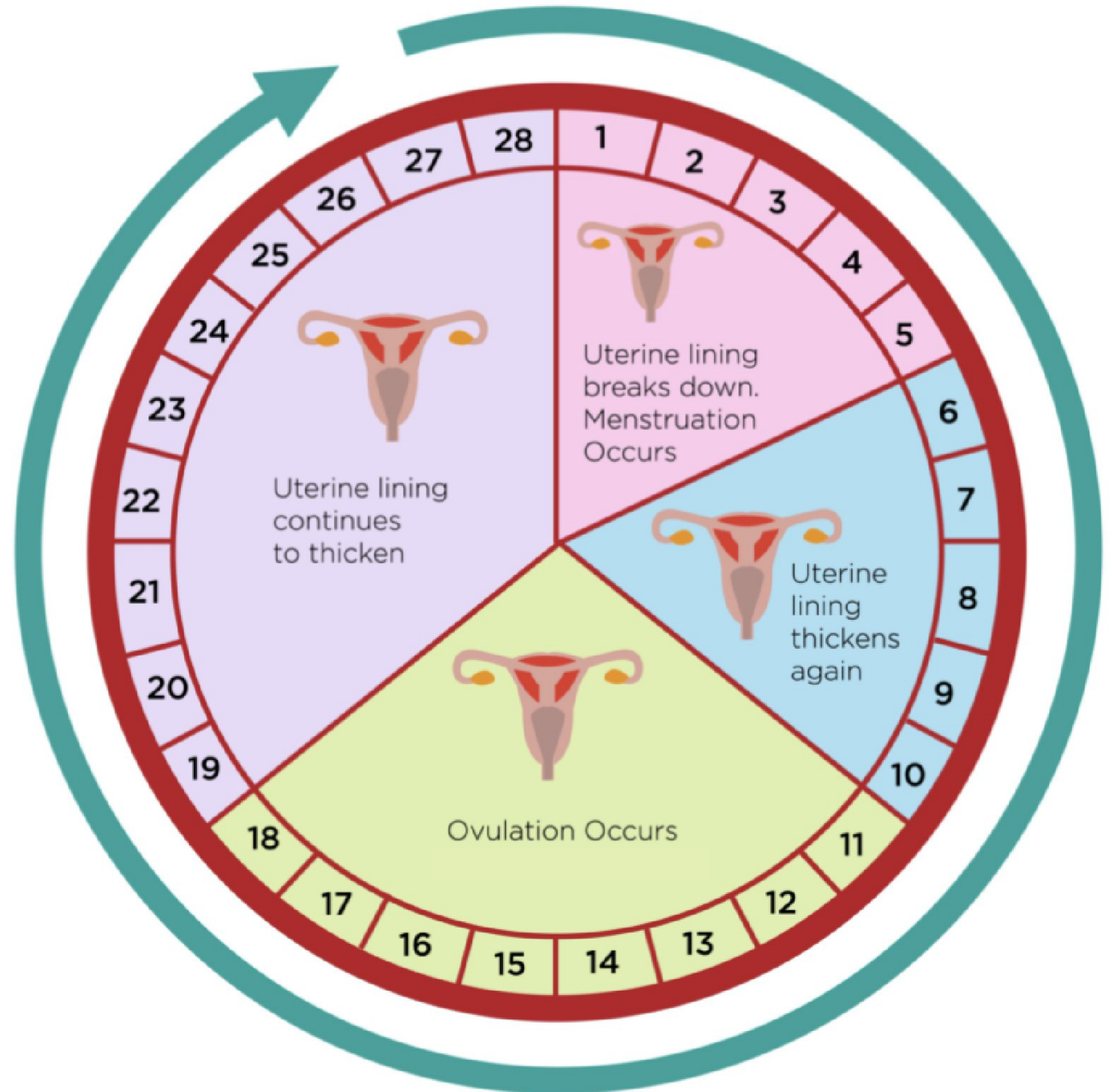
A simple diagram explaining the menstrual cycle.



## WATCH THIS:

(3 minutes)

[https://www.youtube.com/watch?v=vXrQ\\_FhZmos](https://www.youtube.com/watch?v=vXrQ_FhZmos)



## LHS ACTIVITY:

The EQ for today is: Describe the Menstral Cycle and identify the role of hormones.

Use the scientific information that you have learned this lesson to **write an acrostic poem** about the **MENSTUAL CYCLE**. Be sure to use scientific terminology.

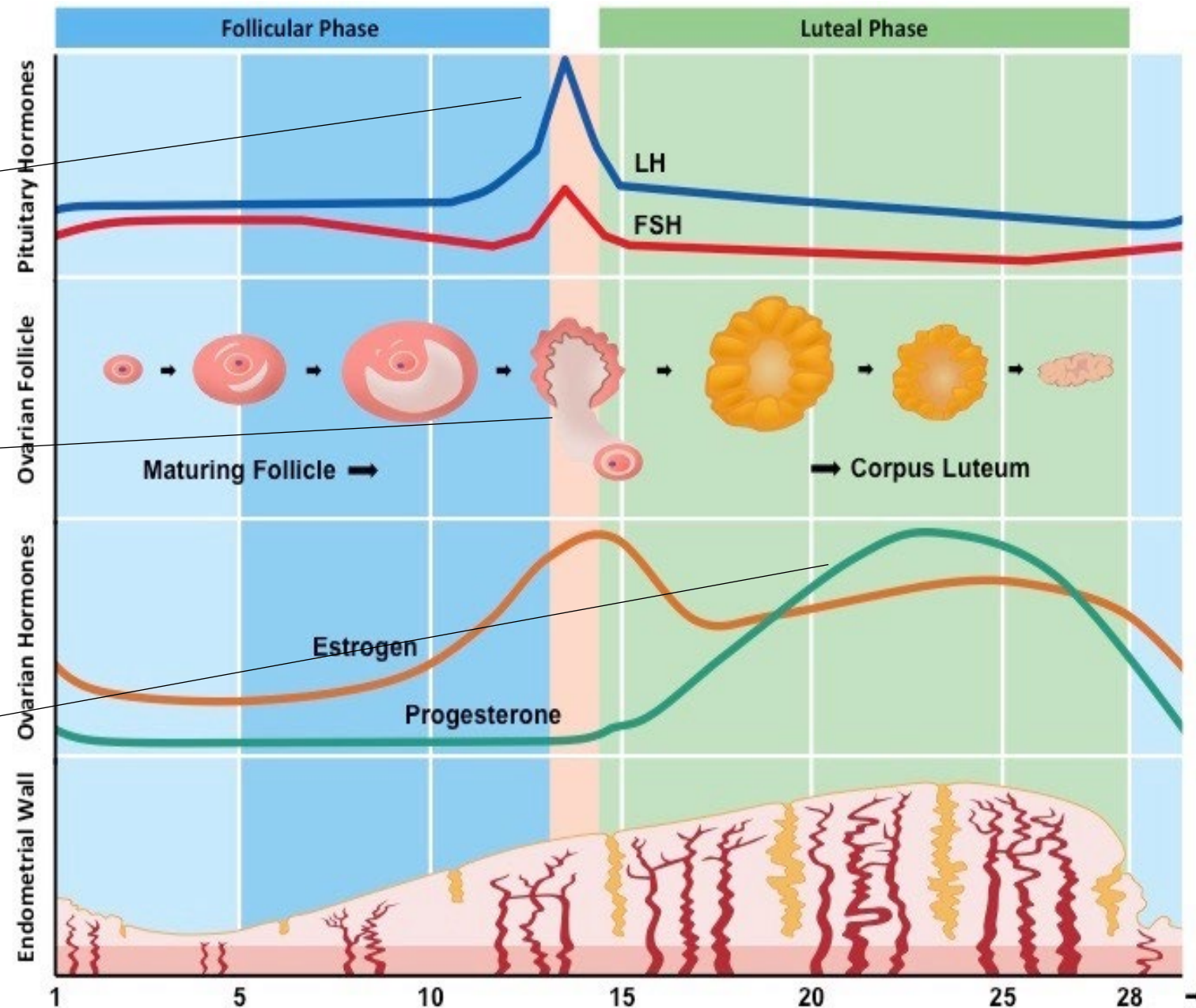
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## (EXTENSION)READ THIS:

The blue and red lines show how levels of LH and FSH change throughout the 28 day menstrual cycle. When levels peak, ovulation occurs.

An egg matures inside a 'follicle' in the ovary. At day 14 of a woman's menstrual cycle, this follicle bursts open to release the egg. The ruptured follicle then becomes known as a 'Corpus luteum' which releases progesterone and oestrogen.

Levels of oestrogen and progesterone affect the thickness of the lining of the uterus. If a fertilized egg doesn't implant in the lining of the uterus, a pregnancy doesn't occur. The **corpus luteum shrinks away**, and progesterone levels drop. The uterine lining is then shed as part of menstruation.



YEAR 8  
TERM 4  
Weeks 2&3  
Lesson 5

**INSTRUCTIONS: Take a new double page and copy this EQ. Place the date on page.**

**EQ:** Describe the process of copulation in humans.

**TOPIC:** Sexual Intercourse





This is the process of  
**FERTILISATION** – egg  
and sperm fuse to  
make one single cell  
called a **ZYGOTE**.

# COPY THESE NOTES:

- Copulation is the term used to describe the act of two individuals joining together for sexual reproduction - in humans this is also known as sexual intercourse.
- The penis is inserted into the vagina and sperm is ejected, this is known as ejaculation.
- Sperm enter the vagina and swim through the cervix, into the uterus and up towards the oviducts. Here one sperm cell may manage to penetrate (combine with) the egg. This process is called fertilisation.
- The DNA from the sperm joins the DNA from the egg to form a single cell known as a zygote. This is the beginning of a new life.



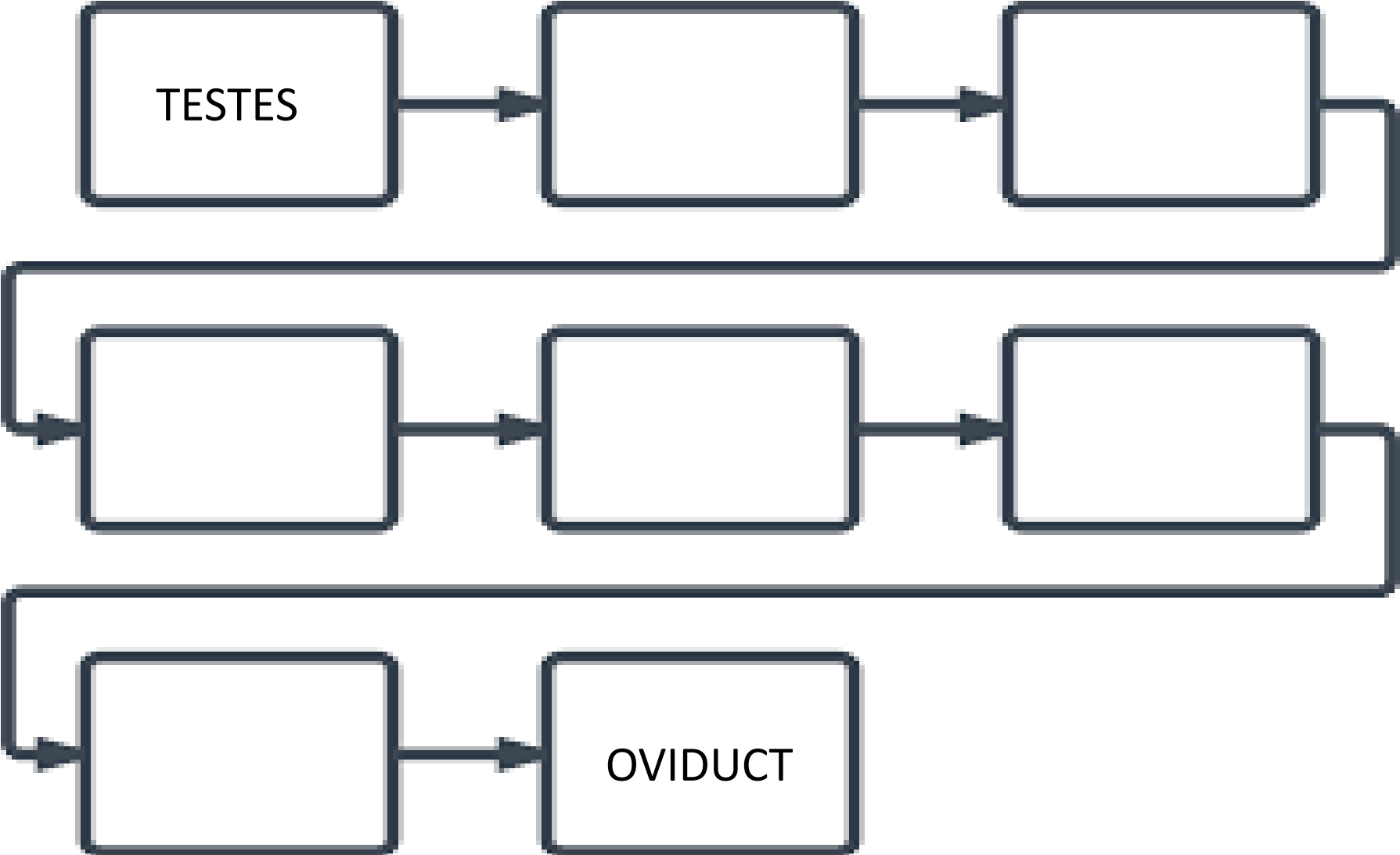
# LHS ACITIVITY:

## Instructions:

1. Place the heading: Journey of a Sperm
2. Read: Sperm are made in the male testes. They must journey from here all the way to the female oviducts where one sperm may fertilise an egg.
3. On your left hand side, draw the flow diagram on the next page. Then write the words below in the correct order to show the parts of the male and female body that the sperm passes through on the way to meeting with the egg.

WORD LIST: uterus, urethra, cervix, epididymis, vagina, vas deferens

# Journey of a Sperm





**Learning from Home**

**Term 4 Weeks 2 and 3**

**Key Learning Area: Technology Mandatory**

**Year Group: 8**

**Student Name:** \_\_\_\_\_

**Please Circle Your Team:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
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<p><b>Work Overview and Instructions</b></p> <p><b>Instructions</b></p> <p><b>During weeks 2 and 3 learning from home you will have two options of work that can be completed:</b></p> <ul style="list-style-type: none"><li>Students can go back and attempt any work that may not have been completed or submitted in term 3. <i>(Please refer to page 2 for further information)</i></li><li>Alternatively, if you have completed all the work packages in Term 3 and submitted these to your teachers, please complete the “Creative Cooking Bingo” activity.</li></ul>	<p><b>Learning Intentions</b></p> <p><i>Complete any outstanding work packages during Term 3, using the learning intentions as guides to support completing the learning activities.</i></p> <p><b>Or</b></p> <p><i>Students are applying design and practical skills at home using resources available to produce a variety of designed meals.</i></p>
<p><b>Assessment Overview (If required)</b></p> <p>Please make sure that you submit all completed work. Teachers will be using this work to support assessment and reporting over Semester Two.</p>	<p><b>Feedback Instructions</b></p> <p>Please attempt to submit via google classroom. You can photograph your work to submit online for marking via the google classroom app. Alternatively Please return your completed work to the school.</p>

**Student Feedback**

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**Learning from Home**  
**Term 4 Weeks 2 and 3**

During weeks 2 and 3 of Term 4 you will have the choice of completing activities that may have not been finished during Term 3. If you have completed all the work and are up to date then you can complete the **“Creative Cooking Bingo”** activity on pages 3 and 4.

You can choose to go back and complete work that may not have been submitted and this can be accessed via your Technology Mandatory Google Classrooms. If you require hard copies of the previous work packages, you can pick up the required work pack from the school front office.

If you have missed completing a whole work package during the previous term the expectation is that you only focus on **ONE** of the below activities as a minimum. If students choose to complete a past activity that has been set, they can also complete the Creative Cooking Bingo activity as an extension task.

**Below is a list of the previous work package activities:**

Weeks 2-3- Livability and Sustainability Activity

Weeks 4-5- Cooking Challenge

Weeks 6-7- Paper Aeroplane Challenge

Weeks 8-9- Australian Agriculture Activity

Weeks 10- 1 (Term 4) – Coding a Maze Activity

Please use this time to catch up on any missed activities and access your class Video Conferences to ask questions about key aspects of the work packages. If you are having issues accessing any past work packs please contact your teacher via Google Classroom.

# Creative Cooking BINGO!

**BINGO Rules:** Complete a row of **THREE** cooking tasks below. The row can be completed horizontally, vertically or diagonally (see images at right).

You **MUST** show **evidence** of the completed task as a photo using the Google Sheets scaffold on Google Classroom. You cannot use the same image/meal for more than one task.



Students who complete a full row will receive a reward. Time to get creative in the kitchen!

PREPARE A SNACK OR MEAL INSPIRED BY A BOOK OR MOVIE	COOK SOMETHING IN A MUFFIN TIN	COOK A DINNER MEAL WITH AT LEAST THREE DIFFERENT VEGETABLES
MAKE BREAKFAST FOR YOU AND/OR YOUR FAMILY	COOK A PASTA MEAL	BAKE SOMETHING SWEET
PREPARE A COLOURFUL MEAL	COOK A RECIPE FROM ANOTHER COUNTRY OR CULTURE	PREPARE A SMOOTHIE OR MILKSHAKE





# Visual Art

**Year Group:** YEAR EIGHT

**Student Name:** \_\_\_\_\_

**Please Circle Your Team:**

1	2	3	4	5	6	7	8	9
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<p><b>Work Overview and Instructions</b></p> <p><b>Week 2</b></p> <ul style="list-style-type: none"><li>• Complete the Quick Write</li><li>• Complete the Artist Study</li><li>• Complete the Title Page Activity from Week 1</li></ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"><li>• Complete the Quick Write</li><li>• Complete the Artist Study</li><li>• Complete the Merged Perspectives Activity</li></ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"><li>• Students ability to describe artworks will be refined</li><li>• Students will practice using drawing techniques to create different perspectives</li><li>• Students knowledge and understanding of Australian landscape artists will be developed</li><li>• Students design and composition skills will be developed</li></ul>
<p><b>Assessment Overview</b></p> <ul style="list-style-type: none"><li>• N/A</li></ul>	<p><b>Feedback Instructions</b></p> <p><b>All tasks are due end of Week 3</b></p> <ul style="list-style-type: none"><li>• Google Classroom - submit prior to the due date</li><li>• Hard Copy - if you are unable to submit via Google Classroom, please return completed hard copy work to the Front Office prior to the due date</li></ul>

**Student Feedback**

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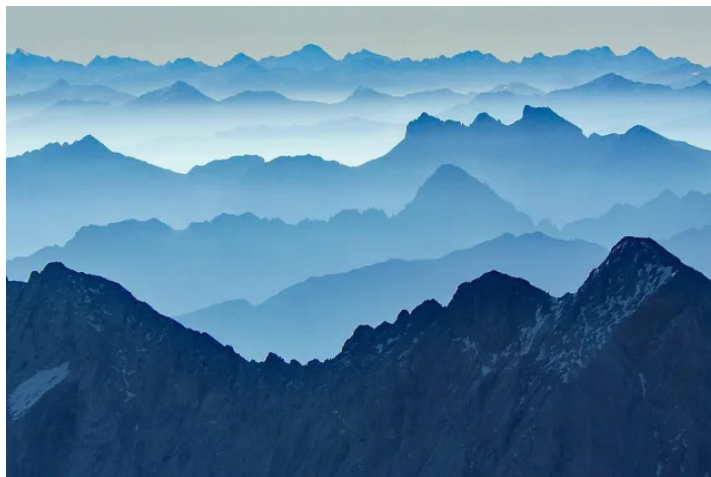


## YEAR 8 VISUAL ART

### Week 2, Term Four 2021

#### **QUICK WRITE:**

1. Set a timer for five minutes. Describe the **differences** between the **foreground** and **background** in this image. Aim for at least 50 words!



2. Writing Reflection: 1) Tally the number of words written; 2) Fix something; 3) Enhance something.

#### **ARTIST STUDY - Howard Arkley**

##### **EQ: How can Howard Arkley's work be analysed through the Structural frame?**

Melbourne born Arkley first came to prominence during the 70s and has been described as Australia's only true proponent of Pop Art. He quickly gained international acclaim as an artist who celebrates the rich tapestry of Australian suburbia. Arkley reflects that; 'Australian art has been dominated by the rural landscape and I think there is something false and overrated - it's romanticised or, at the very least, lopsided. Most of the population live in an urban environment.' This significant work articulates Arkley's vision and firmly establishes the 'Australian dream' of the 1950's as an icon of contemporary Australian Art.

1. Write down the artist, title, date and media of the artwork.
2. Describe the elements used: line, shape, colour, tone etc.
3. How do these elements add to the mood or meaning of the artwork?
4. What style, period or art movement is conveyed in this artwork?
5. Read the information about the artist, what does this artwork signify?
6. Draw the artwork underneath your answers or on the next page.



**Howard Arkley** *Australian Home* 1993. Acrylic on canvas.





## YEAR 8 VISUAL ART

### Week 3, Term Four 2021

#### **QUICK WRITE:**

1. Set a timer for five minutes. Describe the **shape**, **colour** and **tone** of the artwork. Aim for at least 50 words!



2. Writing Reflection: 1) Tally the number of words written; 2) Fix something; 3) Enhance something.

#### **ARTIST STUDY: William Robinson**

**EQ: How can William Robinson's work be analysed through the Subjective frame?**

*Four seasons is based on careful observation of the eucalypt and subtropical rainforests growing in the Canungra region of the Gold Coast hinterland. William Robinson represents seasonal changes as well as different times of the day. He takes us on a journey through the landscape, beginning at dawn in the first panel of the painting, and continuing through to sunset in the last panel. The first painting represents dawn and Spring, with the night sky pushing to the left.*

1. Write down the artist, title, date and media of the artwork.
2. What can you see? Describe in detail.
3. What is your first impression of the artwork? What does it remind you of?
4. What ideas or concepts do you think the artwork is about?
5. Do you like it or dislike it? (Make sure you justify why).
6. Draw the artwork underneath your answers or on the next page.



**William Robinson** Panel 1 of *Four Seasons* 1987. Oil on canvas.



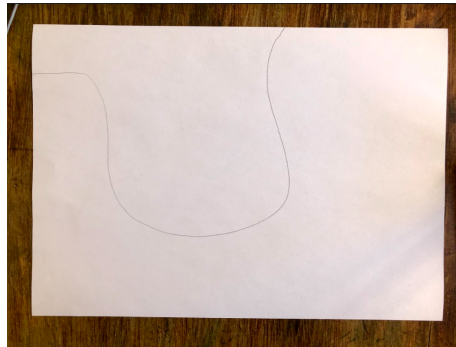
## **ACTIVITY: Morphed Landscape Collage**

Follow the steps to create a Morphed Landscape Collage in the style of William Robinson.

This activity uses magazines or newspapers. These can be found (free!) at Woolworths, Coles, Aldi etc.



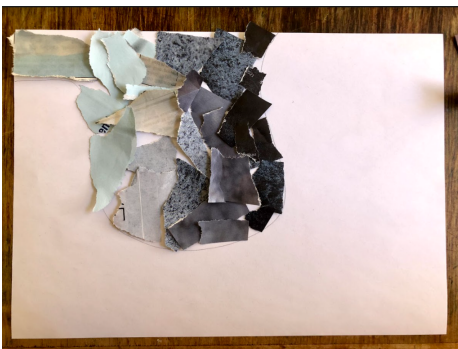
1. Gather your materials. You will need: A4 paper, scissors, glue, pencil, magazines or newspapers.



2. Using a pencil to draw a morphed horizon line on your paper. Make it squiggly or wavy.



3. Make piles of coloured paper scraps. Tear paper for a painted effect, or cut paper for a mosaic effect. This example used torn paper, except for the sun and moon - they were tricky!



4. Fill one side of the horizon line with shades of blue, ranging from light to dark. Arrange them without glue until you're happy with the position.



5. Glue down the scraps to create your sky. Try to cover up any white showing from the paper beneath.



6. Fill the other side of the horizon with shades of green, ranging from light to dark.



7. Add brown rectangular shapes for tree trunks, ranging from light to dark. Arrange these along the horizon.



8. Add green blobs for tree leaves, ranging from light to dark.



9. Add sun and clouds on the light sky, and moon and stars on the dark sky. Well done! Upload a photo of your Morphed Landscape Collage to Google Classroom.

We can't wait to see your Morphed Landscape Collage masterpieces!



BRISBANE  
WATER  
SECONDARY  
COLLEGE

UMINA CAMPUS

# Sport and Physical Education

## Weeks 2 & 3

### RUN / ROW / RIDE / SWIM - AROUND AUSTRALIA

To be completed in your Sport & PE lessons on your timetable. Remember – The guidelines are to complete 60 minutes of physical activity each day!

During Weeks 2 & 3, we will be working as a school to see how far we can run / row / ride / swim around Australia. Your challenge during your Sport & PE lessons is to track your running / rowing / swimming / riding and to enter the total km's that you cover. You can submit your points via the 1000 Point Challenge website ([www.bwsc1000pointchallenge.com](http://www.bwsc1000pointchallenge.com)), or you can submit your results hard copy in the table below.

Week 2	Run	Row	Ride	Swim
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total kms	_____ kms	_____ kms	_____ kms	_____ kms

Week 3	Run	Row	Ride	Swim
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total kms	_____ kms	_____ kms	_____ kms	_____ kms



**BRISBANE  
WATER  
SECONDARY  
COLLEGE**

**UMINA CAMPUS**

# **Personal Development Health and Physical Education**

## **Yr 8 Health Work package**

### **Term 4, Week 2 & Week 3**

#### **UNIT: Mind, Body and Soul**



**Week 2** - In this lesson will explore strategies on how to take care of your mental health and wellbeing. The strategies covered are checking in with yourself, Self-care tips and an introduction to mindfulness.

**Week 3** – This lesson outlines the importance of how diet and exercise can impact on our mental health. This covers areas of benefits and complications to the body and overall quality of life.

Finished booklets may be submitted to google classroom (digital copy submission) or, they may be handed in to your teacher (hard copy submission).

**Student** \_\_\_\_\_ **Teacher** \_\_\_\_\_



## **Week 2 Essential question – *Why is it important to take care of our mental health?***

### **What is Mental health?**

**Mental health is defined as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to contribute to her or his community.**

Positive/good mental health is essential for a person to live a happy and fulfilling life.

### **Activity 1: Checking in with yourself**

Checking in with yourself means carving out time each day to ask yourself how you're doing. In this space, you can sort your emotions, assess your physical and emotional needs, and make an intentional plan on how to address these needs moving forward.

Q. If you are feeling stressed or anxious, tired, or flat, what are some of the things that might be making you feel this way?

Q. If you are feeling good, what are the things that are keeping your spirits high?

Q. If you are feeling disconnected from your friends, how might you reconnect?

### **Activity 2: All about self-care!**

#### **What makes you happy?**

Self-care is a process of taking care of oneself with behaviours that promote health and active management.

What are some of the ways you take care of yourself that make you feel good?

Exercise



Hanging out with friends

Read a book

### **Activity 3: Mindfulness**

**Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens.**

Practicing mindfulness can help let you live in the moment which makes you appreciate, focus, and achieve a better quality of life.

In the table below write **YES** if the activity practices mindfulness or **NO** if it doesn't

<b>Puzzles</b>		<b>Observing or gazing something</b>	
<b>Painting</b>	<b>YES</b>	<b>Dwelling on the past</b>	
<b>Scrolling through your phone</b>		<b>Doing things one step at a time</b>	
<b>Taking your time with tasks</b>		<b>Worried about the future</b>	<b>NO</b>
<b>Lack of focus</b>		<b>Disconnected from people</b>	
<b>Enjoying the present</b>		<b>Meditation</b>	

**How can mindfulness improve mental health?**

List three benefits you could get from Mindfulness:

- 
- 
- 

**Snap that!** Take a photo or draw something that you appreciate and explain why.

Explanation:

#### **Activity 4: Alpha boxes**

From A-Z list out or draw anything that makes you happy. It can be an activity, a place or someone.

<b>A.....?</b>	<b>Beach</b>	<b>Car</b>	<b>D...?</b>
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#### **Extension activities**

- How to Maintain Mental Health During Lockdown: Get creative and create a pamphlet, poster, or presentation that is a guide on how to take care of yourself during lockdown! Check out this link for some inspiration!  
<https://au.reachout.com/articles/10-ways-to-take-care-of-yourself-during-coronavirus>
- SNAP THAT EXTENDED - Create a collage of the things that you appreciate
- Well-Being Bingo Card - You can refer to the bingo card throughout the week and try to complete each of the set tasks.

**Week 3 Essential question – How does nutrition and physical activity impact on our mental health?**

**Activity 1: Close passage**

Good nutrition significantly affects our ..... health. A healthy, well-balanced diet can help us think clearly and feel more alert. It can also improve ..... and attention span.

Conversely, an inadequate diet can lead to ....., impaired decision-making, and can slow down ..... time. In fact, a poor diet can aggravate, and may even lead to increased stress and .....

Sugar and ..... foods can lead to inflammation throughout the body and ....., which may contribute to mood disorders including ..... and depression.

Your brain and ..... system depend on nutrition to build new proteins, ..... and tissues. To function effectively, your body requires a variety of ....., proteins and minerals.

**Concentration**

**Fatigue**

**Reaction**

**Depression**

**Processed**

**Brain**

**Anxiety**

**MentalNervous**

**Cells**

**Carbohydrates**

**Activity 2: What does it look like?**

In the table below add in **FIVE** factors that contribute to your mental health

Good Mental Health	Bad Mental Health
- Exercise	- Lack of sleep

**30 Word Summary** - Using only 30 words answer the question below

What are some of the complications if we don't look after our mental health?

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**Activity 3: Poster**

Create a poster that promotes mental health through physical activity and a nutritional diet.

**Success criteria:** A slogan, pictures, three facts on how exercise can boost mental health, list five healthy foods that are good for the body and explain what they do. Look at the following link for some inspiration!



<https://www.inc.com/peter-economy/14-amazing-superfoods-that-keep-your-body-and-mind-strong.html>

**Extension Task** - Analyse the impact of physical activity and nutrition on our mental health.

Paragraph 1: Introduction (explain what mental health is and why it is important. Make a mention of how it is impacted by physical activity and nutrition).

Paragraph 2: Physical activity (explain and give examples of how physical activity can improve mental wellbeing, and why lack of exercise can have negative effects on mental health).

Paragraph 3: Nutrition (explain and give examples of how a good diet can improve mental wellbeing, and high sugar or fatty foods can have negative effects on mental health)

Paragraph 4: Conclusion (make some suggestions of what young people should be doing to ensure they are protecting and even improving their mental health)