

Woodwork Work Pack 2021

Year 8 Woodwork

<u>Learning Intention</u>	<u>Success Criteria</u>
To understand how to use tools safely and correctly	<ul style="list-style-type: none">• I know what workshop safety is.• I can identify various tools

Instructions to Students:

1. Complete the various tasks on hand tools and safety

Notes to Parents/Guardians:

You can support your child to complete their woodwork tasks work at home by:

- Encouraging them to allocate time for specific subjects
- Reading the material and talking about the ideas with your child (where possible)
- Checking in with your child to ask how they are going
- Contacting Teachers if more support or explanation is required

Notes to Parents/Guardians:

Submission of Work and Feedback:

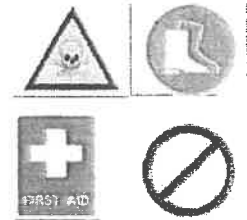
Students can upload work to Compass where access is available. Photos of handwritten tasks may also be uploaded. In the event of an ongoing interruption to schooling, Seymour College will advise families of the best methods for communication.

Students and parents can continue to communicate with Teachers via Compass email. Any questions should be directed to the school email: seymour.co@education.vic.gov.au

General Woodwork Safety

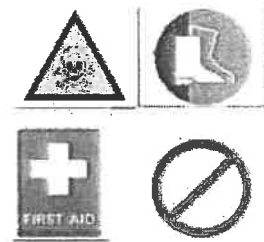
Question 1.

Which sign indicates PROHIBITION (Banned)



Question 2.

Which sign indicates that something is MANDATORY (Compulsory)



Question 3.

What does the BLUE sign mean?

- ☐ That the wearing of boots is MANDATORY
- ☐ Boots are optional
- ☐ You only need to wear one boot.



Question 4.

What does the Yellow sign mean?

- ☐ The yellow sign indicates WARNING. In this case perhaps poison chemicals present.
- ☐ It is a death zone.
- ☐ The pirate party is close.



Question 5.

What does the Green Sign mean?

- ☐ Green stands for Health and Safety Information. In this case it indicates the location of a First Aid Kit.
- ☐ It means hospital
- ☐ This is where a charity bin for second hand clothes is located.



Question 6.

I understand that the workshop is a dangerous place and that I will follow all workshop rules and to follow all instructions from my teacher. Not doing so could result in serious injury.

- ☐  True

- ☐ False

Question 7.

Safety in the workshop is the sole responsibility of your teacher.

- ☐ True
- ☐ False

Question 8.

Students are only responsible for their own safety in the workshop

(Type: True/False, Points: 1, Attempts: 1)

- ☐ True
- ☐ False

Better safe than sorry.

Question 9.

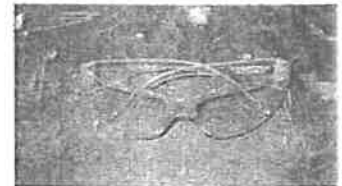
Choose the correct action if you have an accident in the workshop.

- ☐ Report all injuries when they occur no matter how minor. Even if it doesn't seem serious it could get infected later.
- ☐ If it was your own fault, there's nothing the teacher can do about it.
- ☐ If there is no blood, there is no need to worry about it.
- ☐ Don't tell anyone. You will get in trouble for failing to follow workshop rules.

Question 10.

The most common cause of eye injury is not wearing eye protection.

- ☐ True
- ☐ False



Question 11.

Select the correct answer from the choices below

- ☐ I went to a rock concert last night. It was loud and my ears are ringing now, but obviously I'm alright because I can still hear.
- ☐ Each time I hear ringing in my ears from loud noises, I have caused myself irreversible hearing damage. I am a little bit more deaf.
- ☐ Wearing ear phones and listening to loud music does not harm my ears.

Question 12.

Choose whether the statement is true or false

Hearing damage/ loss can be reversed by avoiding further loud noises.

- ☐ True
- ☐ False

Question 13.

If there is something I do not understand, I must stop what I am doing and ask the teacher for instruction.

- ☐ True
- ☐ False

Question 14.

It is alright to lean against a machine while someone else is operating it.

- ☐ True
- ☐ False

Question 15.

Wood dust does no harm when inhaled as it is organic and natural.

- ☐ True
- ☐ False

100%
Organic

Question 16.

How many people are allowed inside the yellow line that surrounds a machine?

- ☐ 1
- ☐ 4
- ☐ 3
- ☐ 2

Better safe than sorry.

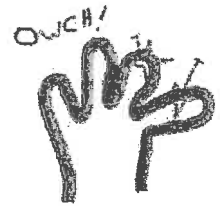
Question 17.

How many people should be operating each machine?

- ☐ 1
- ☐ 4
- ☐ 2
- ☐ 3

Question 18.

Your workbench is covered with dust and other small materials such as nails and metal shavings. The proper way to clean it is by:



- ☐ Use a bannister brush and brush it off into a dustpan
- ☐ Pick it off with your fingers
- ☐ Take a deep breath and blow the material off.
- ☐ Using your hand to carefully brush off the material

Question 19.

What would you do if you saw this? (picture of damaged equipment)



- ☐ Place the tool back in its correct location so nobody will use it.
- ☐ Get a screwdriver and repair it
- ☐ Immediately report it to the teacher
- ☐ Use the tool because you just saw someone else use it.

Question 20.

The most dangerous hazard in the workshop is:

- ☐ Open chemicals
- ☐ Irresponsible individuals.
- ☐ Trip hazards
- ☐ Machinery

Question 21.

Choose one correct answer in each drop-down list



If you get something in your eye the best method of treatment is to _____ (flush/blow) or _____ (float/poke) the particles out with _____ (water/sand)

Question 22.

Damaged eyes are irreplaceable. Prevention is better than cure. What should you do to avoid eye damage?

- ☐ Use machinery with the window open
- ☐ Wear proper eye protection
- ☐ Squint to reduce the possibility of eye damage

Question 23.

Drag the words and drop them to the appropriate places

It is the _____ of everyone in the workshop to report _____ such as damaged _____, _____ cords or _____ tools.

responsibility

machines

blunt

hazards

frayed

Better safe than sorry.

Question 24.

What does the acronym (letters) W.H.S stand for?

- ☐ Occupational Health and Safety
- ☐ Work Health and Play
- ☐ Workplace Health and Safety
- ☐ Water Heater Standing

Question 25.

What is the most common type of eye injury in the workshop



- ☐ Scratches to the eye
- ☐ Dust irritation
- ☐ Chemical irritation
- ☐ Blows to the eye

Question 26.

Falls can be fatal. Death can occur from a height of as small as:

- ☐ 3 meters or less
- ☐ Falls of more than 3 meters
- ☐ Greater than 5 meters.
- ☐ Falls of more than 5 meters

Question 27.

The best way to prevent slips and falls in the workshop is to:

(Type: Multiple Choice, Points: 1, Attempts: 3)

- ☐ Report spills
- ☐ All of the above
- ☐ Walk not run
- ☐ Keep the floor clear of slip hazards.

Question 28.

Drag the words and drop them to the appropriate places

(Type: Word Bank, Points: 10, Attempts: 3)

Keep _____ clear of off-cuts and _____. Immediately report or _____ up spills of _____ and oils.

Pay attention to your surroundings

Question 29.

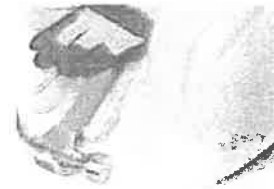
Select the correct foot ware that is allowed in the workshop.



Question 30.

What does the acronym PPE stand for?

- ☐ People Protect Each other
- ☐ Personal Property Exists
- ☐ Professional People Eat
- ☐ Personal Protective Equipment



Question 31.

Correctly order the process of packing up the workshop.

#	Choice	Correct order
1	Put away the tools	
2	Sweep down your workbench	
3	Put away your project	
4	Sweep the Floor	

Question 32.

Long hair is should be tied back by a hair net or hair band when you are near or operating machinery like drills and lathes.

- ☐ True
- ☐ False

Question 33.

Select the types of footwear allowed in the workshop

Choose 2 correct answers

- ☐ Sneakers with leather trim.
- ☐ Sturdy, fully enclosed, leather school shoes
- ☐ Steel Cap Boots
- ☐ Canvas shoes with leather sides

Question 34.

Choose one correct answer in each drop-down list



Wood dust can cause _____ (lung/hair/ear) damage. To prevent this, turn on the dust _____ (extractor/blower) and wear a dust mask.

Question 35.

Select examples of Personal Protective Equipment listed below

Choose 3 correct answers

- ☐ Phone Scratch Plate
- ☐ Face mask
- ☐ Apron
- ☐ Impact resistant Eye shields

Question 36.

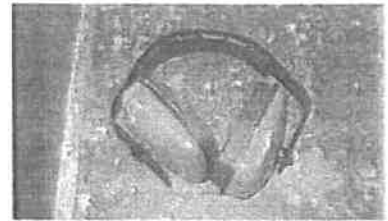
The girl in the picture is wearing PPE (Personal Protective Equipment). Click on each piece of equipment that keeps her safe.



Better safe than sorry.

Question 37.

Once you have diagnosed hearing damage the solution to your disability is:



- ☐ Surgery to correct the hearing loss
- ☐ Just carry on as before as hearing loss is permanent and irreversible anyway.
- ☐ Medicine such as ointment and drops to remove the buildup of wax
- ☐ Take care to preserve what hearing you have left

Question 38.

One of the first symptoms of permanent hearing damage is:



Choose 1 correct answer from the answers below

- ☐ Difficulty in hearing
- ☐ Pain and aches in the ear
- ☐ Country music sounds good
- ☐ Ringing in the ears

Question 39.

Most people lose hearing over a long period of time. This is because:

- ☐ The ears are self healing
- ☐ Most people wear earphones
- ☐ Human ears are very tough
- ☐ As we slowly lose hearing, we do not notice the noise increasing to damaging levels

Better safe than sorry.

Question 40.

Drag the words and drop them to the appropriate places

(Type: Word Bank, Points: 10, Attempts: 2)

It is _____ responsibility to behave properly and not endanger themselves or others. Any _____ need to be reported to the _____ immediately.

everyone's

teacher

hazards

Question 41.

The definition of the word "hazard" is:

- () Something that is safe
- () Something that is dangerous to a person's well being
- () Something that is on fire
- () Something that is fun

Guards on Tools and Machinery

Guards are physical barriers that protect you from dangerous parts of machinery.



Do's

- Inspect guards before using tools or machines to ensure they are present and secured properly.
- Report missing or damaged guards immediately to your teacher.

Don'ts

- Never remove or modify a guard - even if you think it will make your job easier!

Better safe than sorry.

Question 40.

It is fine to remove a guard on a machine.

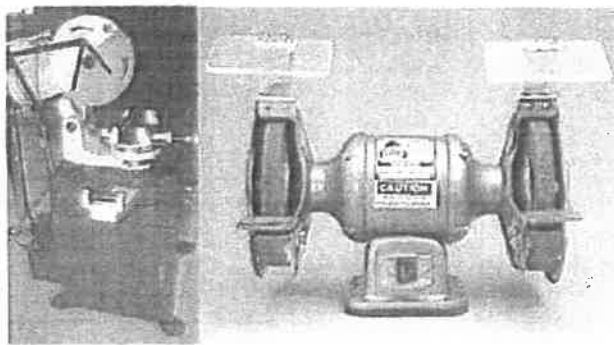
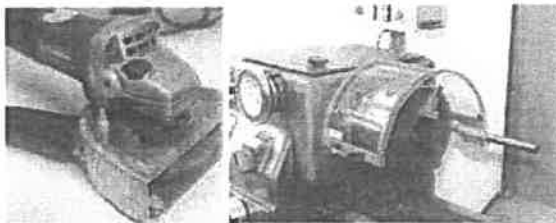


☐ True

☐ False

Question 41.

Each of the machines have an example of a MACHINE GUARD or GUARDS. Indicate where the guard is on each item.



Digital Media Work Pack 2021

Year 8

Monday 6th September

Learning Intention:

We are learning about Mise en scene.

Success Criteria:

- I can identify and define key vocabulary.

Task:

1. **Read** the information "Mise en scene".
2. **Complete** 'Media Literacy' worksheet part one and part two to the best your ability.

Tuesday 7th September

Learning Intention:

We are learning to analyse film.

Success Criteria:

- I can identify and define key vocabulary.
- I can write an analysis on a film.

Task:

1. **Read** 'movies: film journal' informational pages.
2. **Watch** a TV show or film (if **unable to watch**, complete on a TV show or film you have seen recently) and **write** an analysis on the show/film. You can include your thoughts and feelings, any camera techniques you recognised, symbols etc.

Tuesday 14th September

Learning Intention:

We are learning about Cinematography.

Success Criteria:

- I can identify and define key vocabulary.

Task:

1. **Read** the information "Cinematography".
2. **Complete** the crossword puzzle.

Thursday 16th September

Learning Intention:

We are learning to analyse film.

Success Criteria:

- I can define the key vocabulary.
- I can write an analysis on a film.

Task:

1. **Reread** 'movies: film journal' informational pages.
2. **Watch** a TV show or film (if **unable to watch**, complete on a TV show or film you have seen recently) and **write** an analysis on the show/film. You can include your thoughts and feelings, any camera techniques you recognised, symbols etc.

Notes to Parents/Guardians:

You can support your child to complete their work at home by:

- Encouraging him/her to allocate time for specific subjects
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Submission of Work and Feedback:

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“Mise en Scene”

Topics: Settings, Subjects, Use of Space and Characters

"Mise en scene" means everything put before the camera in preparation for filming and refers to the setting, subject, lighting, staging.

"Shot" is when something is filmed.

"Setting" is the place where filmed action occurs; indicates time and place.

"Set" is a constructed place used for filming.

"Location" is a real place that is not built for the film.

"Realistic settings" attempt to convince viewers that the place could exist.

"Nonrealistic settings" are exaggerated or lack details to convince viewers. Often used to reveal the main character's state of mind.

Just as in art, desolate or empty setting suggest loneliness or loss and/or confined space represents imprisonment.

"Loose framing" occurs when a shot presents the main character with a lot of space around it. This can represent loneliness or isolation.

"Tight framing" occurs when there is little space around the subject. This can represent stress or overwhelming feeling.

We learn about characters by observing not only their settings but their actions, facial expressions, clothing and possessions.

"Round characters" are complex, lifelike, multi-dimensional, and changing. Round characters are important to the story.

"Flat characters" are simple, stereotypical, one-dimensional and unchanging. Flat characters play minor roles.

As in art, "space" is used to convey meaning. Space can be used to convey loss, disruption of order, and freedom.

"Symmetrical compositions" show the major subject centred in the frame.

"Assymetrical compositions" are not centre, they are offset or balanced by other subjects in the frame.

Media Literacy

Student Expectation:

Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.



PART ONE: TERMS & DEFINITIONS

TERM	DEFINITION
Mise en Scene	
	A constructed place used for filming.
Product Placement	
	Means intense and vivid and is used to suggest heat or tension.
Cool Colours	
	Shows subjects in flattering ways, often illuminating skin.
Bird's Eyes View	
	Seem to push one shot off the screen as it replaces the image with the next shot; can move from any direction.
Symmetrical compositions	
	Complex, lifelike, multi-dimensional, and changing; important to the story.

PART TWO: MATCHING

<i>Montage</i>	<i>Loose Framing</i>	<i>Sound Effects</i>	<i>Key Lighting</i>	<i>Hard</i>
<i>Light</i>	<i>Splice</i>	<i>Lap Dissolve</i>	<i>Match Cut</i>	<i>Dutch Angle</i>
<i>Symmetrical Compositions</i>				

- A. Occurs when a shot presents the main character with a lot of space around it.

- B. Shows the major subject centred in the frame. _____
- C. Shows subject in unflattering ways; often reveals imperfections of subject.

- D. The light source is in front and all around the subject; most appealing light.

- E. The camera is slanted. _____
- F. To connect one shot to the next. _____
- G. Maintains continuity between two shots by matching objects with similar shapes or movements.

- H. One shot fades from view as the next shot fades into view and replaces it.

- I. A quick sequence of images usually linked by dissolves. _____
- J. Include sounds made by objects, sounds made by people, and ambient sound.

What is a Film Journal? A Film Journal is your own personal journey into the world of cinema. It is a place for you to *think about, write and, eventually, come to understand* the movies you watch, either in the cinema or at home, better. In your Film Journal, you can write about anything you want, so long as it is related to the movie you just saw. The reason a film journal is important is because it will give you a place to analyze the emotions movies made you feel and, in doing so, you will come to see them in new ways. As you record your thoughts on paper, this process will help you uncover any film's hidden messages and deeper intentions.

HOW TO WRITE THE PERFECT FILM JOURNAL ENTRY.

What to include in each of your entries

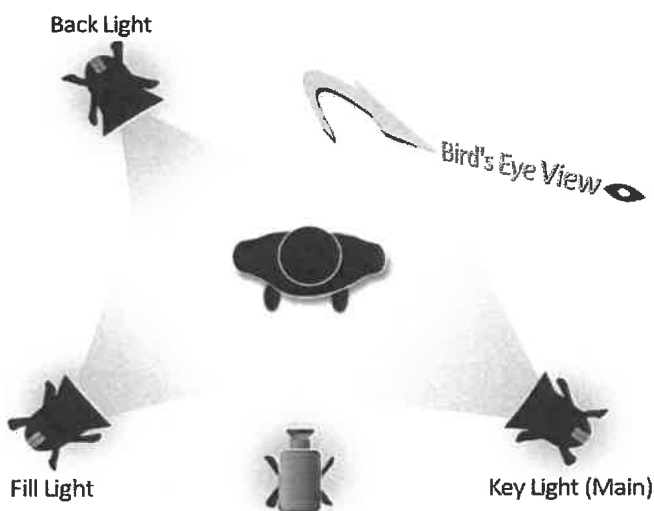
- 🎬 The title of the movie, including the names of its director and lead actors.
- 🎬 The date and time you watched the film (*for reference later*).
- 🎬 Your reaction to movie: *Did you like/dislike it? Why or why not?*
- 🎬 Any imagery & symbols in the film that you noticed and found interesting.
- 🎬 Notes on the technical aspects of the film: *lighting, camera work, soundtrack. etc.*
- 🎬 Write which part you enjoyed the most and why.
- 🎬 Write which part you enjoyed the least and why.

Language to talk about...

TECHNICAL ASPECTS

LIGHTING

- ✱ **Realistic** - the lighting is difficult to notice and looks natural (*life-like*)
- ✱ **Expressive** - the lighting is very noticeable and used to set a specific tone throughout.
- ✱ **Low Key** - the lighting is soft, showing heavy shadows on the scene.
- ✱ **High Key** - the lighting is bright, showing few shadows on the scene.
- ✱ **Key Light** - the most important light in a group of 3. Its purpose is to show the form and dimensions of an object or person.
- ✱ **Fill Light** - the light in a group of 3 that takes away unwanted shadows. Its purpose is to help the key light reveal an object or person.
- ✱ **Back Light** - the light in a group of 3 that is positioned behind an object or person. Its purpose is to create dimensionality, a separation between object or person and the background.



Types of MOOD

scary, dark, peaceful, dreamy, confused, excited, thoughtful, stressful, hostile, humorous, content, passionate, optimistic, nervous, painful, frustrating, warm, bright, dim, & dreary

*not an exhaustive list

PRODUCTION

Director - the person who is responsible for making all aspects of the movie work together.

Cinematographer - the person who is responsible for the lighting, mood and tone of the movie.

Editor - the person who is responsible for gathering all of the footage, cutting it into different sections, and putting it together in a way that helps tell the story.

Camera Person - the person who is responsible for shooting (filming) the action using a camera.

Producer - the person who is responsible in getting a movie made, usually being involved in all areas of production, including script selection, location scouting, & editing.

Script Supervisor - the person who is responsible for making sure the action & actors are following the dialogue and actions as notated in the script.



Language to talk about...

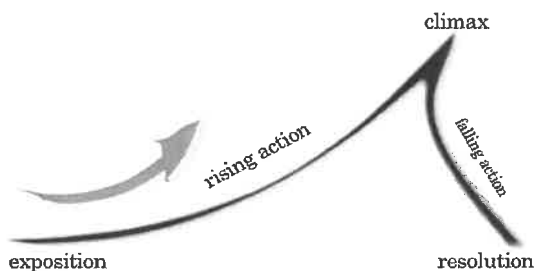
STRUCTURE

SETTING

- 🗎 **location:** where the movie took place (*can also include time*)

PLOT

- 🗎 **exposition:** beginning / background information
- 🗎 **rising action:** the action that happens at the beginning, leading up to the climax of the film/plot; the intensity is increasing
- 🗎 **climax:** the change; the moment in the film/plot where everything comes together; intensity is highest
- 🗎 **falling action:** the action that happens after the climax, leading up to the ending of the film/plot; intensity is decreasing
- 🗎 **resolution:** how the problem (*or conflict*) was solved or overcome (*at the end*)



ARTISTIC FEATURES

- 🗎 **theme:** the central idea of the movie; the message or story the movie is trying to tell

COMMON THEMES...

MAN OR WOMAN VS. NATURE / MAN OR WOMAN VS. HIM OR HERSELF / LOSS OF INNOCENCE / REVENGE / DEATH / VIOLENCE / TRIUMPH / LOVE / GOOD VS. EVIL

- 🗎 **imagery:** figurative language used to talk about objects, ideas or actions and their deeper meaning(s) & relationships

Language to talk about...

CHARACTERS

n. the person or persons who are in the story and that the plot revolves around.

APPEARANCE

Discuss...

...how the character looks physically.

Include...

...aspects about the face, body type, posture, and the costume.

VOICE

Discuss...

... the character's voice, tone, inflections, and speech pattern.

Include...

...how other characters react to this his or her voice, reasons for using that voice, and his or her ultimate goals.

ACTION(S)

Discuss...

... how the character's actions, movements & behaviors define who he or she is.

Include...

...how other characters react to this his or her movements, reasons for actions, and ultimate goals.

RELATIONSHIP(S)

Discuss...

... how the character relates to other characters, as well as the audience.

Include...

...how other characters seem to feel about the character, and how the audience responds to what happens to him or her throughout the film.

MOVIES

Film Journal

TITLE:

Date Viewed:

Director:

Actors:

Rating



“CINEMATOGRAPHY”

Topics: Lighting, Angles, Perspective, Shots

Colour is used with other cineamatography techniques to create meaning.

"Saturated Colour" means intense and vivid and is used to suggest heat or tension.

"Desaturated Colour" means muted, dull, or pale; suggesting lack of energy or draining of life.

"Warm colours" (reds, oranges, and yellows) tend to be hot, dangerous, lively, and/or assertive.

"Cool colours" (greens, blues, and violets) represent safety, reason, control, relaxation, and sometimes sadness.

The shade "white" represents innocence and purity, lack of emotion.

The shade "black" represents death, evil, mourning, stately, elegant.

Lighting conveys meaning and mood.

"Hard light" shows subject in unflattering ways; often reveals imperfections

"Soft light" shows subjects in flattering ways, often illuminating skin.

"Back lighting" creates a threatening mood.

"Top lighting" means the light source is from the top of the frame.

"Bottom lighting" represents a menacing or frightening mood.

"Side lighting" suggests divided personalities.

"Main lighting" or "Frontal lighting" means the light source is aimed at the front of the subject.

"Key lighting" or "Fill lighting" means the light source is in front and all around the subject; most appealing light.

Shadows create moods as well. Shadows can be used to suggest a threat, two sides of a character, or obscure the eyes.

Angles are used to create meaning.

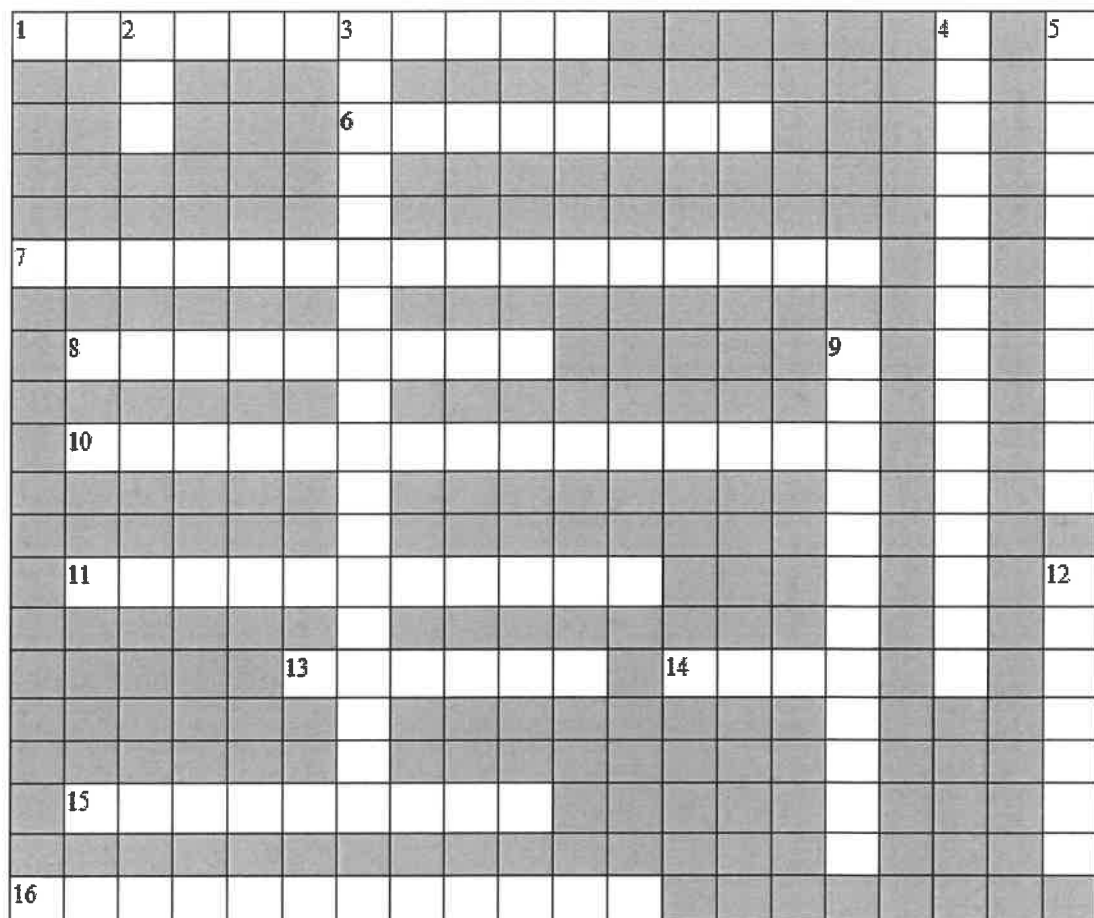
"Bird's eye view" means the camera is mounted and moving high in the air as if from a bird's view.

"High angle" makes the subject appear smaller.

"Eye level" gives the effect that the audience is on the same level as the subject.

"Low angle" suggests prominent, dominance, or power.

"Dutch angle" means the camera is slanted.



ACROSS

1. everything put before the camera in preparation for filming
6. maintains continuity between two shots by matching objects
7. commercial products or services are placed in films
8. shows subject in unflattering ways
10. intense and vivid colour
11. represent safety, reason, control
13. means to connect one shot to the next
14. push one shot off the screen
15. shows subjects in flattering ways
16. a shot presents the main character with a lot of space around it

DOWN

2. a constructed place used for filming
3. show the major subject centred in the frame
4. complex, lifelike, multi-dimensional, and changing
5. light source is in front and all around the subject
9. camera is mounted and moving high in the air
12. quick sequence of images usually linked by dissolves

MOVIES

Film Journal

TITLE:

Date Viewed:

Director:

Actors:

Rating



Humanities Work Pack, September 2021

Year 8: Civics and Citizenship

<u>Learning Intention</u>	<u>Success Criteria</u>
<ul style="list-style-type: none"> • Understand how the Australian system of democratic government is shaped by the constitution. • Learn what are the freedoms and responsibilities of citizens in Australia's democracy. • Explore the law-making process in Australia. 	<ul style="list-style-type: none"> ▪ I can explain how government is formed in Australia. ▪ I can read and answer the questions in the textbook. ▪ I can explain how laws are made in Australia. ▪ Create a poster with an annotated diagram of Parliament House.

Instructions to Students:

Use your Humanities textbook to complete the following lessons.

You can access an online version of the textbook by using this link:

www.obookassess.com

Each lesson is numbered 1 through 8 and should take approximately 20-40 minutes to complete. If you need any further support please call or email your Humanities teacher who will be happy to assist.

Lesson 1	The Australian Constitution
Lesson 2	Changing Australia's Constitution
Lesson 3	Freedoms of Australian Citizens
Lesson 4	Statutory Law
Lesson 5	Common Assessment Task: Australian Parliament

Lesson 1

Learning Task: Understand the role of Australia's constitution and how government is formed in Australia.

Success Criteria: I can explain what the constitution is
I can distinguish between the Senate and House of Representatives
I can explain how government is formed in Australia

TASK: Use your Humanities textbook pg. 470-471

Read and answer questions 1-7

look up this link: <https://www.youtube.com/watch?v=wy3wTdahqZI>

Lesson 2

Learning Task: Looking at how changes are made to the Australian constitution

Success Criteria: I can explain the process for changing the constitution
I can create a comic strip which demonstrates this knowledge

TASK: read pages 472-473 Answer questions 1-4

Lesson 3

Learning Task: Exploring the different freedoms of Australian citizens.

Success Criteria: I can define Australia's five freedoms and distinguish between them.
I can work in a team to develop an informative poster

Task: Read pages 477 and answer questions 1-2-3-4

List and summarise the different freedoms Australians citizens have.

Draw a picture to describe each freedom.

Lesson 4

Learning Task: Exploring the law-making process in Australia.

Success Criteria: I can explain how statutory laws are made and/or changed
I can discuss the role of parliament in law-making

Watch the following : <https://www.youtube.com/watch?v=cTlrZ3HUAyE>

TASK: read pg. 489 Answer questions 1-7

Lesson 5

Learning Task: Using a range of online and offline resources to learn about Parliament House, including its layout and features.

Exploring the process of making statutory laws in Australia.

Success Criteria: I can create an annotated representation of Parliament House
I can use both writing and diagrams to show the process of law making in Australia.
I have used key terms such as *Chamber, Bill, parliament, MP, Governor-General, Law, and Debate.*

TASK: Visit the Parliamentary Education Office website, go to “ Closer Look” and “ Australia’s Parliament House” (peo.gov.au). Create a poster with an annotated map of Parliament House. Be sure to clearly identify the Senate as well as the House of Representatives. Your poster should include information about the roles of each house as well as any other relevant information.

Assessment Task will need to be submitted via compass

Name:

Due Date: / /

Parent's Signature:

QUOTE OF THE WEEK

He that is without sin among you, let him cast the first stone.
JOHN 8 : 7

1. [+ Whole Numbers to 10]

	11	5	12	8	6	4	9	7	10	3
+ 5										

2. [- Whole Numbers to 10]

	20	18	14	13	17	11	15	16	12	19
- 10										

3. [x Whole Numbers to 12]

	12	8	7	11	4	6	3	9	5	10
x 4										

4. [+ Whole Numbers to 12]

	4	11	8	12	7	10	6	9	3	5
÷ 1										

5. [Large Number +, -] *

$$7605 - 1485 = \boxed{}$$

6. [Large Number x, ÷] *

$$504000 \div 1000 = \boxed{}$$

7. [Decimal +, -] *

$$52.7 + 38.1 = \boxed{}$$

8. [Decimal x, ÷] *

$$3.49 \times 1000 = \boxed{}$$

9. [Fraction +, -] *

$$\frac{16}{9} - \frac{2}{9} = \boxed{}$$

10. [Fraction x, ÷] *

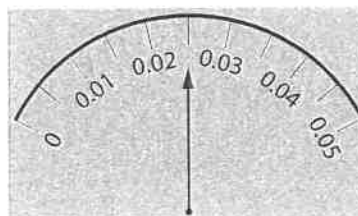
$$2 \times \frac{7}{8} = \boxed{}$$

11. [Percentages] *

Biofuel for a jet engine is made up of 50% jet A, 47.5% jatropha and the rest is algae. What percentage of the biofuel is algae? $\boxed{}$

12. [Decimals / Fractions / Percents]

What decimal number is shown on this meter?



13. [Integers]

Arrange in descending order:

3, -3, -7, -9, 5

--

14. [Rates / Ratios] *

Simplify the ratio

$$40 \text{ cm} : 2 \text{ m} = \boxed{} :$$

15. [Indices / Square Roots]

$$5^2 = \boxed{}$$

16. [Order of Operations] *

$$30 - 15 \div 3 = \boxed{}$$

17. [Exploring Numbers]

What is the value of the underlined digit in the number 6.029? $\boxed{}$

18. [Multiples / Factors / Primes] *

What is the lowest common multiple (LCM) of 9 and 12? $\boxed{}$

19. [Number Patterns]

Complete the pattern:

8, 6.5, 5, 3.5, $\boxed{}$, $\boxed{}$

20. [Expressions]

Simplify $ij + ij - ij - ij + ij$

--

21. [Substitution] *

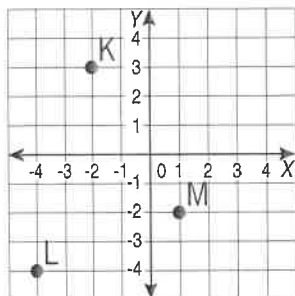
If $w = 2$, find the value of $\frac{17 - w}{3}$ $\boxed{}$

22. [Equations]

$$\boxed{} - 14 = 20$$

23. [Coordinates]

What are the coordinates of the points K, L and M on this Cartesian plane?



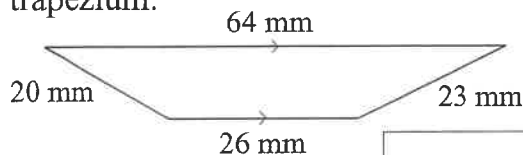
K(,) L(,) M(,)

24. [Units of Measurement / Time] *

8.5 km = m

25. [Perimeter] *

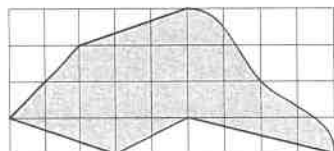
Calculate the perimeter of the trapezium.



mm

26. [Area / Volume] *

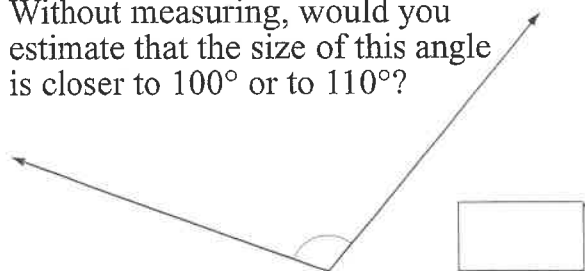
Find the area of the shaded shape.
[Round to the nearest whole number.]



sq. units

27. [Shapes]

Without measuring, would you estimate that the size of this angle is closer to 100° or to 110° ?



28. [Location / Transformation]

Draw the axes of symmetry of these shapes. Circle the shapes that are both horizontally and vertically symmetrical.



29. [Statistics] *

Approximately what percentage of the world's operable nuclear plants can be found in the USA?

A) 15% B) 25% C) 30% D) 50%

Commercial Nuclear Power Plants to July 2013	Nuclear Electricity generated		Nuclear plants - Operable		Nuclear plants - Under Construction		Uranium required 2013
	million GWh	%e	Number	GWe	Number	GWe	tonnes
World	2.35	19	432	372	68	71	66512
USA	0.77	11	100	99	3	3.6	18983

GWh = Gigawatt hour
GWe = Gigawatts electric

30. [Probability]

A coin is flipped 3 times. Given that order matters, (i.e. HTH \neq THH) find the size of the sample space.

[Complete the table.]

Outcomes (sample space)		
Head	Head	Head
Head		
Head		
Head		

31. [Problem Solving 1] *

Rearrange the letters of each set of words to form three mathematical terms: {LOVE SUM}, {LARGE CENT}, {BURN ME}

32. [Problem Solving 2] *

A donkey (D) and a mule (M) were carrying sacks of apples. The donkey groaned so the mule said to him: "Why are you complaining? If you gave me one sack, I would have twice as many as you; if I gave you one of my sacks, then we would have equal loads." How many sacks was each carrying? [According to legend, Euclid was the author of this puzzle.]

D = M =

33. [Problem Solving 3] *

A whole number is multiplied by six. What must the answer be?

A) a square number
B) a prime number
C) a number divisible by 12
D) a multiple of 3

1. [+ Whole Numbers to 10]

	24	11	16	9	15	22	7	18	20	13
+ 2										

2. [- Whole Numbers to 10]

	25	28	10	14	12	17	26	9	11	23
- 5										

3. [x Whole Numbers to 12]

	4	12	8	11	5	6	3	7	10	9
x 7										

4. [+ Whole Numbers to 12]

	66	30	60	24	36	42	72	54	18	48
÷ 6										

MATHS MATE

8

Term 1 - Sheet 5

Name:

Due Date:/...../.....

Parent's Signature:

QUOTE OF THE WEEK

Standing in the middle of the road is very dangerous: you get knocked down by the traffic from both sides.
Margaret Thatcher

5. [Large Number +, -] *

$$6043 + 2875 = \boxed{}$$

12. [Decimals / Fractions / Percents]

$$\text{Simplify } \frac{6}{8}$$

17. [Exploring Numbers]

In which number does the digit 2 have greater value?
A) 1042
B) 204

6. [Large Number x, ÷] *

$$1826 \times 100 = \boxed{}$$

13. [Integers] *

Mauna Loa, a volcanic mountain in Hawaii, stands 4170 m above sea level and extends to 5000 m below sea level. What is the total height of Mauna Loa?

18. [Multiples / Factors / Primes] *
Is 7 a factor of 294?

7. [Decimal +, -] *

$$4.87 - 0.95 = \boxed{}$$

$\boxed{} \text{ m}$

19. [Number Patterns]

Complete the table:

Lamborghini

hwy distance (km)	4.5	9	13.5		
fuel usage (litres)	1	2	3	4	5

8. [Decimal x, ÷] *

$$8 \times 0.9 = \boxed{}$$

14. [Rates / Ratios] *

At full speed, a downhill skier travels at 31 m/s. At this speed how far will the skier travel in 60 seconds?

$\boxed{} \text{ m}$

20. [Expressions]

Simplify
 $3x + x$

9. [Fraction +, -] *

$$2\frac{3}{7} - 1\frac{4}{7} = \boxed{}$$

10. [Fraction x, ÷] *

$$\frac{1}{4} \text{ of } 12 \text{ kg} = \boxed{}$$

15. [Indices / Square Roots]

$$10^1 = \boxed{}$$

21. [Substitution] *

If $c = -6$, find the value of $c + 12$

11. [Percentages]

$$65\% \text{ of } \$100 = \$\boxed{}$$

16. [Order of Operations] *

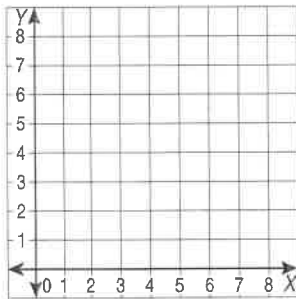
$$(54 - 6) \div 6 = \boxed{}$$

22. [Equations]

$$\boxed{} \times 8 = 40$$

23. [Coordinates]

Plot point A at coordinates (8,4) on this Cartesian plane.

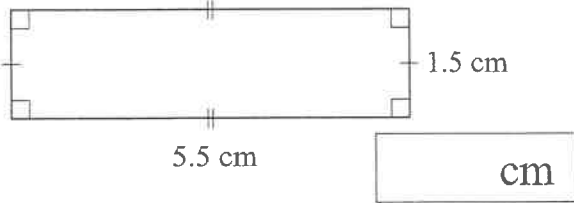


24. [Units of Measurement / Time] *

5 kg = g

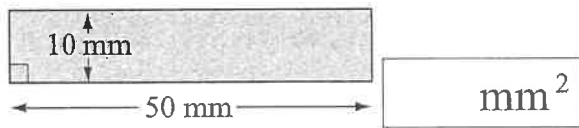
25. [Perimeter] *

Calculate the perimeter of the rectangle.



26. [Area / Volume] *

Using $A = lw$ find the area of the rectangle.



27. [Shapes]

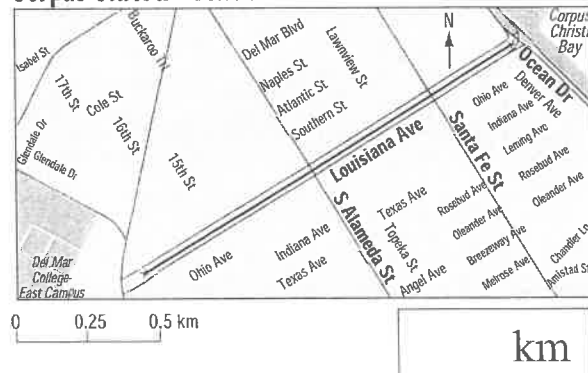
Draw a trapezium marking the pair of parallel sides.



28. [Location / Transformation]

Using the scale, how long is the marked distance along Louisiana Avenue?

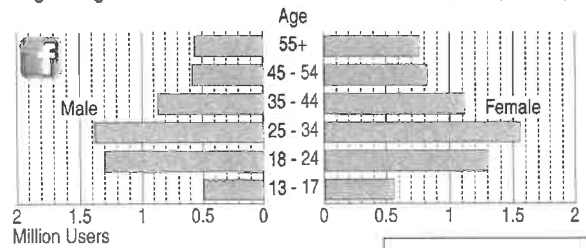
Corpus Christi - Texas



29. [Statistics]

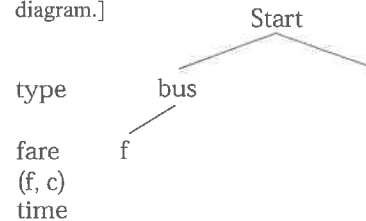
Which age group has an equal number of male and female users of Facebook?

Age and gender distribution of Facebook users in Australia (June 2013)



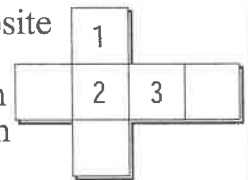
30. [Probability]

How many different outcomes are possible if you can choose between a bus or a train, full fare or concession and you can travel in the morning (am) or the afternoon (pm)? [Complete the tree diagram.]



31. [Problem Solving 1]

On a standard die, opposite sides add to 7. Fill in the spaces so that, when folded, the net will form a standard die.



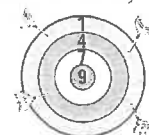
32. [Problem Solving 2] *

Cassandra had a pair of mice. The female gave birth to eight pups, four male and four female. In the next term, the five female mice each gave birth to eight pups, again four male and four female. If, in the next term, each female does the same and no mice die, how many mice, male and female, will Cassandra now have?

male = female =

33. [Problem Solving 3] *

Four darts are thrown at this dartboard. If all four darts hit the board, how many different point totals are possible?



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Name:

Due Date: / /

Parent's Signature:

QUOTE OF THE WEEK

Not doing more than the average is what keeps the average down.
William M. Winans

1. [+ Whole Numbers to 10]

	4	17	15	3	10	2	6	9	18	11
+ 7										

2. [- Whole Numbers to 10]

	25	13	28	22	10	6	19	11	24	27
- 1										

3. [x Whole Numbers to 12]

	7	10	5	9	12	6	4	3	8	11
x 6										

4. [+ Whole Numbers to 12]

	56	88	48	64	96	40	72	80	24	32
÷ 8										

5. [Large Number +, -] *

$$5824 + 1503 = \boxed{}$$

12. [Decimals / Fractions / Percents]

$$\text{Simplify } \frac{24}{30} \quad \boxed{}$$

17. [Exploring Numbers]

In which number does the digit 5 have greater value?
A) 590
B) 7059

6. [Large Number x, ÷] *

$$307 \times 1000 = \boxed{}$$

13. [Integers] *

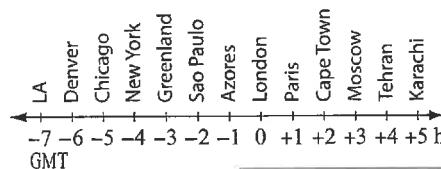
What is the time difference in hours between Moscow and New York?

18. [Multiples / Factors / Primes] *

Is 230 divisible by 4?

7. [Decimal +, -] *

$$27.4 - 8.3 = \boxed{}$$



19. [Number Patterns]

Complete the table:

Recycled and composted waste/person

No. of days	1	2	3	4	5	6
Weight (kg)	0.7	1.4	2.1	2.8		

8. [Decimal x, ÷] *

$$5.4 \times 6 = \boxed{}$$

14. [Rates / Ratios] *

A raindrop falls at 200 m per minute. How long will it take a raindrop to travel 6000 m?

20. [Expressions]

$$\text{Simplify } 5xy - xy \quad \boxed{}$$

9. [Fraction +, -] *

$$1\frac{1}{4} + 2\frac{1}{4} = \boxed{}$$

min

10. [Fraction x, ÷] *

$$\frac{1}{3} \text{ of } \$120 = \boxed{}$$

15. [Indices / Square Roots]

$$10^2 = \boxed{}$$

21. [Substitution] *

If $k = -5$, find the value of $-7k$

11. [Percentages] *

$$25\% \text{ of } \$300 = \$\boxed{}$$

16. [Order of Operations] *

$$(8 - 3) \times 7 = \boxed{}$$

22. [Equations]

$$\boxed{} \times 6 = -60$$

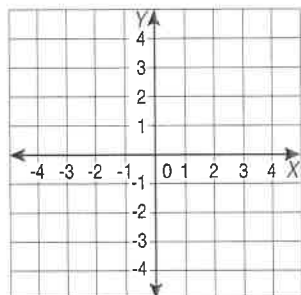
23. [Coordinates]

Plot the following points on this Cartesian plane:

A at coordinates (2,3)

B at coordinates (-2,0)

C at coordinates (0,-3)



24. [Units of Measurement / Time] *

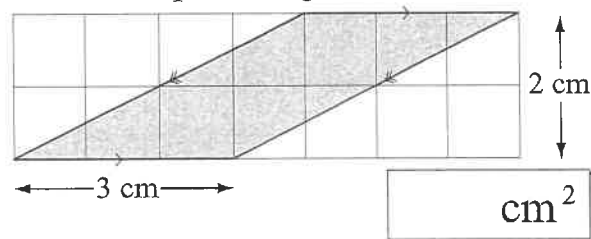
2000 g = kg

25. [Perimeter] *

Calculate the perimeter of an equilateral triangle with a side length of 30 mm. mm

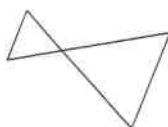
26. [Area / Volume] *

Using Area = base \times height, find the area of the parallelogram.



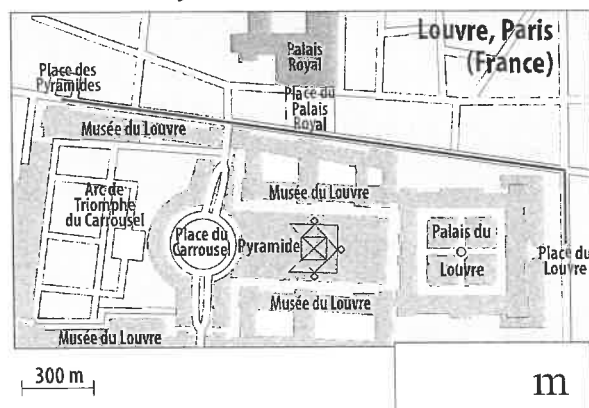
27. [Shapes]

Use arrows to show the pair of parallel lines in this diagram.



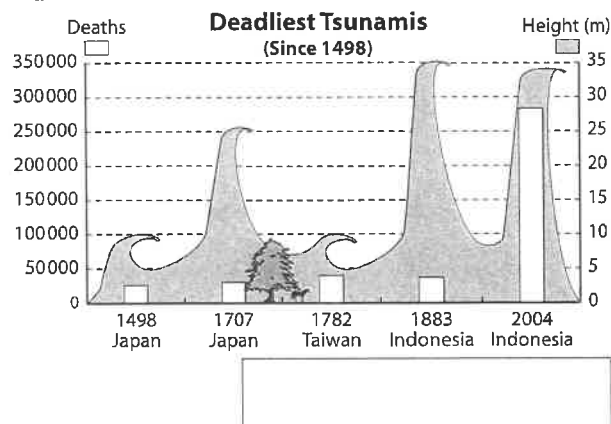
28. [Location / Transformation]

Using the scale, estimate to the nearest 100 metres the marked distance from Place des Pyramides to Place du Louvre.



29. [Statistics]

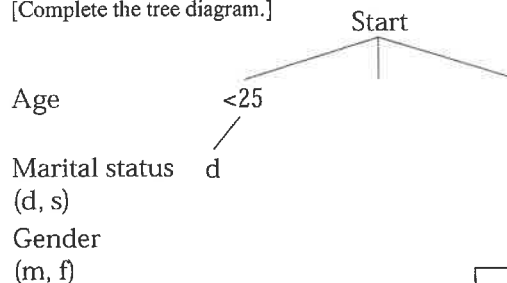
Which tsunami caused the most deaths per wave height?



30. [Probability]

How many different insurance options does a company need to consider when offering rates according to age (<25, 25-50, >50), marital status (de facto, single) and gender (male, female)?

[Complete the tree diagram.]



31. [Problem Solving 1] *

If you divide a number by 6, add 2, multiply by 3 and subtract 5, the result is 10. What is the number?

32. [Problem Solving 2] *

How many different flags with 3 stripes are possible, using the colours red (R), blue (B) and yellow (Y)? Each colour may be used more than once in each flag. [Consider YYY as 3 stripes.]



33. [Problem Solving 3] *

A number that is equal to the sum of all its factors, other than itself, is a *perfect number*.

For example: $6 = 1 + 2 + 3$

Therefore 6 is a perfect number. Which of the numbers 20, 24, 28 and 32 is also a perfect number?

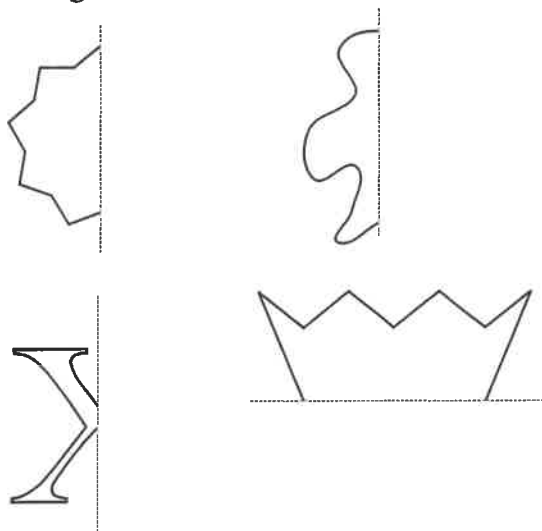
Master Maths 8 Worksheet 37

Symmetry and Reflections

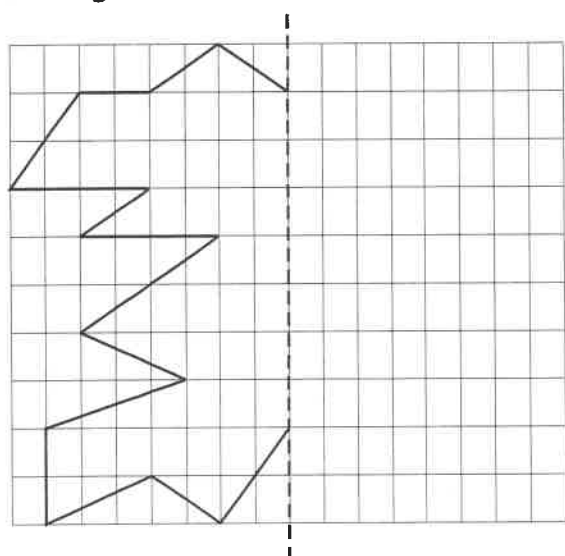
37

Name: _____

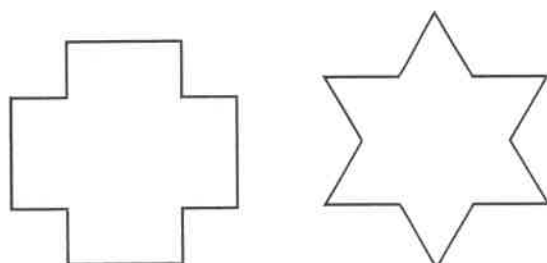
1. Complete these symmetrical shapes by drawing the other half.



2. Complete this symmetrical shape by drawing its other half.



3. Draw **all** the axes of symmetry on the following shapes.

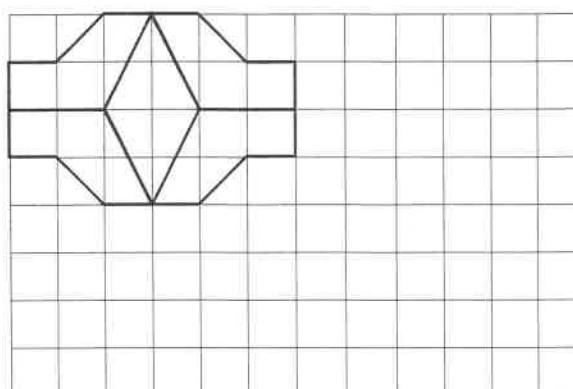


4. (a) Jayme woke up one morning and saw the reflection of her clock in the mirror. The reflection is shown here. What was the actual time?

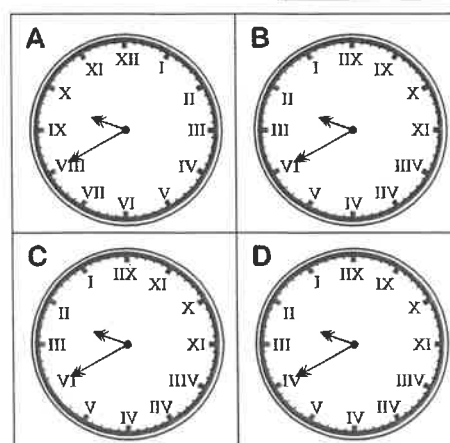
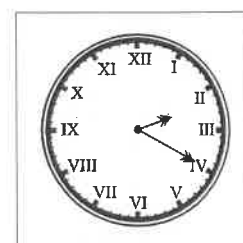


- (b) The next day Jayme wanted to get up early to go for a jog. She again looked at the time in the mirror and got up one hour earlier than she wanted to. What time did she want to get up?

5. Complete this pattern using reflections of the shape. Creatively colour it in.



6. Colour in the clock below that is a reflection of this clock.



Master Maths 8 Worksheet 45

Views on 3 Dimensional Objects 1

45

Name: _____

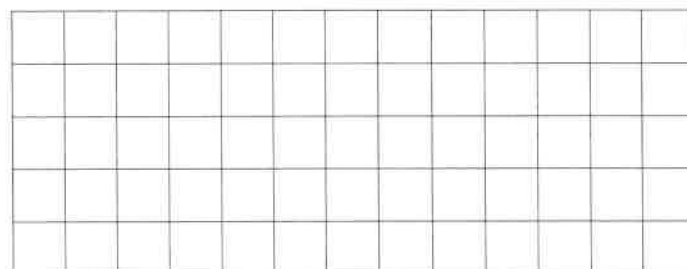
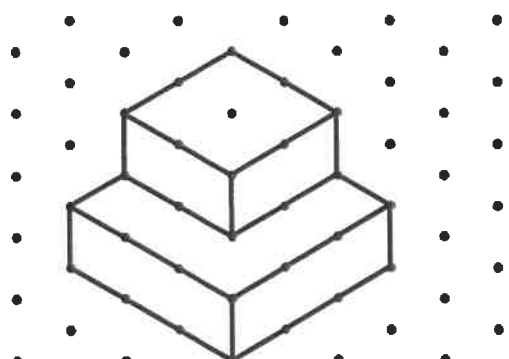
Draw the front, side and top views of the following objects.

Example

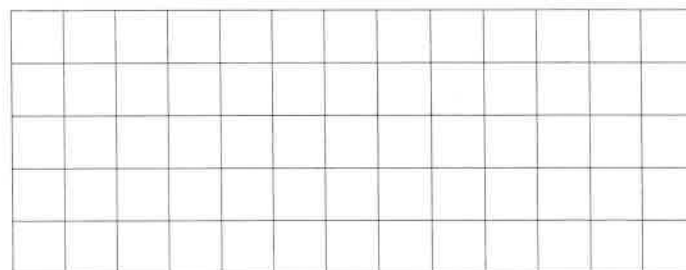
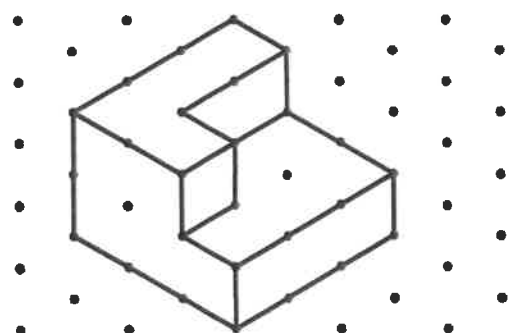
Front View

Side View

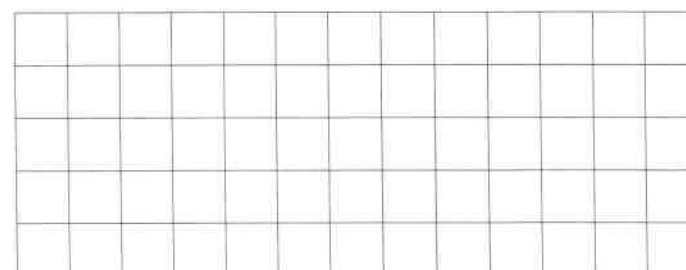
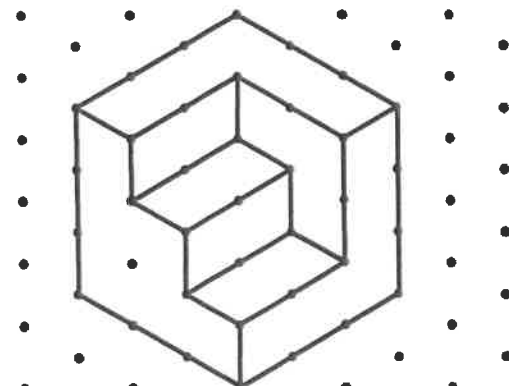
Top View



Front View Side View Top View



Front View Side View Top View



Front View Side View Top View

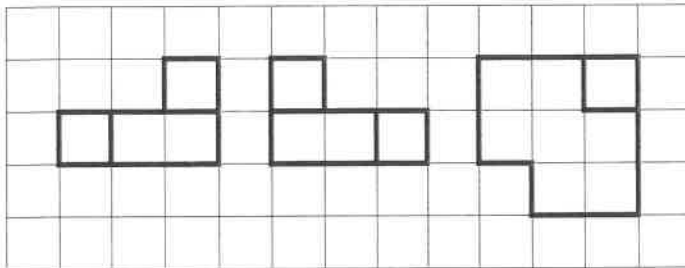
Master Maths 8 Worksheet 46

Views on 3 Dimensional Objects 2

46

Name: _____

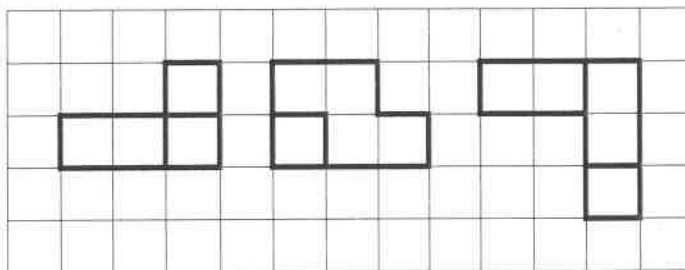
The front, side and top views of several objects are shown below. Draw these objects on the isometric dot grid.



Front
View

Side
View

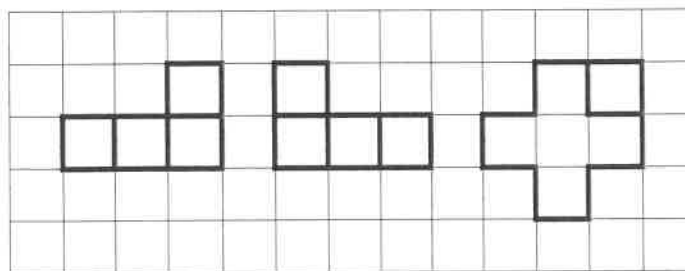
Top
View



Front
View

Side
View

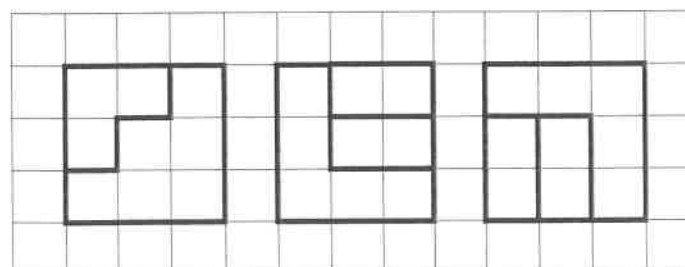
Top
View



Front
View

Side
View

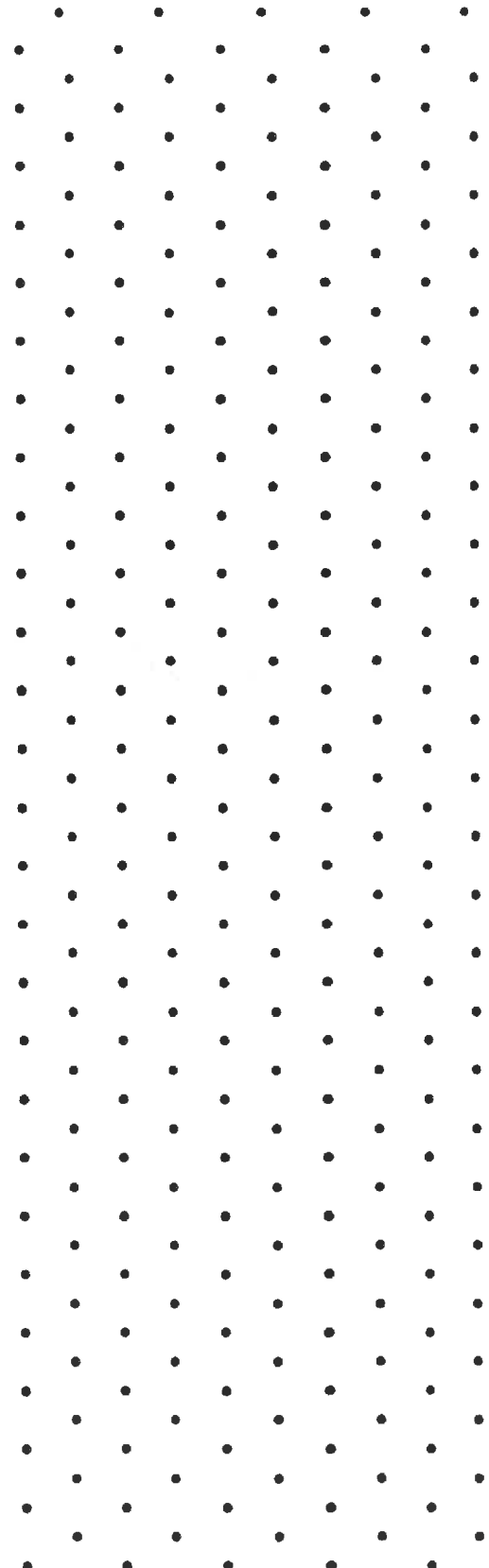
Top
View



Front
View

Side
View

Top
View

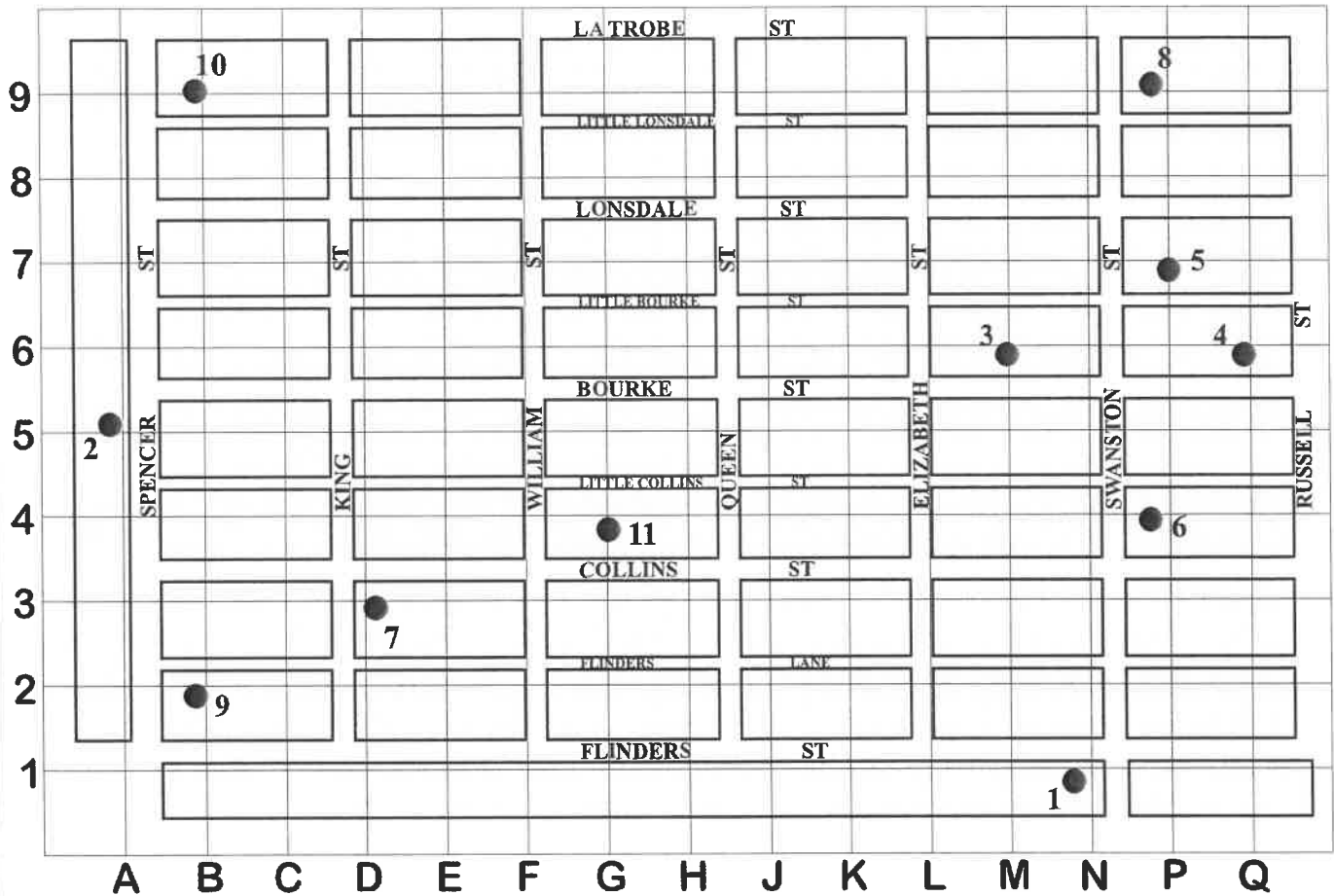


Master Maths 8 Worksheet 50

Maps

50

Name: _____



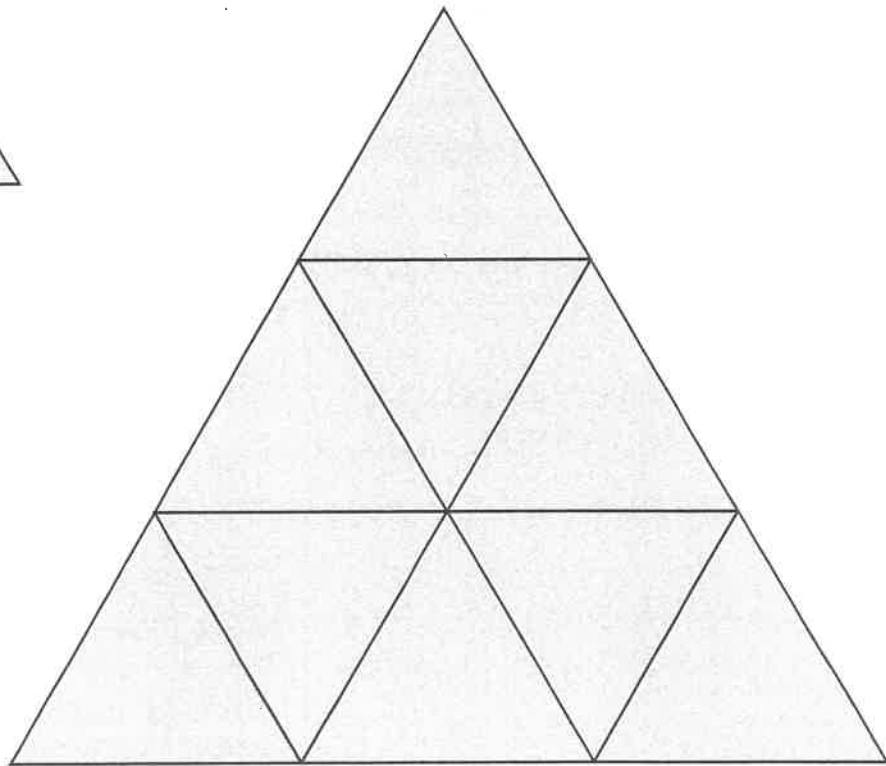
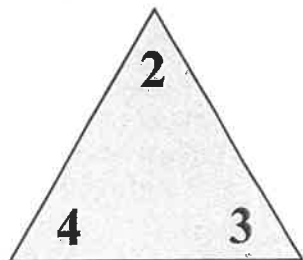
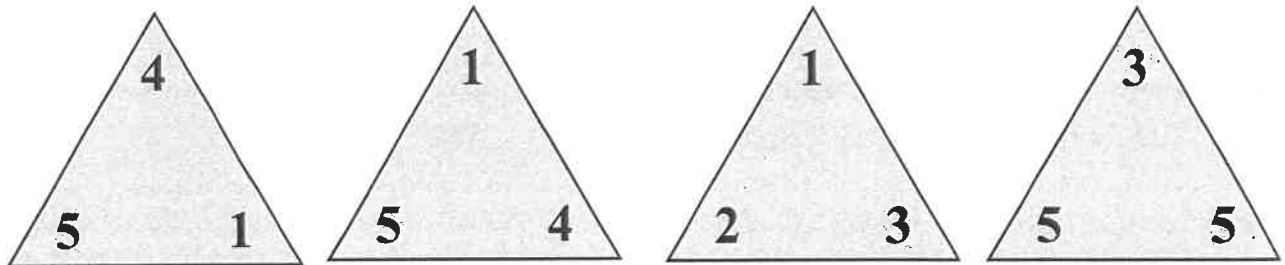
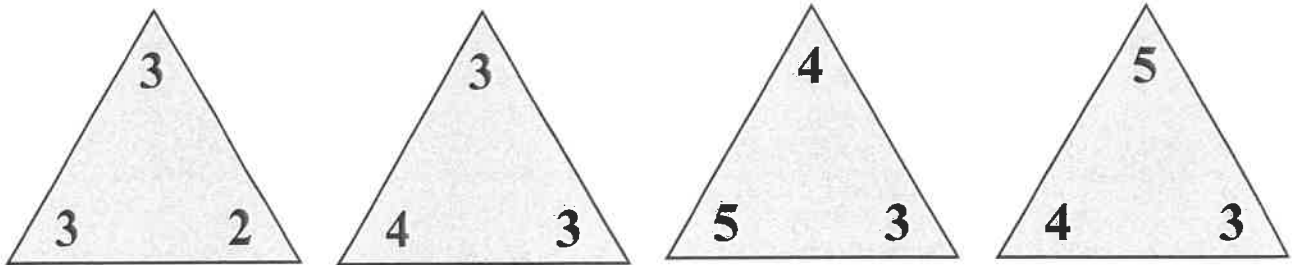
The location of the following features are shown on this map of the central business district (CBD) of Melbourne. State the grid coordinates closest to these features. The first one is given as an example.

Feature	Grid Coord.
1. Flinders St Station	N1
2. Southern Cross Station	
3. Myer	
4. Cinema	
5. Chinatown	
6. Town Hall	
7. Rialto Tower	
8. State Library	
9. Motel 1	
10. Motel 2	
11. Bank	

The scale of the map is 1:10 000. Fred gets off a train at Flinders St Station and walks to the following features in this order: Myer, Cinema, the State Library, Bank, Rialto Tower and Southern Cross Station. Using a ruler, measure the distance of the shortest path Fred could have taken and use the scale to calculate how far he walked.

Triangle Puzzle

Cut out these triangles and position them to form the shape shown below so that only vertices with the same number touch.



Palindromes

Palindromes are words, phrases or numbers that read the same backwards as forwards. Examples of words or phrases that are palindromes:

MUM
RACECAR
DENNIS SINNED
MADAM I'M ADAM
GO HANG A SALAMI I'M A LASAGNA HOG
WAS IT ELIOT'S TOILET I SAW
NEVER ODD OR EVEN
DO GEESE SEE GOD
GLENELG
DAD

Examples of numbers that are palindromes:

121 4554 8760678 55 100001

1. Jacqui had lunch at 12:21. She noticed this was a palindrome. If the time she finished lunch was at the next palindrome, how long was her lunch?
(Use 12 hour time)

2. Floyd also started his lunch at 1221 using 24 hour time. If he finished his lunch at the next time that was a palindrome using the 24 hour time, how long was his lunch?

3. 2002 was the last year that was a palindrome. List the next three years that will be palindromes.

4. The 20th of February 2002 (20-02-2002) was a palindrome. What will be the next two dates that are palindromes?

5. It has been claimed that reversing a number and adding will always lead to a palindromic number.

Examples:

①. 53	②. 2354	③. 103694
35	4532	496301
88	6886	599995

④. 874	⑤. 987
478	789
1352	1776
2531	6771
3883	8547
	7458
	16005
	50061
	66066

Notice that sometimes the reversing and adding needs to be repeated several times before a palindrome is formed

It can be seen that examples 1, 2 and 3 only needed 1 step before a palindrome was formed. Example 4 needed 2 steps and example 5 needed 4 steps.

On a separate sheet of paper find out the number of steps needed to form palindromes from the following numbers.

Number	38	439	837	79
Number of Steps				

Find four numbers that require at least three steps before a palindrome is formed.

Number				
Number of Steps				

For a real challenge find the number of steps needed to form a palindrome from the number 89.

(It is more than 20 steps!)

Name: _____

Date: _____

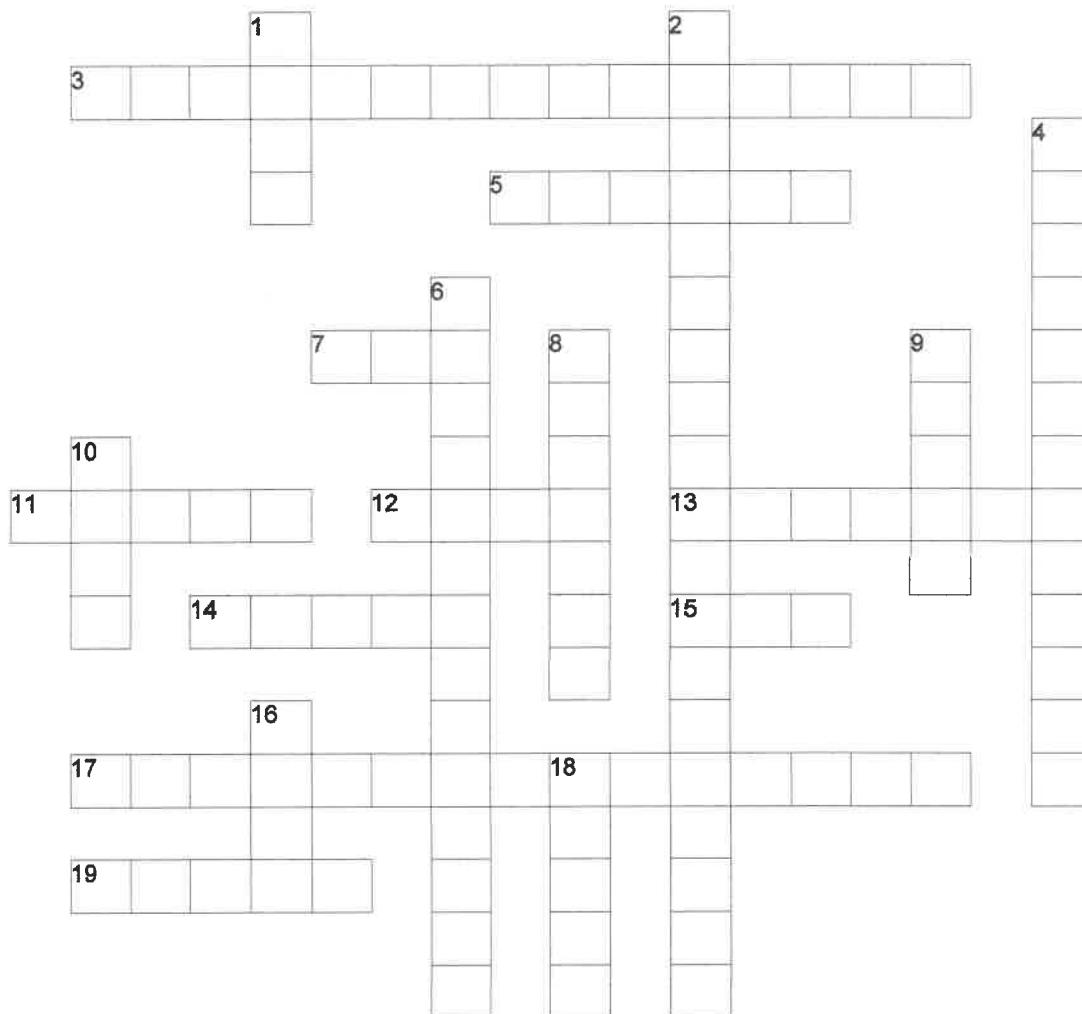
Art Terms

D E S I G N L A N D S C A P E T F Y P T F Q I N
W E F I L L I T S S L I C N E P R O L O C K D
D Z A M Y A B S T R A C T O N T D Q P O R P W L
P P O R T R A I T E G A L L O C X B J E M S W Y
P N X F C N M O V E M E N T L I C N E P R R N J
V C I B R G Z B H S R O L O C Y R A D N O C E S
P O P H O G A P R I M A R Y C O L O R S L T A H
E N L V S H B T A K E I T H H A R I N G O P H F
T T E W S F N R E T T A P X P R A F X H C I E C
E R G D H Y H P A R G O T O H P H W Y X M E N R
R A V N A L S R O L O C L O O C B Y J D R T N O
M S R N T H Z O L O H R A W Y D N A T U A M A Y
A T P M C K S P S C U L P T U R E K S H W O Z L
X L I R H T N I A P R O L O C R E T A W M N E I
S X E S O L C K C U H C Z V X Z L W Y J A D C C
J R E H C S E C M T E X T U R E W U N M R R L H
A W P B V H L I N E L Y L G E C A P S G K I U E
N P T S A K H G O G N A V O Y S L S T W E A A N
E A Q A L M R N T E M P R A P A I N T Q R N P S
T I G V U L E T T E R I N G A Y I N O Y A R C T
F N F J E C N A L A B R C L E T S A P L I O J E
I T Z G O N N O O W A Y N E T H I E B A U D B I
S L U X M B Y T I N U S H A P E K R U B J E K N
H K N I S I S A H P M E L E T S A P K L A H C X

Abstract	Andy Warhol	Balance	Chalk pastel	Chuck Close		
Collage	Color pencils	Contrast	Cool Colors	Crayon		
Cross Hatch	Design	Emphasis	Form	Ink	Janet Fish	
Keith Haring	Landscape	Lettering	Line	Marker	MC Escher	
Movement	Oil pastel	Paint	Pattern	Paul Cezanne	Pencil	
Peter Max	Photography	Piet Mondrian	Portrait	Primary Colors		
Rhythm	Roy Lichtenstein	Sculpture	Secondary Colors	Shade		
Shape	Space	Still-life	Tempra Paint	Texture	Tint	Unity
Value	Van Gogh	Warm Color	Water Color paint	Wayne Thiebaud		

Name: _____

Color Theory/Principles & Elements of Art



Across

- 3. Orange, Green, Violet
- 5. Yellow is the complement of
- 7. Pure intensity of a color
- 11. Shading from dark to light without color
- 12. Adding White to a color to make a color lighter
- 13. 3 colors equally spaced around the color wheel create this
- 14. This element of art adds vibrance to a painting or drawing
- 15. This color mixed with Yellow Makes Orange
- 17. Colors that are next to each other on the color wheel
- 19. Red is the complement of

Down

- 1. Blue, Green, Violet are this type of color
- 2. These colors are across from each other on the color wheel
- 4. Blue, Yellow, Red
- 6. Colors that are in between Primary and Secondary Colors
- 8. Used to create the effect of hair, scales, or fur
- 9. Adding Black or a Dark color to make the color darker
- 10. Red, Orange, Yellow are this type of color
- 16. The color. mixed with Yellow makes Green
- 18. Element of art where you fill in the page in an interesting way.

Name: _____

Date: _____

Camera Parts

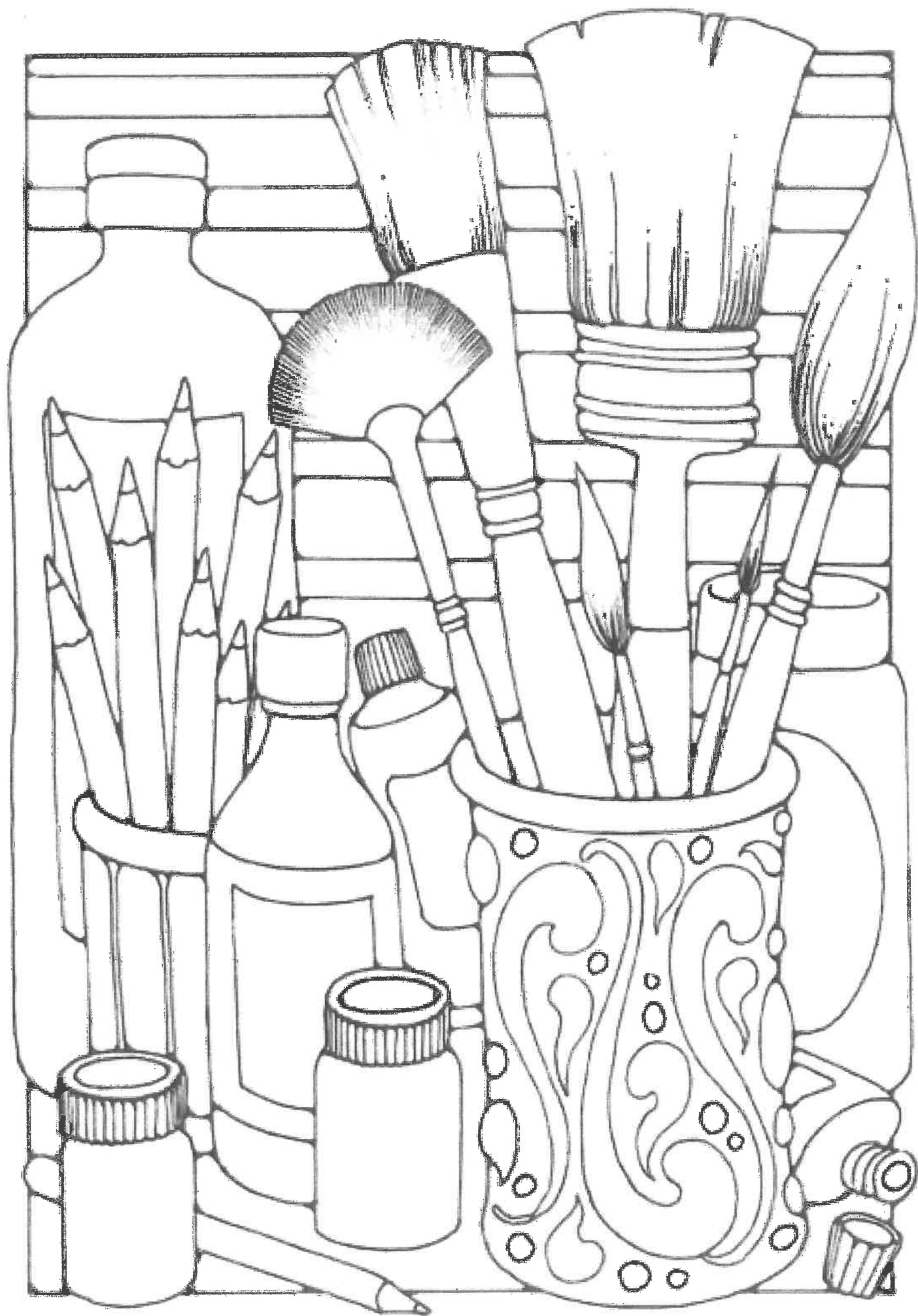
F G F H H Z X X D N B W V G P R N W M A P N F O
X U C L H J R F D K J U N Y E X A C O D U R X T
O R T L A U O H L Z Z S X R X Z S A D A X E P U
L B J R L S I N B A F C U O T F Z E E U H D Y A
T I R S M S H G K M S T S F Q A O A D A U E T E
N N V R O T T B N C C H N G E D U N I N G Y I V
M O N E B Y Z G U I A V H L Z T F E A V I E R I
U T I I V A A B P T M B O O O Z D P L C O R O T
I T Q N R I A P E E T C Y C T U L W O Q J E I A
D U I U Z B E L E E K O K A R S P Q K R V D R E
D B R D R X G W M R R P N D L O H X Q N V U P R
I R Q L E D F L L E T E U U Z P S O M N B C R C
O E I B M X S I D V V U S I R D K S E L X T E N
P T S O H R K N L L H P R A Q W D M K W O I T Q
T T A N E W I A B A R K A E E U L K D E X O T K
R U A T W F U D P I U A Q F P L Q X O C Y N U A
I H D A W N K P A D M F F P Y R E V R M Y S H M
C S H E A C W W M N T P K P D X I R O J H V S J
K Y I M V W Y P L I O O P J Q U N O S F S F O R
N V W B H Q U L U A I I V E O C W Z R N A P W N
O G J Z M U Y O R M H N P R M I Z Z H I E S Z J
B N E E R C S D C L I T R I F J W M Z I T L R P
J R O T A C I D N I E N A L P L A C O F N Y H Z
S S P E A K E R S A P Q F L A S H O N O F F R W

Lens release Cross keys AE lock AF point Live view Playback
Dioptric Knob View Finder LCD screen Creative auto Flash on off
Auto Picture Shutter priority Aperture priority Manual
Flash button Main Dial Shutter button Mode dial Flash hot shoe
Red eye reduction Focal plane indicator Speaker

Fun with fabrics

F V E V H G E T E S M L K S A M A D B E A E K S
M K K F Q S O K D W F W G E C R C F H E U P S Q
Z Z Y G T A L F E A A R R O Y E S R E J Y W W E
T R A Y O N D J U V T E E R R K Q A K X Q C L A
E Q J J L W T T S U L K H N G E T A F F E T A S
R N P K F W V X K G D C T X I S T P Q E T T P G
R O F U U A T T B W G U A E J K N E K X C K W C
Y L R P C P G R C M B S E F T J S B X P F H D E
C Y C A S A T E E N P R L W E W M L J A K A E Q
L N T G N A M L D O I E E B C E R U I E L K N H
O N I T A S E G Z S V E P Z A G P U S O I I I Y
T O F A M R S X F O D S G C N R T Q O L S V M T
H G V N T Y H P I L D E R A R U L X P L I I Z U
T W I L L D R L O F O E Z F E L T W O P E N G L
N Q I N D L E O L R P H H L E Q Q B P O A V F L
A C Y N K R W E G E G N Q Z G H A I L L F C L E
T D E J I E E E F K W O R G A N Z A I Y C A I C
R O L C F C T S X N F U N T N P Q I N E O L X V
A T S E E T U J X I A V H O E Q Z M S S T I Q N
T M I Q E F S T Z T H N G Q E V N M L T T C Z X
O Y A C Y K A Q T S E U G Z Z O L A I E O O E W
B E P T E R V U I N Z T U V B D C E X R N F T E
G W D U O X R P I T X A W U F E N I V B E W A Z
C C X X K F L L B V G O R L J V B C I L Y R C A

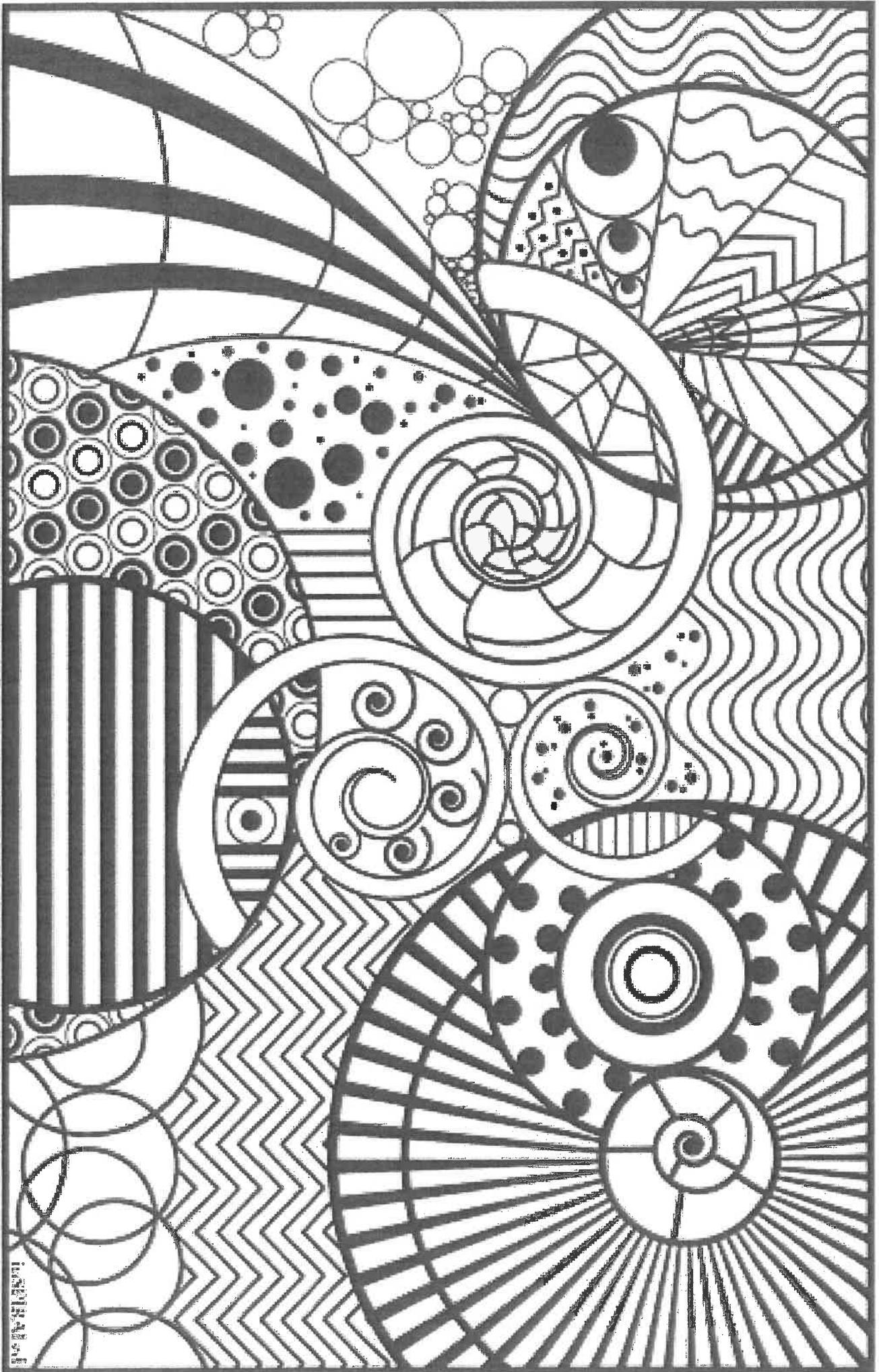
acrylic calico cotton crepe damask denim felt fleece
fur gauze georgette goretex jersey khaki knits lace
leather linen mesh muslin nylon oilskin organza
paisley polyester poplin rayon sateen satin seersucker
silk suede taffeta tartan terrycloth tulle tweed twill
velour velvet voile wool



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Using the following ideas, design your own muffin. It can be savoury or sweet. You can eat it for breakfast, snacks, or lunch it is your choice. Look in your cupboards, fridges, and pantries before you choose.

Frozen fruit **$\frac{1}{2}$ cup**

Fresh fruit (banana)

$\frac{1}{2}$ a piece of fruit

Chocolate

Dark, white, milk

Vegan **$\frac{1}{4}$ cup**

Vegetables (cooked or
grated)

$\frac{1}{2}$ cup

$\frac{1}{2}$ to $\frac{1}{4}$ cup you use 1 only

1 tsp or 1 tbs you use 1 only

Choose 1 or 2

Jam, hazelnut spread

Honey, peanut butter **1 tbsp**

Cinnamon **$\frac{1}{2}$ to 1 tsp**

Nutmeg, mixed spice,

**Muffin Design
ingredients**

Cheese **$\frac{1}{2}$ cup,**

mushroom,

herbs and spices **1tsp &**

1 tabs

Coconut, nuts **$\frac{1}{4}$ cup**

Toppings

Icing. Hundreds and
thousands. Icing, sugar,
coconut, muesli **$\frac{1}{4}$ cup**

Bacon, salami, ham,
chicken

1 -2 slices

BASIC MUFFINS

(MAKES 6)

INGREDIENTS:

1 cup SR flour

1/8 cup vegetable oil

¼ cup castor sugar

125mls milk

1 tsp vanilla essence

½ tbs baking powder

1 small egg (lightly beaten)

METHOD:

- Line 6 of the 12 hole muffin tin with patty liners (1 tray for 2 students)
- Sift flour and baking powder, then add sugar.
- Lightly beat eggs, then add milk, vanilla and oil into egg mix.
- Add dry ingredients (flour) to wet ingredients (eggs and milk)
- DO NOT OVER MIX, MIXTURE SHOULD BE LUMPY!
- Spoon mixture into patty liners
- Bake in a moderately hot oven (190° C) for about 20 mins should be golden brown.

Variations

Apple Muffins

Add ½ teaspoon cinnamon when sifting flour, and 1 grated apple when adding sugar.

Orange Muffins

Add ¼ cup candied orange pieces when adding sugar.

Pear and choc chip

Add 1 pear (diced into small pieces) and 1/8 cup of choc chips when adding sugar.

Meatloaf Muffins

serves 2

Ingredients

- 1/2 teaspoon olive oil
- 1/2 finely chopped onion
- 1/4 finely chopped carrot
- 1/2 teaspoon dried oregano
- 1 garlic cloves, minced
- 1/2 cup tomatoe sauce, divided
- 200gm ground beef
- 1/2 cup bread crumbs
- 1 tablespoons prepared mustard
- 1/2 teaspoon Worcestershire sauce
- 1/8 teaspoon freshly ground black pepper
- 1 large eggs
- Cooking spray

Mashed Potatoes

- 2 cubed peeled potatoes
- 1/8 cup milk
- 1/8 cup low-fat sour cream
- 1.5 tablespoons butter
- 1/4 teaspoon salt
- 1/8 teaspoon freshly ground black pepper

Garnish

- 2 -3 stems chopped parsley

Preparation

Preheat oven to 180°C with fan.

Heat the olive oil in a large frypan over medium heat. Add chopped onion, chopped carrot, dried oregano, and minced garlic; sauté 2 minutes. Cool.

Combine onion mixture, 1/4 cup tomatoe sauce, and the remaining ingredients except cooking spray in a large bowl.

Spoon the meat mixture into 12 muffin cups coated with cooking spray. Top each with 1 teaspoons tomatoe sauce. Bake at 180°C for 25 minutes. Let stand for 5 minutes.

While the meatloaf is cooking, make the mashed potatoes. Place potato in a saucepan; cover with water. Bring to a boil; cover, reduce heat, and simmer 10 minutes or until tender. Drain. Mash with potatoe masher. Add milk and remaining ingredients; stir with a spoon to desired consistency. If they are not creamy enough for you, add up to 1/8 cup more milk. Using two spoons add potatoe to the top and garnish with chopped parsley.



Research - Product Analysis - The Magic inside Muffins

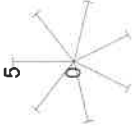
Description and Evaluation

Function of Ingredients

Ingredient	Function
Flour	
Fat	
Sugar	
Eggs	
Liquid	
Raising Agent	
Other Chosen Ingredient.....	

Consistent Cakes

Star Profile Showing the Characteristics for an Ideal Muffin



SYSTEMS for PRODUCTION	
Input	
Process	
Output	
Feedback	

Profile of My Muffin

BODY SYSTEMS LESSONS – INSTRUCTIONS

- Refer text book pages 170 to 181 attached to answer questions
- Lesson 1: Complete questions 1 to 11 on page 178
- Lesson 2: Complete challenge questions 1 to 7 on page 179
- Lesson 3: Copy and complete main ideas on page 180
- Lesson 4: Complete chapter review questions 1 to 7 page 180/181
- Lesson 5: Extension Tasks: Education Perfect

1.Task: Circulatory System

2.Task: Respiratory system

3.Introduction to Excretory system

4.Task: Introduction-Diffusion in the Human body

Activity: Working Model of Lungs

For the activity, you'll need the following:

Clear plastic bottle, 3 straws, 3 balloons, clay, sticky tape/ masking tape, scissors

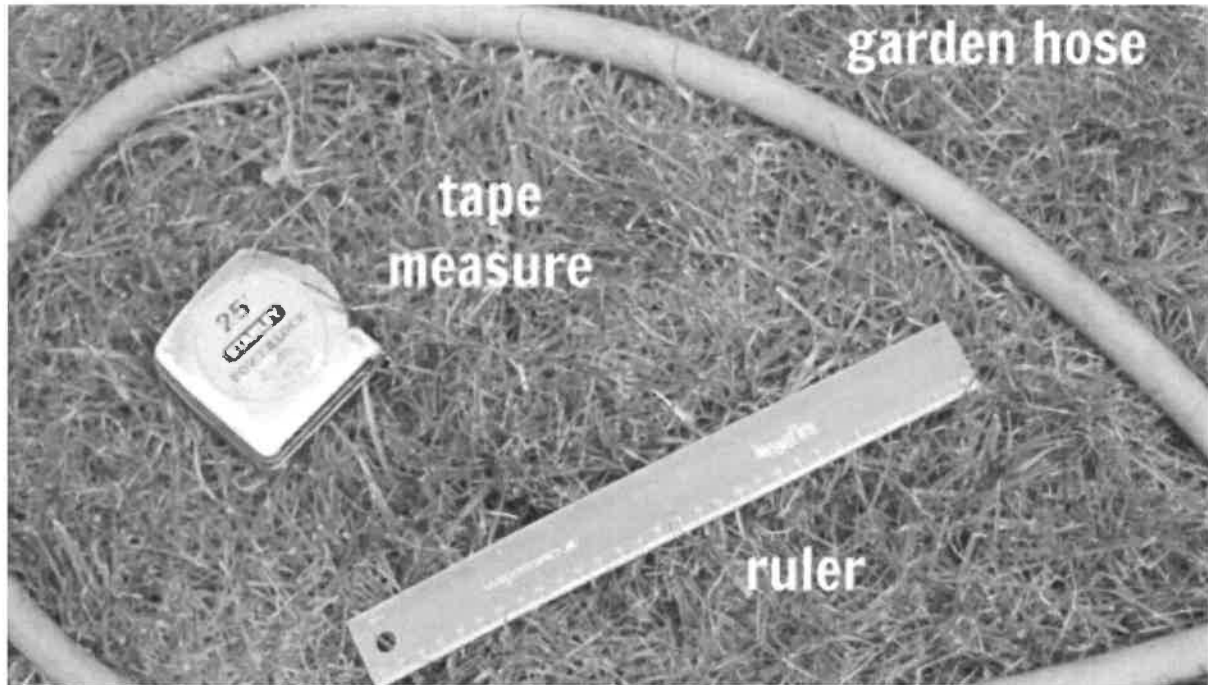
1. Measure an inch or two from the bottom of the clear plastic bottle and cut the bottom off carefully.
2. **Note:** *You may want to do this under the supervision of an adult since both the bottle and scissors can be sharp and a bit challenging to cut.*
3. We have two lungs in our body. So, this model is representing both lungs.
4. Then build an upside down Y-shaped trachea using straws taped together so that they are airtight. Tape two balloons on the ends of each straw in your Y shape. Then place it inside the bottle through the neck. Use clay or tape to secure the long end of the straw to the top of the bottle.
5. Cut the half of a balloon and wrap tape around bottle's cut opening and tie a knot at the end of remaining balloon for pulling and pushing. You don't want any air escaping, so make sure it is nice and tight!



6. Using the balloon's knot, stretch the open end over the bottom of the bottle. Again, this should be a tight fit. Use tape to secure if necessary.
7. Pull on the diaphragm balloon to see both lungs inflate!
8. Watch video to see how it works: <https://www.youtube.com/watch?v=fybV8zIGyu8>

Activity: How Long are Your Small Intestines?

Inquiry: In this science activity you will get an idea on how long is your small intestine.



So head outside, grab a hose and really see just how long our intestines would be if they were all stretched out.

For the activity, you'll need the following:

- a garden hose (or two if you have one shorter than 7.5 metres)
- a ruler to measure the diameter of the hose
- and a tape measure

Measure the diameter of the hose just to be sure we had one that was about an inch in diameter.

And then we got to work measuring out 7m (700cm) of garden hose

First, stretch out the garden hose so it's straight and can easily be measured.

You now have your small intestines all measured – 7 metres of a 2.5cm diameter hose.

Pick it all up and scrunch it in front of you stomach to get an understanding.

7.3 Body systems

Your body is like a factory. It takes in raw materials (food, water and air) and produces new products for the body to use. It also produces wastes (carbon dioxide and urine). Let's look at some systems that help keep your body functioning.

The heart and blood vessels

Your heart and blood vessels make up the body's **circulatory system**. The main part is the heart, a muscular organ that keeps pumping blood about 70 times a minute for the whole of your life.

The blood vessels that carry blood away from the heart are called **arteries**. **Veins** carry blood back to the heart. Arteries and veins have the same layers of elastic and muscular tissue, but the layers in the arteries are much thicker (see Figure 7.11). As the heart contracts, blood is forced through the arteries.

The large arteries and veins form many branches throughout the body. The narrowest

arteries and veins branch into microscopic vessels called **capillaries**, which are very thin, usually only one cell thick. Food, oxygen and water pass through the capillaries to the cells, and wastes pass back, as shown in the diagram below.

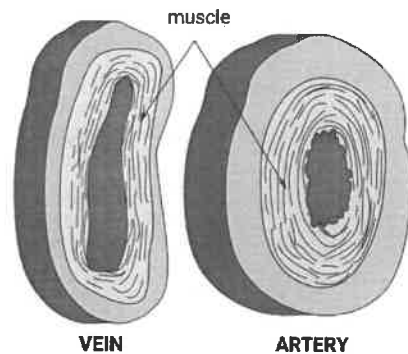


Figure 7.11 Arteries have thicker walls than veins.

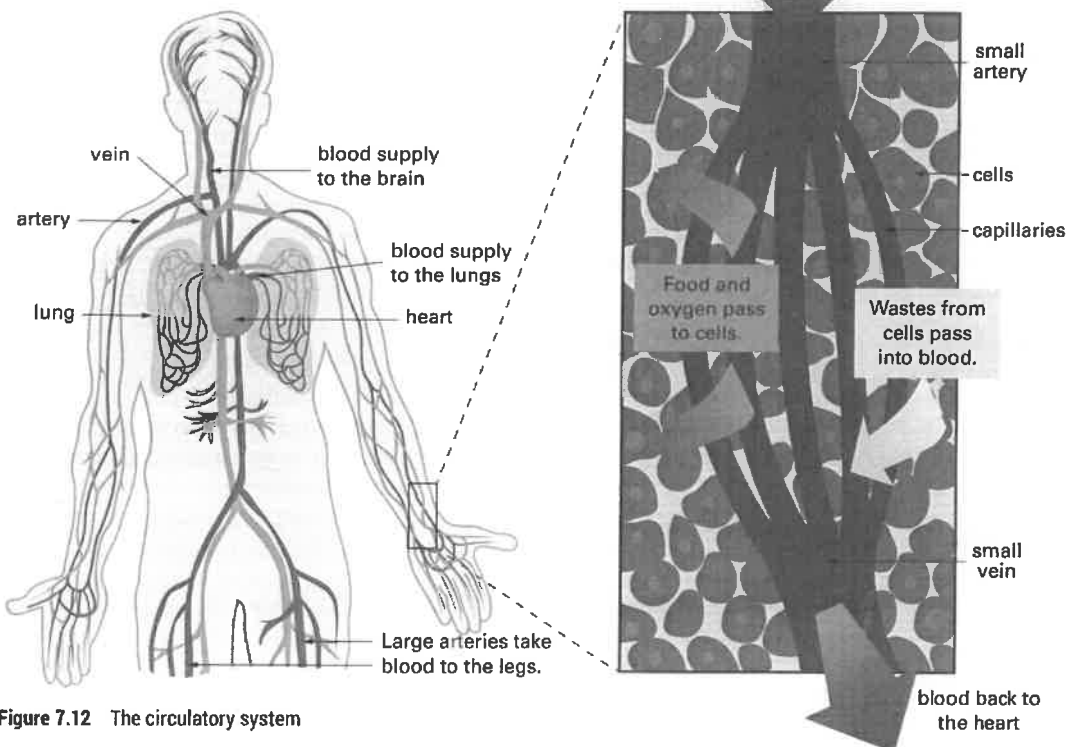


Figure 7.12 The circulatory system



INVESTIGATION 7.3

The blood system

Aim

To investigate your pulse and observe the blood capillaries in a fish's tail.



Materials

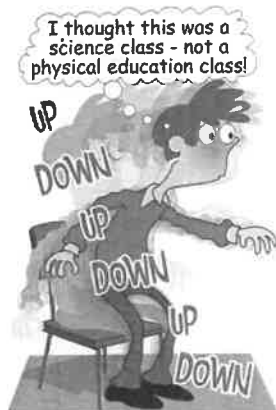
- a watch with a second hand, or digital watch
- small aquarium fish, e.g. guppy
- microscope and microscope slide
- cotton wool
- aquarium or pond water

Risk assessment and planning

- Read through Part A and decide who is going to do what sort of exercise. Design a data table for the results.
- Make a list of all the precautions you will take to make sure the fish in Part B is not harmed in any way.

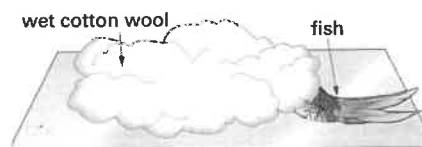
PART A Measuring pulse


- 1 Use your index finger to find your partner's pulse in the artery in their wrist.
 Record the number of beats per minute and call this the resting pulse rate.
- 2 Have your partner exercise (e.g. by standing and sitting rapidly) for 2 minutes. Immediately after the exercise, take their new pulse rate.
 Record your results.
- 3 Record how long it takes for the pulse rate to return to the resting rate.

**PART B Capillaries**

Your teacher will do this part of the investigation as a class demonstration. Note: You can view capillaries on a computer or TV monitor via a video camera fitted to a microscope. Take care of the fish and return it to the aquarium immediately after use.

- 1 Soak some cotton wool in pond water, squeeze out most of the water and lay it on a microscope slide.
- 2 Carefully lay the fish on the cotton wool and place some more wet cotton wool on top of the fish. This will hold the fish in place and stop it from drying out.
- 3 Make sure the tail is sticking out of the cotton wool, as shown.



- 4 Look at the tail through low power on a microscope. Then switch to higher power to observe the capillaries and blood cells.
 Use a diagram to record your observations.

Discussion

- 1 How does your heart (pulse) respond to a change in activity in your body?
- 2 Suggest why there is a change in the pulse rate with exercise. Include the needs of the body cells in your explanation.
- 3 Why is it necessary for your heart to continue beating when you are asleep?
- 4 Does a fish have a pulse? Suggest reasons for your answer.

How the heart works

The heart of a mammal has four chambers: two smaller, thin-walled ones on the top of the heart called **atria** (singular **atrium**); and two larger, more muscular chambers called **ventricles**.

Look at the cut-away diagram of the heart in Figure 7.13. Notice that the *left* ventricle is on the *right-hand* side of the diagram. This is not a mistake. Figure 7.13 shows the heart as it would be in a person facing you.

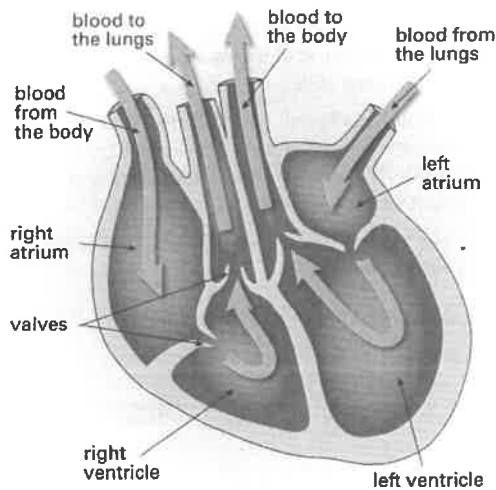


Figure 7.13 A cut-away diagram of the heart



The heart pump

The blood in your body moves within a one-way, closed circuit. The heart pumps blood out through the arteries to the capillaries and back through veins to the heart again. However, the heart is a double-action pump. At each beat, the right-hand side pumps blood to the lungs at the same time as the left-hand side pumps blood to the body. Look at Figures 7.14 and 7.15.

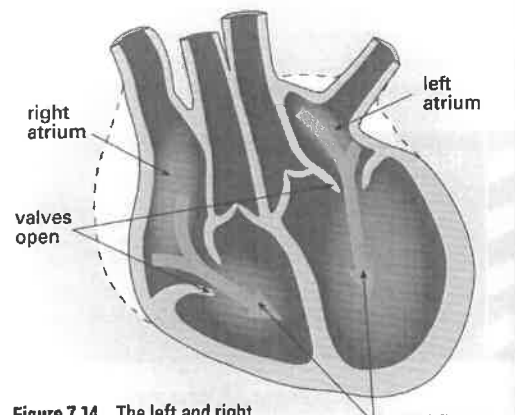


Figure 7.14 The left and right atria contract and push blood into the ventricles.

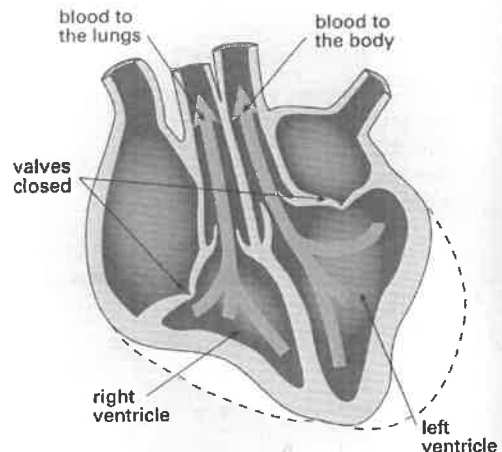


Figure 7.15 Both ventricles contract immediately after the atria contract. The right ventricle pushes blood to the lungs, and the more muscular left ventricle pushes blood to the body.



INVESTIGATION 7.4

A heart dissection

Aim

To observe the structure of a mammalian heart.

Materials

- bullock's or sheep's heart
- dissecting board
- disposable gloves
- scalpel (or single-edge razor blade), scissors and probe
- paper towel

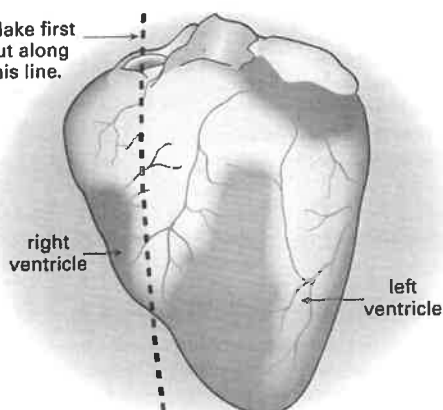
Risk assessment and planning

- Read through the steps in the Method very carefully. You will be using very sharp dissecting instruments, a scalpel and scissors. Take care with these instruments.
- Make a list of all the precautions you will need to take when dissecting the heart.

Method

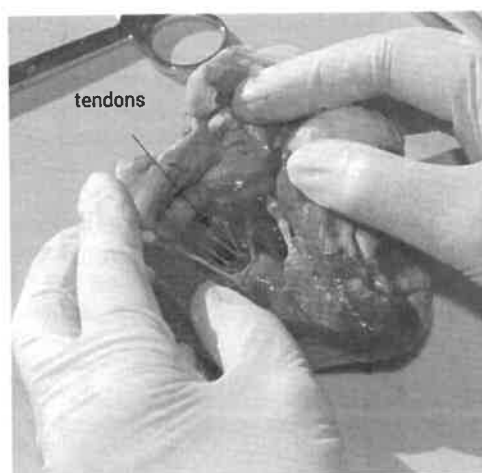
- 1 When handling the heart, you *must* wear rubber gloves
- 2 Locate the right side of the heart. This side feels softer than the left side because it has thinner walls.
- 3 Use a scalpel to make the first cut to open the right atrium and ventricle.

Make first cut along this line.



Look for the heart valves between the chambers. Notice the tendons holding the valves to the inside of the heart.

- 4 Now cut open the left atrium and ventricle.



- 5 Use the probe to lift up the white-coloured tendons of the heart valves.
Compare the thickness of the muscular walls of the two ventricles.
- 6 Look for the valves in the large artery that leaves the left ventricle. Push the probe up the large artery.

Note: Your teacher will tell you how to dispose of the remains of the heart.

Discussion

- 1 Write compare and contrast sentences to summarise your observations of the left and right ventricles.
- 2 What is the function of the atria? Suggest why the muscular walls are much thinner than the ventricle walls.
- 3 The large artery that carries blood away from the left ventricle is called the aorta. Suggest why there is a large valve at the start of the aorta where it joins the left ventricle.

Transporting oxygen

The two lungs are part of your **respiratory system**. They are large pink organs found inside the chest cavity. The lungs appear solid but are soft and sponge-like. The pink colour is due to the many blood capillaries in the lung tissue.

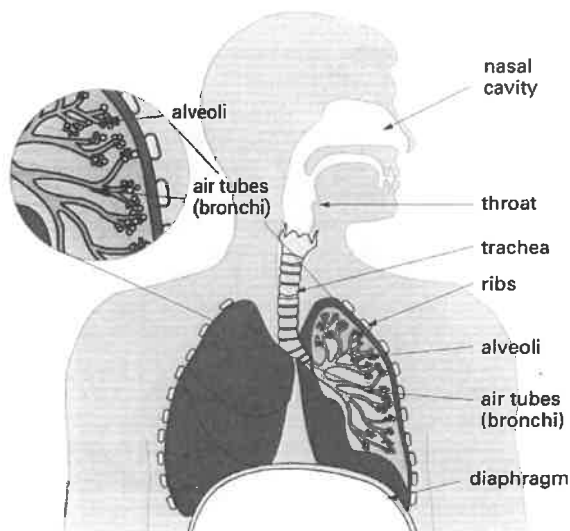


Figure 7.16 Oxygen from the air passes into the blood in the lungs, and waste carbon dioxide passes from the blood and is breathed out.

Air enters the lungs from the nose or mouth and then the **trachea** (track-EE-a) or windpipe. The air is moved in and out of the lungs by the movements of the muscles around the ribs and the large muscular diaphragm (see Figure 7.18). The air moves through the trachea and into smaller air tubes called bronchi (BRONK-ee), which end in minute air sacs called **alveoli** (AL-vee-OH-lee). The total surface area of the alveoli in the lungs is enormous—about 80 m², or about half the size of a tennis court.

The oxygen in the air breathed in passes through the thin walls of the alveoli and into the blood in the capillaries. From here, the blood is pumped throughout the body. The blood coming into the lungs from the body contains a lot of carbon dioxide. This passes from the blood into the alveoli and is breathed out.

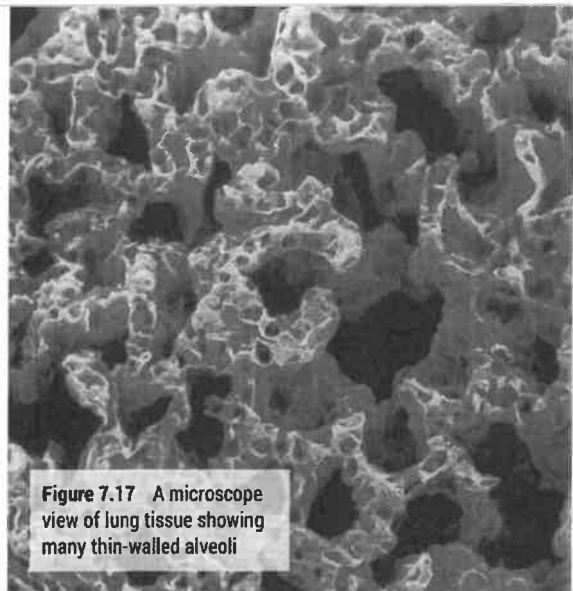
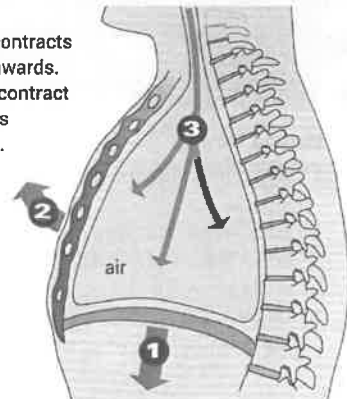


Figure 7.17 A microscope view of lung tissue showing many thin-walled alveoli

Breathing in

- 1 The diaphragm contracts and moves downwards.
- 2 The rib muscles contract and move the ribs upwards and out.
- 3 Air is drawn into the lungs.



Breathing out

- 1 The diaphragm relaxes and moves upwards.
- 2 The rib muscles relax and move the ribs downwards.
- 3 Air is pushed out of the lungs.

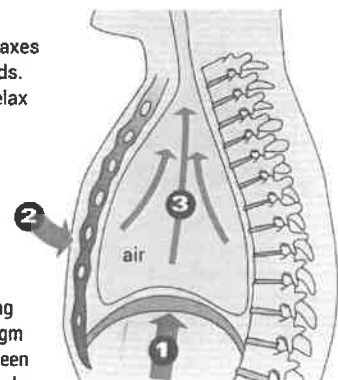


Figure 7.18 Breathing occurs as the diaphragm and the muscles between the ribs contract and relax.

Getting rid of wastes

As mentioned earlier, your body is like a factory. It takes in raw materials (food, water and air) and produces new products. It uses energy in these processes and it produces wastes. The wastes are gases, liquids and solids.

Gaseous wastes—carbon dioxide

The most important reaction in your body is *respiration*, which produces carbon dioxide and water. The body reuses much of the water, but carbon dioxide is not used and has to be removed through your **lungs**.

ACTIVITY

Testing for carbon dioxide

Pour some fresh limewater into a test tube.
Blow gently through a straw into the limewater.



- What do you observe?
- What can you infer from this observation?

Liquid wastes—urine

Most of the wastes produced by your body cells are soluble in water and are therefore able to be transported away by the blood. Many of these waste products are taken to the **liver** for processing.

The liver is a very important organ in the body. It not only stores and distributes digested food, but it also breaks down many harmful substances, such as alcohol.

Urea is one of the substances produced by the liver. Urea is soluble and so is carried in the blood from the liver to the **kidneys**, where it is then removed.

Blood is supplied to each of the two kidneys by a large artery called the renal artery (*renal* means *of the kidney*). About 1 litre of blood passes through the kidneys each minute. This blood is filtered and the wastes and some water pass out of the kidney to the bladder. The liquid waste is called **urine**.

The removal of wastes from the body is called **excretion** (ex-KREE-shun). The kidneys and liver are part of the **excretory system**.

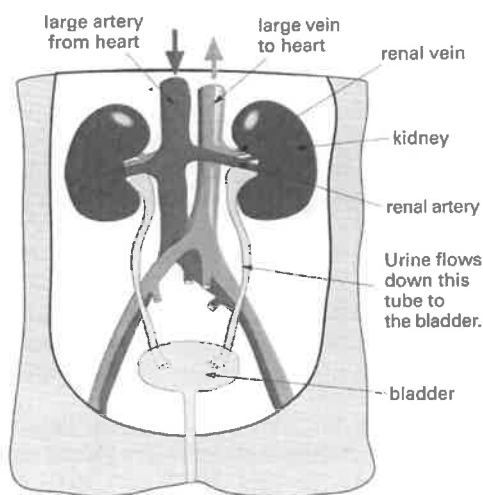


Figure 7.19 Kidneys are the main organs of excretion—the removal of wastes through dissolving in water.

Sweat on your skin also removes salts and other soluble substances. But the skin is not considered part of the excretory system because the main purpose of sweat is to regulate your body temperature. When the water in sweat evaporates, it takes energy from your skin and cools it. This process helps lower your temperature.

Solid wastes—faeces

The solid wastes are called **faeces** (FEE-seas) and consist of leftover material from the food you eat (mainly fibre), as well as bacteria (about 30% of the mass), water and other products of

cell reactions. The faeces pass out of your body through the anus. The brown colour of faeces is due to substances produced in the liver when blood is broken down.

Bird poo

Birds excrete urine and faeces from one opening in their body. Usually urine and faeces come out together as a dropping. Some of the soluble wastes in the urine give it a whitish colour. The dark, almost black, specks in the droppings are the faeces.

ACTIVITY

Part A Looking at lungs

Your teacher will show you a pair of sheep's lungs attached to the trachea.

- ✎ Observe the colour and texture of the lungs and the trachea.
- ✎ Infer the function of the bands of cartilage in the trachea.
- ✎ Observe what happens when the lungs are inflated with air.

Part B Looking at kidneys

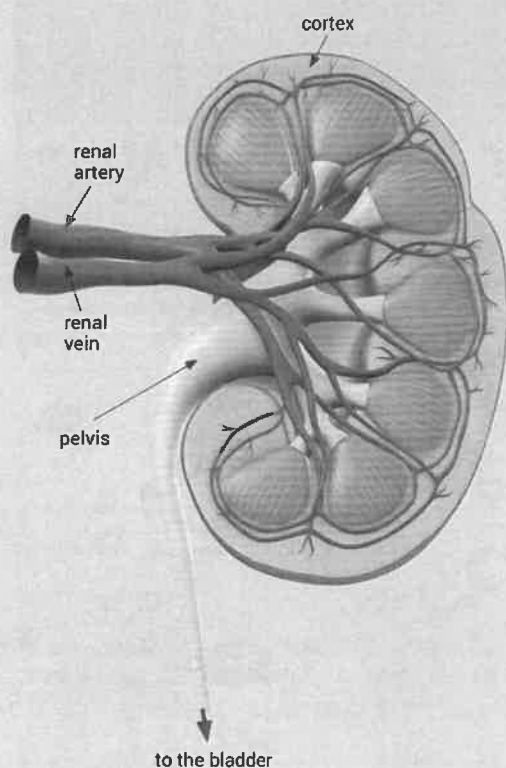
You will need a sheep's kidney, a single-edge razor blade (or scalpel) and disposable gloves.

- 1 Put on the gloves and peel off the fat around the kidney and look for the blood vessels attached to the concave side of the kidney.
- 2 Use the razor blade to cut the kidney in half.

The outer pale pink region is called the **cortex** and is where the wastes are filtered. The light-coloured inner region is the **pelvis** and is where the urine collects.

- ✎ Infer the function of the fat around the kidney.
- ✎ Use a library to find out the names of the various parts of the kidney, and how the kidney filters the blood.

Your teacher will set up a microscope to view a thin section of kidney.



Note: Your teacher will tell you how to clean up and prepare the remains of the lungs and kidneys for disposal.



SCIENCE AS A HUMAN ENDEAVOUR



Organ transplantation

Organ transplantation is moving one person's organ to another person's body, to replace a damaged or faulty organ. Many organs can now be transplanted, including skin, heart, lungs, kidney and liver. Most organs are donated by people when they die, although some people donate one of their kidneys while still alive. Other body tissues such as the cornea of the eye can also be transplanted to help people with non life-threatening diseases.

Before an organ can be transplanted, there must be a match between the donor and patient. If the organs do not match, they can be rejected by the patient's immune system. The immune system will think the organ does not belong and will attack it, just like your body attacks bacteria that enter your body. To avoid this, the patient usually has to take medication that stops organ rejection for the rest of their life, even with a good organ match.

Most of the time about 1600 people are waiting for organ transplants in Australia. For these people it is often a matter of life and death; if they do not receive a transplant in time they will die. These patients wait for a matching organ to

become available when someone dies, e.g. in an accident or from a disease. One donor can save about 10 lives by providing various organs. In 2015, 435 organ donors gave 1241 Australians a new chance in life, so there is a shortage of donor organs.

Each person must decide whether they will be an organ donor; a doctor cannot just take your organs after you die. You must give permission, or your parents can do it for you if you are under 18.

- 1 Undertake a simulated organ transplant operation. Many simulations are available online.
- 2 Find out about how to become an organ donor. Discuss whether you think organ donation should be compulsory. Think about the reasons why some people may agree or disagree, such as religious reasons.
- 3 Find out how many transplants were done in Australia last year, and what organs were transplanted.
- 4 Investigate some of the technologies that have made organ transplants more successful.



EXPLORE ONLINE

Figure 7.20 Australia needs more organ donors.



Figure 7.21 Organs must be obtained quickly after death to be used for a transplant, and are transported to the operating theatre on ice.

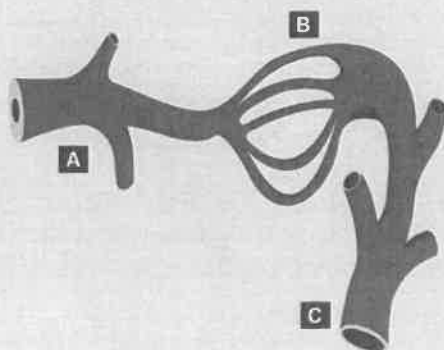


Figure 7.22 Technology and medical advances have made transplants more successful.



CHECK

- 1 Which of the following statements are true and which are false? Rewrite the false statements to make them correct.
 - a Blood consists of blood cells suspended in plasma.
 - b Lung tissue has very few blood vessels.
 - c During exercise, the amount of blood flowing to the body cells decreases.
 - d Arteries have the same structure but much thicker walls than veins.
 - e Urine is produced by the liver and is collected in the bladder.
- 2 What is a pulse? Why does the pulse rate vary? What actions do you have to take to lower your pulse rate?
- 3 Suppose you analysed the blood in an artery in your arm. You then did the same to the blood in a nearby vein.
 - a Which substances would you find more of in the artery than in the vein?
 - b Which substances would you find more of in the vein than in the artery?
- 4 What is urine? Where is it made and what happens to it in the body?
- 5 The diagram below shows simplified blood vessels.
 - a Which parts are veins, arteries and capillaries?
 - b In which direction does the blood flow? How do you know?



- 6 Why does the air you breathe out contain less oxygen and more carbon dioxide than the air you breathe in?
- 7 Suggest why your pulse rate increases when you see signs that you are in danger.



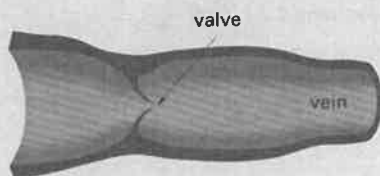
- 8 During exercise your heart rate increases. Suggest why your breathing rate also increases during exercise.
- 9 Samples of blood from two blood vessels in a person's arm were analysed and the results recorded.

Blood vessel	Amount of oxygen	Amount of carbon dioxide	Blood pressure
A	high	low	high
B	low	high	low

Which vessel is the artery? Give *two* reasons for your answer.

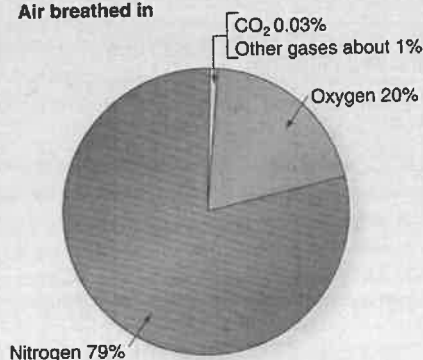
- 10 Your heart pumps about 70 mL of blood with each beat. Estimate the volume of blood it would pump in 24 hours. What assumptions have you made in your calculations?
- 11 Food and oxygen that are carried by the blood pass out of the capillaries into the cells. However, food and oxygen do not pass out of the arteries or the veins. Suggest a reason for this.

- 1 Your body contains about 5 litres of blood.
 - a If the kidneys filter 1 litre of blood in 1 minute, how much blood is filtered in a day?
 - b How many times are the 5 litres of blood filtered in a day?
 - c You produce about 1500 mL of urine each day. Express the amount of urine produced as a percentage of the total amount of blood filtered in a day.
- 2 The veins in your body have valves that allow blood to flow in one direction only.

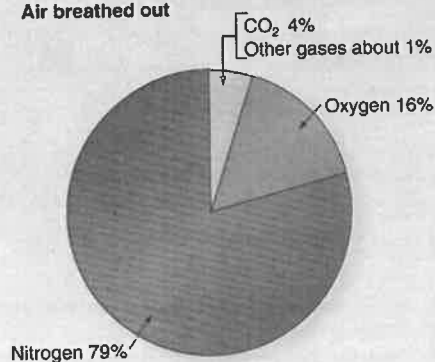


- a In which direction would the blood flow in the diagram above? How do you know?
 - b Suggest why arteries do not have valves.
- 3 The pie charts below show the amounts of gases in air breathed in and out.
 - a What percentage of air does the human body use?
 - b What percentage of oxygen in the air is used?

Air breathed in



Air breathed out



- c Which gas is produced as waste?
 - d Is nitrogen used by the body? Are you sure of your answer from this data? Would you need any other information before you could be sure?
- 4 The windpipe, or trachea, connects your throat to your lungs. It has little rings of cartilage along its length. You can feel these rings of cartilage by moving your fingers up and down your neck near your voice box. Suggest a reason for the rings of cartilage.
 - 5 Arteries are located much deeper inside the body than veins are. For example, the veins in the arm can be seen just below the skin, whereas the arteries cannot be seen. What are the advantages of this arrangement?
 - 6 A mouse's heart beats about 800 times a minute. It lives for about 2 years. A cat's heart beats 200 times a minute and it lives for about 15 years. A dog's heart beats 120 times per minute and lives for about 14 years. An elephant lives for 70 years and has a heartbeat of 25 beats per minute.
 - a Record this information in a data table.
 - b Which one of these animals has the most heartbeats per lifetime?
 - 7 A fit person generally has a lower heart rate than a person who is unfit. Use the internet to find out why.



MAIN IDEAS

Copy and complete these statements to make a summary of this chapter. The missing words are on the right.

- 1 Muscles that move your body are attached to _____. Most of these muscles work in pairs: one _____ and the other relaxes.
- 2 All organisms need food for _____, for _____ and to keep their bodies healthy and functioning correctly.
- 3 Carbohydrates include _____ and are used for energy. Fats are also an energy source, while proteins provide materials for growth and _____ of the body.
- 4 _____ is a process that breaks down large lumps of food into soluble materials containing small particles that can dissolve in the blood.
- 5 _____ are very thick-walled vessels that carry blood away from the heart. Thinner-walled _____ carry blood back to the heart.
- 6 In the heart, the left _____ pumps blood to the body while the right ventricle pumps blood to the _____.
- 7 You breathe air into your lungs when the _____ and muscles between the ribs contract.
- 8 _____ is removed from the blood by the lungs, dissolved wastes are filtered from the blood in the _____, and solid wastes pass out of the body through the anus.

repair
bones
arteries
ventricle
contracts
energy
diaphragm
sugars and starch
growth
lungs
kidneys
digestion
veins
carbon dioxide

CH•7 REVIEW

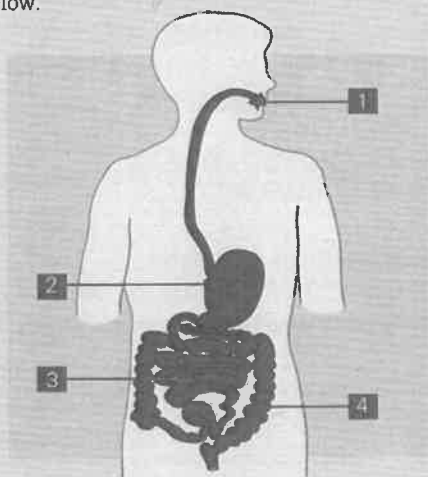


- 1 Match the term in the list with the correct description below. (Some terms are not used.)

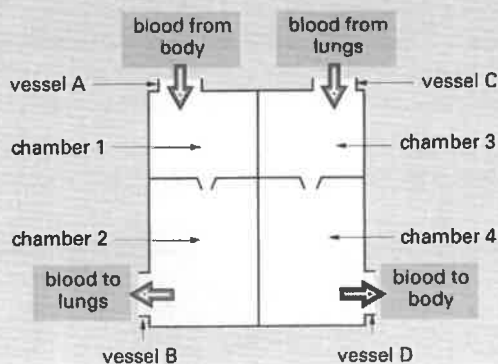
trachea	liver	urine
ventricle	oesophagus	alveoli
arteries	enzyme	stomach
atrium	faeces	small intestine

 - a the liquid waste made by the kidneys
 - b blood vessels that carry blood away from the heart
 - c a large muscular bag in which protein digestion begins
 - d the tube that carries air to the lungs
 - e where carbohydrates, proteins and fats are digested to small particles
 - f the larger, more muscular chamber of the heart
- 2 Which one of the following food types is used mainly for growth?
 - A fats
 - B proteins
 - C vitamins and minerals
 - D carbohydrates
- 3 Brad was testing various foods in an investigation. He added a few drops of a brown liquid to pieces of rice, chicken, bread and butter. He observed the rice and bread turn a blue-black colour.
 What substance was he testing for?
 - A sugar
 - B protein
 - C fat
 - D starch

- 4 The following questions refer to the diagram below.



- Where are most substances absorbed into the blood?
 - Where is food first acted on by enzymes?
 - Where is food stored for short periods of time?
 - Where are carbohydrates first digested?
 - Where are water and some minerals absorbed into the blood?
- 5 Which organs are responsible for the removal of solid, liquid and gaseous wastes from the body?
- 6 The diagram below shows a simple model of a human heart.
- Which blood vessel, A or B, would have thicker walls? Explain your answer.

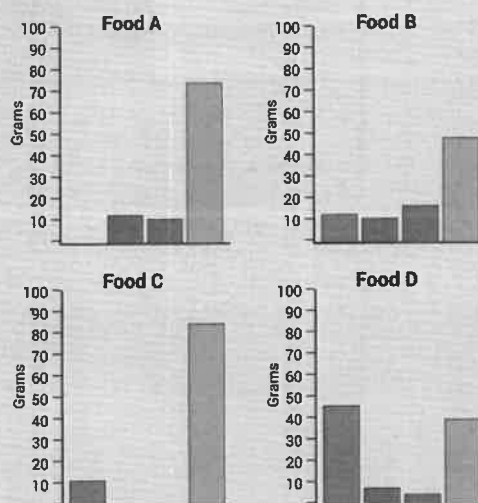


- Does the blood in chamber 1 contain more or less oxygen than the blood in chamber 3? Explain your answer.
- Write a paragraph describing the flow of blood through the four chambers and four blood vessels of the heart.

- 7 The amount of carbohydrate, protein, fat and water was measured in 100 grams of each of the following four foods: oranges, wholemeal bread, eggs and fried beef sausages.

KEY

	= carbohydrate		= fat
	= protein		= water



- Which of the foods (A, B, C, D) had the smallest amount of protein? The largest amount of water?
- Match the four foods to the graphs. Give reasons for your choices.
- Why was the same mass of food (100 grams) used in each of the tests?

Check your answers
on page 299.



Instructions to Students:

<u>Learning Intention</u> We are learning to understand and respond to text.	<u>Success Criteria</u> I can: <ul style="list-style-type: none"> • Plan my writing • Structure my writing in paragraphs • Select and use evidence from a text • Use appropriate language conventions
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Week 1

Lesson	
1	Timeline of events OR Story board
2	Theme OR character profile
3	Afghanistan article and questions
4	Helicopter Man extended response questions
5	Helicopter Man extended response questions

Week 2

Lesson	
1	Translating Helicopter Man into film
2	Young carer article and questions
3	Change brainstorm and paragraphs
4	Change brainstorm and paragraphs
5	Creative writing

Notes to Parents/Guardians:

You can support your child to complete their work at home by:

- Encouraging them to allocate time for specific subjects
- Reading the material and talking about the ideas with your child (where possible)
- Checking in with your child to ask how they are going
- Contacting Teachers if more support or explanation is required

Submission of Work and Feedback:

Students can upload work to Compass where access is available. Photos of handwritten tasks may also be uploaded. Students can also mail hard copies of their work back to the school in the supplied envelope.

Students and parents can continue to communicate with Teachers via Compass email. Any questions should be directed to the school email: seymour.co@education.vic.gov.au

Lesson 1

	Approx. Time	Learning Intention: We are learning to visually demonstrate our understanding of text Success Criteria: I can identify significant events within Helicopter Man I can record the events using visuals or descriptive words	Completed
First	10 minutes	15 minutes of independent reading. Summarise your reading in one paragraph OR 3 dot points.	
Next	40 minutes	Chart the plot of Helicopter Man using a visual timeline or storyboard <ul style="list-style-type: none"> • This could be done by hand or digitally. • Be creative and add in images if you choose a timeline or some extra descriptive words for a story board. • There is a basic outline for each option below if you need it. 	
Last	5 minutes	Submit your work into the general 'lockdown learning tasks' folder or via email to your teacher.	

Timeline:

Beginning

Middle

End



Story Board

Lesson 2

	Approx. Time	Learning Intention: we are learning to identify the key themes and characters within a text Success Criteria: I can list key themes and characters I can find evidence to support my ideas	Completed
First	10 minutes	15 minutes of independent reading. Summarise your reading in one paragraph OR 3 dot points.	
Next	10 minutes	Develop a list of the themes and characters from the text. Select EITHER one key theme or character from your list.	
Then	30 minutes	Develop a poster which shows how the theme or character is portrayed within Helicopter Man. Include dot points to begin or, to challenge yourself, include quotes or draw images.	
Last	5 minutes.	Submit your work into the general 'lockdown learning tasks' folder or via email to your teacher.	

Lesson 3

	Approx. Time	Learning Intention: We are learning to understand and respond to a media text Success Criteria: I can select important information from a text I can select appropriate information from a text to answer questions	Completed
First		15 minutes of independent reading. Summarise your reading in one paragraph OR 3 dot points.	
Next	15 minutes	Read through the article; 'As I walk around Kabul, the streets are empty of women'. This can be accessed either by the link or the hard copy below.	
Then	30 minutes	Answer the response questions	
Last	5 minutes.	Email your teacher with your completed responses.	

<https://www.theguardian.com/global-development/2021/aug/19/as-i-walk-around-kabul-the-streets-are-empty-of-women>

As I walk around Kabul, the streets are empty of women



'Women who own businesses have closed their shops, restaurants ... All beauty salons have shut their doors.' Photograph: Xinhua/REX/Shutterstock

A few days ago the capital was full of women going about their business. Now, the few that remain walk fast and full of fear

Women report Afghanistan is supported by



[About this content](#)

A reporter in Kabul

Thu 19 Aug 2021 23.36 AEST

Four days after the quick and unexpected invasion of Kabul by the Taliban, the streets of the Afghan capital are almost entirely devoid of women.

The few women who are on the streets are wearing the traditional blue burqa, Islamic garb that, while customary in Afghanistan, was not used as widely in Kabul until now. Many women are dressed in the long black clothes commonly worn in the Middle East and Arab nations.

All the women are accompanied by a male guardian – a requirement that the Taliban has imposed on women across the country. Many of these women are out grocery shopping; a simple task that has become extremely dangerous for them.

All the women I see are accompanied by a male guardian – a requirement that the Taliban has imposed on women

It is hard to believe that only a few days ago, Kabul streets were full of women going about their business, despite the encroaching security risk as the Taliban swept across Afghanistan. Now, they walk fast and full of fear, their eyes constantly darting for any potential aggressions from the Taliban fighters who patrol the once vibrant streets.

Since the Taliban's occupation of Afghanistan, all educational centres, schools, universities, government buildings and private offices have been closed.

At about 10am, I decide to go into Kabul after staying at home for three days. With my parent's permission, I take a taxi. The driver tells me that since the Taliban took over Kabul, the number of their female customers has decreased. "Most of the women and girls who used our services are those who live alone. Since they don't have a male guardian, now they can't even leave the house," he says.

On the city streets, there are no law or security officials; no police or traffic authorities who once provided a semblance of order. One resident of Kabul says he witnessed the Taliban driving police cars against the traffic in the middle of the road at high speed.

Pol e Sorkh, an area famous as the cultural centre of the young and educated generation of Afghanistan, is no longer lively. Roads and pavements are empty, except for a few sad and depressed-looking men who walk the streets out of boredom.

'Roads and sidewalks are empty, except for a few sad and depressed-looking men who walk on the streets out of boredom.'

Laila Haidari, the owner of Taj Begum restaurant, wrote on her social media page: "The world changed for us for ever. Taj Begum is no more." She, along with many businesswomen, closed her restaurant after the fall of Kabul. Another popular restaurant a few hundred metres away, also run by women, is closed. Those restaurants and cafes in Kabul that remain open have no female employees or customers. All beauty salons across the city are closed, but male barbershops are open.

I still cannot believe the Taliban have control over Kabul. Taliban armed fighters are present every few hundred metres. When I saw a police car on the street, I felt relief for a moment until I saw Taliban fighters inside. They are using police and national army cars that once gave residents a sense of hope.

The Taliban controls all government offices in Kabul, except embassies, and their white flag has replaced the flag of the Afghan republic. I have been trying to interview women who held high positions in Afghanistan's government, but none have agreed.

Today, 19 August, is the 102nd anniversary of Afghanistan's independence. Yesterday, hundreds of people tried to raise the tricolor Afghanistan flag in Nangarhar province, but were fired on by the Taliban.

The situation in Kabul is like a wave in the ocean that might change any moment. There is no law, except the restrictive laws of the Taliban that are unbearable for residents. All banks and money exchange shops are closed. People are in a limbo state of fear and stress. Afghans are afraid that there may be another civil war like the 1990s. "I can't sleep. I'm worried about what could happen even an hour from now. I hope Afghanistan does not experience another civil and ethnic war," a Kabul resident says.

Response Questions

Your responses should be in full sentences and your handwriting legible ;)

Highlight words or **vocabulary** that you do not know.

The **author** is 'a reporter in Kabul'. Explain why the person's name has not been included.

What is the author's **purpose** in writing this article?

What is the **main idea** of the text? The most important point that the author is making about the topic.

List 5 **facts**

What is one **opinion** the author has? How do you know it is an opinion?

What has happened in Afghanistan that has left '**the streets...empty**'?

What was life like **before** this recent event? Use evidence from the article to support your answer.

Look at the **language** used within the article. List some (at least 3) of the descriptive language used within this text. What image it is trying to give readers? If you can find a simile and explain it I'll be most impressed.

The article ends with a **quote** from a Kabul resident. What are the people afraid of in the future? Do you think this is likely? Explain.

Personal response: What is one shocking piece of information you read? Explain why it shocks you.

Lessons 4 & 5

	Approx. Time	Learning Intention: We are learning to develop a critical response to a narrative text. Success Criteria: I can respond to questions about a text I can locate evidence from the text to support my ideas.	Completed
First	5 minutes	15 minutes of independent reading. Summarise your reading in one paragraph OR 3 dot points.	
Next	40 minutes	Respond to the questions listed below.	
Last	5 minutes.	Email your teacher with any questions you have or with your completed responses.	

Paragraph questions:

Do your best to develop a response to each of the questions listed below. Aim for at least a paragraph for each question. If you are finding it really difficult – start with some dot point ideas.

Describe the relationship between Pete and his Dad. If you feel like challenging yourself, try to add some evidence from the text.

How does Pete cope with the stressful situations he is in? What are some of the strategies he uses to get through?

Explain what happens to Dad. What are the clues we get that his mental health is deteriorating?

Pete says, "Dad is for real. All of a sudden, I realise for sure that the enemy is not out there, but somewhere inside Dad's mind." What makes Pete realise this? How does this change things for Pete?

Lesson 6

	Approx. Time	Learning Intention: We are learning to respond to text Success Criteria: I can develop original ideas I can justify my responses	Completed
First		15 minutes of independent reading. Summarise your reading in one paragraph OR 3 dot points.	
Next	10 minutes	Read through the task description and questions below.	
Then	30 minutes	Complete the task using either images, dot point ideas or extended sentences.	
Last	5 minutes.	Submit your work using either the lockdown learning task or an email to your teacher.	

Translating Helicopter Man into Film

- If you had to make the book into a film, how would you portray some of Pete's supporting adults (e.g. Uncle Jack, Daph, Neil and Alison, Prue and Godfrey)?
- How would you set the scene?
- Who you would select as the cast?
- What role would you like to play and why?

Lesson 7

	Approx. Time	Learning Intention: We are learning to understand and respond to a media text Success Criteria: I can select important information from a text I can select appropriate information from a text to answer questions	Completed
First		15 minutes of independent reading. Summarise your reading in one paragraph OR 3 dot points.	
Next	15 minutes	Read through the article; 'Managing two lives; A young carer's experience'. This can be accessed either by the link or the hard copy below.	
Then	30 minutes	Answer the response questions	
Last	5 minutes.	Email your teacher with your completed responses.	

Managing two lives; A young carer's experience

Share

Thursday 1 September 2011 4:23pm

Laura Fillisch from Hobart is 17 and she's been caring for her mum, who suffers from bipolar disorder, for as long as she can remember.

Caring for your family is often just what we take on as a caring son, daughter, sister or grandchild, but you might not realise there's support they you can access if that care is a big part of your life.

Living in regional Australia can pose a lot of challenges, isolation, a lack of services, travelling for school, even just boredom.

Add caring for a relative into the mix and all those challenges can increase by ten-fold.

Laura Fillisch from Hobart is 17 and she's been caring for her mum, who suffers from bipolar disorder, for as long as she can remember.

"It can be pretty difficult sometimes to have to get up, make sure my sisters' lunch is all done, make sure everybody is awake, make sure mum's had her medication, then try and do my homework, do dinner and make sure everything gets done.

"I go to her appointments with her, give emotional support, help cook dinner, remind her of her medication, make sure she's all happy and healthy.

"It can be hard to recognise yourself as a young carer, you just think you're a child of someone who's sick, you don't think of yourself being any more than that."

Laura says another pressure on a young carer is a lack of understanding in the broader community, especially around mental health.

"It can be very hard explaining what mental illness is, what bipolar is, and really what it has to do with my life.

"If more people recognised young carers without the stigma, it would be a lot easier."

Cassie Hosking, from the young carers respite program, which is funded by the Department of Families, Housing, Community Services and Indigenous Affairs, says identifying young carers is the first challenge.

"Young carers can be quite hidden, they're difficult to find in the community because, I guess they see their lives and themselves as being normal.

"They don't see that maybe they're taking on extra responsibility, they don't realise there's help out there for them."

Cassie says there are lots of services to lighten the load for carers.

"Our main aim is to keep them continuing with their education, we can provide them with in-home support, financial support and social activities, so they can meet other people in a similar situation."

She says carers in regional areas can be even harder to find.

"It is difficult to get out into rural areas and get the message out to carers, we try our hardest, but more promotion is needed, so that more young carers can get in touch with services."

If you know an impressive young person, then they are probably a good candidate for the ABC Heywire competition.

Heywire asks young people to tell their story using their creative skills and gives them the opportunity to share their concerns about regional Australia with Federal politicians and like-minded young Aussies.

Response Questions:

Answer the questions below in your workbook, the back of this handout or in a word document.

1. What was the article about? Summarise your understanding in a short paragraph or 3 dot points which include the main ideas.
2. What were some of the words used in the text to describe what it's like to be a 'young carer'? List them below.
3. What does the text say are some of the most difficult things about being a 'young carer'?
4. Describe Laura's day. What are some of the things she has to do for herself and her mum? Made a timeline for her day or include the details in a paragraph.
5. What extra services or support do you think would make Laura's job easier? Describe what kind of help you think she could use.

Lessons 8 & 9

	Approx. Time	Learning Intention: We are learning to respond to text Success Criteria: I can brainstorm and record my ideas I can locate evidence from the text I can structure my writing into logical sentences and paragraphs.	Completed
First		15 minutes of independent reading. Summarise your reading in one paragraph OR 3 dot points.	
Next	40 minutes	Read through the task below and complete the Venn diagrams about Pete and his Dad.	
Then	5 minutes	Proofread your work	
Last	5 minutes.	Email your teacher with your completed responses.	

Extended Response

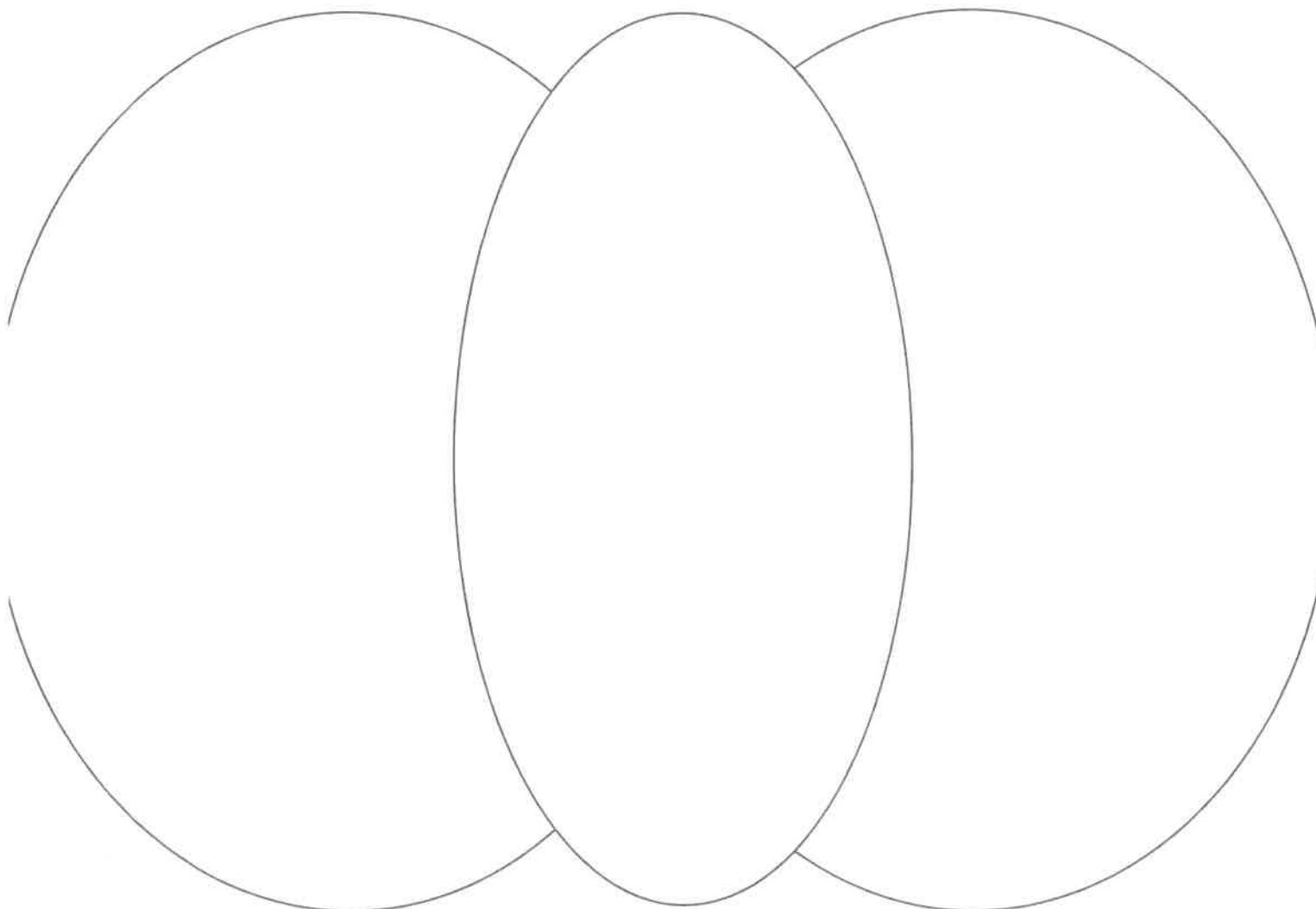
In what ways does Pete change? Do any other characters change throughout the novel?

To help brainstorm, complete the Venn diagram below. Draw your own to develop ideas for Dad or other characters.

Pete at the beginning of the novel

Similarities

Pete at the end



- ✚ Turn your ideas into an extended response of one or two paragraphs which explain how the characters within the text change. Challenge yourself by adding in evidence from the text.

Lesson 10

	Approx. Time	Learning Intention: We are learning to write creatively Success Criteria: I can identify connections from a text I can plan and draft an original story	Completed
First		15 minutes of independent reading. Summarise your reading in one paragraph OR 3 dot points.	
Next	50 minutes	Using one of the events from your earlier timeline or story board, develop a new, original story. What other stories could this event be a part of? Could you create an alternative ending? A new story using one of Helicopter Man's characters? A different story about someone going through a similar situation? Begin with a brainstorm, coming up with as many ideas as you can before selecting your favourite. Complete a plan and then draft your story.	
Last	10 minutes.	Submit your final copy using either the lockdown learning task or an email to your teacher.	