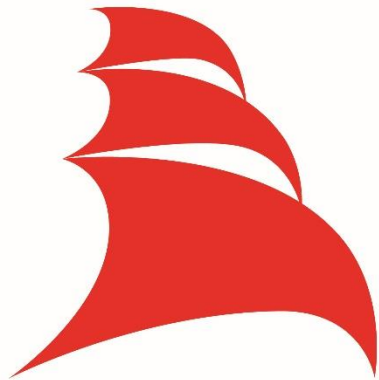


Year 8

Assessment Guide 2022



ENDEAVOUR

SPORTS

HIGH SCHOOL

Year 8 ASSESSMENT GUIDE 2022

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A Message from the Principal

At Endeavour we believe that there is nothing more important than your learning. To reach your academic potential you will be required to demonstrate diligence and sustained effort to all learning tasks. Remember our intelligence and ability can grow and it is not static.

The best resources you have during this period are your teachers, and it is important that you form strong partnerships with them to ensure the best possible results. It is especially important to ask relevant questions about all assessment tasks and when feedback is given to the class and you individually.

Whilst you may be engaged in a range of activities both inside and outside of school, your learning should always come first and be regularly monitored by yourself and the respective course teachers.

We want students at Endeavour to constantly challenge themselves and to push the limits of what is possible. I look forward to sharing this journey with you in a learning environment that guarantees academic success.

James Kozlowski
Principal

ENDEAVOUR SPORTS HIGH SCHOOL - STAFF 2022

PRINCIPAL	Mr James Kozlowski	DEPUTY PRINCIPAL 7 9 11	Ms Nagla Jebeile
CAREERS ADVISER	Ms Liri Latimore	DEPUTY PRINCIPAL 8 10 12	Ms Jocelyn Gooch Mrs Lenore Blades
HEAD TEACHER ADMINISTRATION	Ms Marni Miller	STUDENT ADVISER	Ms Stefanie DiMartino
HSC MENTOR	Dr Ian Paterson	HEAD TEACHERS WELLBEING	Ms Gillian Kaladelfos Mr David Howlett
DIRECTOR OF SPORTS	Mr Dave Davids	HEAD TEACHER TEACHING & LEARNING	Ms Sarah Hawke
		LEARNING AND SUPPORT TEAM COORIDNATOR	Mrs Lisa Cutcliff

KEY LEARNING AREAS HEAD TEACHERS

ENGLISH	English	Ms Aphrodite Chamos
MATHEMATICS	Mathematics	Ms Sandra Williams
SCIENCE	Science	Ms Jessica Rigg Mr Liam Dwyer
HSIE (Human Society and its Environment)	History Geography	Ms Susie Smith
PD/H/PE (Personal Development/ Health/Physical Education)	PD/H/PE	Mr Brad Kelly
TAS (Technological and Applied Studies)	Food Technology Textiles Industrial Technology Timber	Ms Olivera Souris
LOTE (Languages other than English)	Greek	Ms Jessica Rigg Mr Liam Dwyer
CREATIVE AND PERFORMING ARTS	Music Visual Arts	Ms Phillipa Whittaker

Assessment Policy

Accurate and comprehensive assessment of student performance against state-wide standards allows open communication of current learning performance and assists the development of strategies to enhance learning in the future. State-wide standards are expressed as learning outcomes in each syllabus document and these form the basis of the active teaching and learning programs implemented in the classroom for each course.

Assessment

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding and skills that are a suitable basis of future learning.

Each assessment task will:

- Be based on syllabus outcomes
- Be a valid instrument for what it is designed to assess.
- Include criteria to clarify for students what aspects of learning are being assessed.
- Enable students to demonstrate their learning in a range of task types.
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement.
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students.
- Be part of an ongoing process where progress is monitored over time.
- Be submitted as stated on the assessment notification

Implementation

All students in Year 8 will be presented with an Assessment Booklet comprising the assessment policy, course based assessment schedules including assessment tasks, weighting of a variety of tasks and their timing. Tasks can take many forms including tests and assignments, projects, portfolios, observations and group work. If for any reason there is a variation to the course assessment schedule, students will be notified in writing at least two weeks before the task is due.

Late submissions

- If an assessable task has to be submitted and a student fails to do so by the specified date, a 20% deduction of marks will be given per calendar day, unless a note and medical certificate giving acceptable reasons is given to the teacher, Head teacher or Deputy Principal. This should be given on the first day of the student's return to school.

- Documentation is necessary if medical reasons are given for late submission. If a student has an event that coincides with an assessment task, it is their responsibility to notify their teacher as soon as possible and complete the Assessment Variation 1 form.
- They should be produced on the first day of the students return. If a child has a misadventure during an assessment task it is their responsibility to complete Assessment Variation 2 paperwork as soon as possible and hand it in to Mrs Jebeile. Students can get this form from the Deputy Principal.

Non-submission of assessable tasks

- A zero mark will be given for non-submission of an assessable task or non-serious attempt of an assessable task. ICT issues are not valid reasons for non-submission.
- Written notification will be given to parents/carers of each occurrence of a zero assessment mark.

Non-attendance at a test, exam, field study, practical test

- If a student fails to attend an assessment task (examination, field study, practical task, presentation etc.) the student's parent/guardian must notify the school by telephone or SMS on the morning of the task, stating the reason/s for non-attendance. A zero mark will be given, unless a note and/or medical certificate, giving reasons is provided to the DP on the first day back at school.
- If a valid reason is given for non-attendance (illness or approved leave) then a mark will be awarded, based on a substitute/alternative task. Failure to complete a substitute/alternative task will mean a zero mark will be given.
- In exceptional circumstances, an estimate based on appropriate evidence will be used, where the completion of a substitute/alternate task is not feasible, is unreasonable, or where the missed task is difficult to duplicate.
- If a student is late for a test, practical task or examination, no extra time will be given except in extraordinary circumstances.
- If no valid reason for non-attendance is given, a zero mark will be awarded.

Malpractice, Plagiarism and Cheating

- If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a zero mark will be awarded.
- If a student submits a prepared task that the teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a zero mark being awarded.
- If a student arrives for their exam out of uniform, the exam coordinator has the right to deny access to the exam room until the student can change into school uniform.
- No mobile phones are to be brought into the room during an assessment task or examination. If a phone rings or is seen during the task or exam this will be regarded as an attempt to cheat and will result in a zero mark being awarded.

Student Feedback

To improve and focus future learning, following the assessment and marking of the task, quality feedback will be provided through the marking guidelines and written /verbal summaries and adjustments to teaching and learning programs. Students are expected to take this opportunity to ask relevant questions of the teacher so as to improve on their performance. Parent Teacher meetings will focus on assessment tasks and report outcomes.

Homework

Regular homework will be given to all students. Homework can take many forms to enable class work to be completed, concepts to be reinforced, or new ideas to be explored when introductory concepts have been introduced in the lesson beforehand. Homework will normally be completed in a given timeframe and feedback provided to assess further student learning.

Future success in Learning

All students should enjoy their learning outcomes being assessed and helpful feedback being provided. If a student or parent has any questions regarding the Assessment schedule or a particular task, please contact the school as soon as possible.

Relevant assessment information

More specific details for every task will be issued by individual subject areas with at least two weeks advance notice.

These details will include:

- the outcomes to be assessed as set out in syllabus requirements
- the task number and its weighting
- a description of the task
- criteria on how the task will be assessed.

The assessment tasks included in each course schedule are referred to as summative assessments and are more formal in nature. However, many tasks in class or given for homework are formative assessments which assists teachers in making judgements about student progress and to support students in the effective completion of the summative or the scheduled assessment tasks.

Bookwork includes an assessment of coursework for the semester, including all written course notes, homework and sheets.

All concerns regarding assessment should be directed to the Head Teacher indicated for each subject area.

ASSESSMENT SCHEDULES

8 ENGLISH

English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected. Through responding to and composing texts students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with, explore and compose a wide range of texts. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Multimodal presentation	EN4 – 2A EN4 – 5C EN4 – 8D	Australian Poetry <i>Visions of Home</i>	20%	Week 7 Term 1
2	Reading comprehension test	EN4 – 1A EN4 – 3B EN4 – 6C	Short Stories <i>Fantasy Fiction</i>	20%	Week 3 Term 2
3	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	5%	
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Analytical response	EN4 – 1A EN4 – 3B EN4 – 5C	Novel Study <i>Building Character</i>	25%	Week 3 Term 3
5	Imaginative response and reflection	EN4 – 2A EN4 – 3B EN4 – 9E	Drama <i>Introduction to Shakespeare</i>	25%	Week 4 Term 4
6	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	5%	
Semester 2 reports will include tasks 1-6					

English outcomes to be assessed:

A Student:

- EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4-6C** identifies and explains connections between and among texts
- EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships
- EN4-8D** identifies, considers and appreciates cultural expression in texts
- EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning

8 GEOGRAPHY

During Stage 4, students will learn to describe geographical processes that influence the features and characteristics of places and environments. They will describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students will discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors. Students will also undertake geographical inquiry through the collection, collation and analysis of primary data and secondary information.

Focus Topic 1: Interconnections

Focus Topic 2: Water in the World

EITHER

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Research Task	GE4.1 GE4.3 GE4.4 GE4.5 GE4.7 GE4.8	Students will complete a research task investigating world interconnections and their social, economic and environmental impacts.	40%	Week 7 Term 1
2	Semester Examination	GE4.1 GE4.2 GE4.3 GE4.8	This examination will test geographical skills and content learned throughout the semester. It will consist of multiple choice, skills based and knowledge based questions that may require short answers and structured extended responses.	50%	Week 3 Term 2
3	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	10%	
Semester 1 reports will include tasks 1-3					
OR					
SEMESTER TWO					
1	Research Task	GE4.1 GE4.3 GE4.4 GE4.5 GE4.7 GE4.8	Students will complete a research task investigating world interconnections and their social, economic and environmental impacts.	40%	Week 7 Term 3
2	Semester Examination	GE4.1 GE4.2 GE4.3 GE4.8	This examination will test geographical skills and content learned throughout the semester. It will consist of multiple choice, skills based and knowledge based questions that may require short answers and structured extended responses.	50%	Week 3 Term 4
3	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	10%	
Semester 2 reports will include tasks 1-3					

All assessment tasks for one semester only will be included in their overall Geography assessment for the year. As we semesterise our courses in Stage 4 Geography, students will intensively focus on their study of Geography in one semester, and study History in the other. This allows for continuity in teaching and learning in these subjects.

Geography outcomes to be assessed:

A Student:

- GE4-1** locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2** describes processes and influences that form and transform places and environments
- GE4-3** explains how interactions and connections between people, places and environments result in change
- GE4-4** examines perspectives of people and organisations on a range of geographical issues
- GE4-5** discusses management of places and environments for their sustainability
- GE4-6** explains differences in human wellbeing
- GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8** communicates geographical information using a variety of strategies

8 HISTORY

The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. In Year 8, students study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650 – c. 1750). During this period, major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

Focus - The Ancient to the Modern World -Medieval Europe, The Black Death and Medieval Japan

EITHER

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Semester Examination	HT4.2 HT4.3 HT4.4 HT4.5 HT4.7 HT4.9	This examination will assess students understanding of course content and their ability to interpret the past using historical skills and tools. It will consist of a range of multiple choice, short answer and extended response style questions.	50%	Week 9 Term 1
2	Research Task	HT4.1 HT4.5 HT4.6 HT4.7 HT4.8 HT4.10	This assessment task will assess student's ability to locate, understand and explain ancient sources relating to the Middle Ages and communicate their knowledge and understanding to the class using appropriate oral, written, visual and/or digital forms.	40%	Week 3 Term 2
3	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	10%	
Semester 1 reports will include tasks 1-3					
OR					
SEMESTER TWO					
1	Semester Examination	HT4.2 HT4.3 HT4.4 HT4.5 HT4.7 HT4.9	This examination will assess students understanding of course content and their ability to interpret the past using historical skills and tools. It will consist of a range of multiple choice, short answer and extended response style questions.	50%	Week 9 Term 3
2	Research Task	HT4.1 HT4.5 HT4.6 HT4.7 HT4.8 HT4.10	This assessment task will assess student's ability to locate, understand and explain ancient sources relating to the Middle Ages and communicate their knowledge and understanding to the class using appropriate oral, written, visual and/or digital forms.	40%	Week 3 Term 4
3	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	10%	
Semester 2 reports will include tasks 1-3					

All assessment tasks for one semester only will be included in their overall History assessment for the year. As we semesterise our courses in Stage 4 History, students will intensively focus on their study of History in one semester, and study History in the other. This allows for continuity in teaching and learning in these subjects.

History outcomes to be assessed:

A Student:

- HT4-1** describes the nature of history, archaeology and explains their contribution to an understanding of the past
- HT4-2** describes major periods of historical time and sequences events, people and societies from the past
- HT4-3** describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4** describes and explains the causes and effects of events and developments of past societies over time
- HT4-5** identifies the meaning, purpose and context of historical sources
- HT4-6** uses evidence from sources to support historical narratives and explanations
- HT4-7** identifies and describes different contexts, perspectives and interpretations of the past
- HT4-8** locates, selects and organises information from sources to develop an historical inquiry
- HT4-9** uses a range of historical terms and concepts when communicating an understanding of the past
- HT4-10** selects and uses appropriate oral, written, visual and digital forms to communicate

8 MATHEMATICS

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. It provides students with the ability to make informed decisions and to interpret and apply mathematics in a variety of contexts.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	In class: Open book Exam	MA4-1WM 2WM 3WM MA4-4NA MA4-5NA 8NA	Working with Numbers, Fractions	20%	Week 8 Term 1
2	Half Yearly Examination	MA4-1WM 2WM 3WM MA4-4NA MA4-5NA 8NA MA4-16 MG	Working with Numbers, Fractions, Decimals and Percentages, Algebra, Pythagoras' Theorem	25%	Week 3 Term 2
3	Bookmark	MA4 - 1WM	An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	5%	Week 8 Term 1 Week 4 Term 2
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Research Assignment (Occupations involving the use of Math's)	MA4-1WM, 2WM 3WM Plus a selection of outcomes	A selection of topics from the three major strands of the syllabus: Number and Algebra, Measurement and Geometry, Statistics and Probability	20%	Week 6 Term 3
5	Yearly Examination	All outcomes	A selection of topics from the three major strands of the syllabus: Number and Algebra, Measurement and Geometry, Statistics and Probability	25%	Week 5 Term 4
6	Bookmark	MA4 - 1WM	An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	5%	Week 6 Term 3 Week 5 Term 4
Semester 2 reports will include tasks 1-6					

Mathematics outcomes to be assessed:

A Student:

- MA4-1WM** communicates and connects mathematical ideas using appropriate terminology, diagrams, symbols
- MA4-2WM** applies appropriate mathematical techniques to solve problems
- MA4-3WM** recognises and explains mathematical relationships using reasoning
- MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA** operates with fractions, decimals and percentages
- MA4-6NA** solves financial problems involving purchasing goods
- MA4-7NA** operates with ratios and rates, and explores graphical representations
- MA4-8NA** generalises number properties to operate with algebraic expressions
- MA4-9NA** operates with positive-integer and zero indices of numerical indices
- MA4-10NA** uses algebraic techniques to solve simple linear and quadratic equations
- MA4-11NA** creates/displays number patterns; graphs/analyses linear relationships; transformations number plane
- MA4-12MG** calculates the perimeters of plane shapes and the circumferences of circles
- MA4-13MG** uses formulas to calculate the areas of quadrilaterals, circles, converts between units of area
- MA4-14MG** uses formulas to calculate the volumes of prisms and cylinders, converts between units of volume
- MA4-15 MG** performs calculations of time that involve mixed units, and interprets time zones
- MA4-16 MG** applies Pythagoras' theorem to calculate side lengths in right-angled triangles, solves problems
- MA4-17MG** classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruency
- MA4-18MG** identifies & uses angle relationships, including those related to transversals on sets of parallel lines
- MA4-19SP** collects, represents and interprets single sets of data, using appropriate statistical displays
- MA4-20SP** analyses single sets of data using measures of location and range
- MA4-21SP** represents probabilities of simple and compound events

8 MODERN GREEK

The study of Modern Greek enables learners to gain access to, and to appreciate the rich culture, history, art, science and literature of Greece. Students will obtain linguistic competence which allows them to communicate with Greek speakers in Australia and around the world.

In addition, the study of Modern Greek assists learners in the study of other Indo-European languages. From ancient Greece through the Byzantine era and to modern times, Greek has been a dynamic language influencing other languages and cultures.

The study of Modern Greek contributes further to multicultural Australian society by promoting understanding, empathy and cooperation. It also provides learners with a sound foundation in all areas of study.

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Examination- Writing; Oral/Aural skills	LMG4-1C LMG4-3C LMG4-5U LMG4-8U	Greek Alphabet; Greetings; Geography of Greece; Numbers; Age; Telephone numbers; Telling time	20%	Week 6 Term 1
2	3D Model Assignment	LMG4-9U	Greek cuisine; mythology; Scientists; Historical people and events	20%	Week 2 Term 2
3	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	10%	
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Family Tree Assignment	LMG4-4C	Family Tree	20%	Week 7 Term 3
5	PowerPoint Presentation	LMG4-3C	Greek Islands	20%	Week 4 Term 4
6	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	10%	
Semester 2 reports will include tasks 1-6					

Modern Greek outcomes to be assessed:

A Student:

LMG4-1C uses Modern Greek to interact with others to exchange information, ideas and opinions, and make plans

Assessing and responding

LMG4-2C identifies main ideas in, and obtains information from texts

LMG4-3C organises and responds to information and ideas in texts for different audiences

Composing

LMG4-4C applies a range of linguistic structures to compose texts in Modern Greek, using a range of formats for different audiences

Systems of language

LMG4-5U applies Modern Greek pronunciation and intonation patterns

LMG4-6U demonstrates understanding of key aspects of Modern Greek writing conventions

LMG4-7U applies features of Modern Greek grammatical structures and sentence patterns to convey information and ideas

LMG4-8U identifies variations in linguistic and structural features of texts

The role of language and culture

LMG4-9U identifies that language use reflects cultural ideas, values and beliefs

8 MUSIC

The study of music combines the development of performance, composition and listening skills. Music fosters an understanding of continuity and change, and of the connections between different times and cultures. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in Problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences and develop skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Guitar Assessment	4.1 4.2 4.3 4.11 4.12	Part 1: Chord Recognition Part 2: Rock Guitar Performance	20%	Week 8 Term 1
2	Half Yearly Examination	4.7 4.8 4.9 4.10 4.11 4.12	Online exam focusing on testing knowledge of rock music styles, guitar notation and aural skills	20%	Week 3 Term 2
3	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	10%	
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Skills Assessment	4.1 4.2 4.3 4.11 4.12	12 Bar Blues Keyboard Performance	20%	Week 5 Term 3
5	Yearly Examination	4.7 4.8 4.9 4.10 4.11 4.12	Online exam focusing on testing knowledge of R'n'B styles, guitar and keyboard notation, and aural skills	20%	Week 5 Term 4
6	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	10%	
Semester 2 reports will include tasks 1-6					

Music outcomes to be assessed:

A Student:

- 4.1** performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2** performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3** performs music demonstrating solo and/or ensemble awareness
- 4.4** demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5** notates compositions using traditional and/or non-traditional notation
- 4.6** experiments with different forms of technology in the composition process
- 4.7** demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8** demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9** demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10** identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

8 PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Research and Writing task	PD4.1 PD 4.2	Risky Business	20%	Week 9 Term 1
2	Research and analysis	PD4.4 PD 4.5 PD4.6 PD4.8 PD4.11	Movement skills and efficiency	15%	Week 5 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Celebrity Chef - nutrition analysis and presentation	PD4.3 PD4.9 PD4.10	Healthy Body Healthy Mind	15%	Week 8 Term 3
4	Yearly Examination	PD4.1 PD4.3 PD4.9	Risky Business, Developing Respectful relationships, Healthy Body Healthy Mind, Body in Motion	20%	Week 4 Term 4
5	Meeting practical outcomes (on-going)	PD4.4 PD4.5 PD4.6 PD4.7 PD4.8 PD4.11	Hitting and Striking games, Movement efficiency, football codes, athletics	20%	On-going Terms 1-4
6	Bookwork		An assessment of course work including all class tasks, homework and general organisation of notes and worksheets	10%	
Semester 2 reports will include tasks 1-6					

Throughout the year, students are provided regular feedback on their progress for meeting practical outcomes.

PDHPE outcomes to be assessed:

A Student:

- PD 4-1** examines and evaluates strategies to manage current and future challenges
- PD 4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD 4-3** investigates effective strategies to promote inclusivity, equality and respectful relationship
- PD 4-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD 4-5** transfers and adapts solutions to complex movement challenges
- PD 4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- PD 4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- PD 4-8** plans for and participates in activities that encourage health and a lifetime of physical activity
- PD 4-9** demonstrates self-management skills to effectively manage complex situations
- PD 4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD 4-11** demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequence

8 SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. As students actively engage in the processes of Working Scientifically, they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally. Through questioning and seeking solutions to problems, students develop an understanding of relationships between science and technology and its importance in the current and future practice of science.

By the end of Stage 4 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically. They select and use appropriate strategies, understanding and skills to generate creative plausible solutions to identified problems. Students process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, and drawing conclusions. By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts and importance of scientific evidence.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Student Research Project	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	In the Playground	20%	Week 7 Term 1
2	Half Yearly Examination	SC4-10PW SC4-13ES	In the Playground and Crystal Clear	25%	Week 3 Term 2
3	Bookmark		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	5%	
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Practical task	SC4-5WS SC4-6WS SC4-7WS SC4-17CW	Mixed Up Science	20%	Week 9 Term 2 or Week7 Term 3
5	Yearly Examination	SC4-14LW SC4-16CW SC4-17CW SC4-12ES	Zooming In, Mixed Up Science and Off the Planet	25%	Week 4 Term 4
6	Bookmark		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	5%	
Semester 2 reports will include tasks 1-6					

Science outcomes to be assessed:

A Student:

- SC4-4WS** identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS** collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS** follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS** processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships and draw conclusions
- SC4-8WS** selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS** presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
- SC4-10PW** describes the action of unbalanced forces in everyday situations
- SC4-11PW** discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES** describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC4-13ES** explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW** relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW** explains how new biological evidence changes people's understanding of the world
- SC4-16CW** describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW** explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

8 TECHNOLOGY

FOOD, TEXTILE and INDUSTRIAL TECHNOLOGIES

By the end of Stage 4, students explore problems and opportunities considering functional, economic, environmental, social, technical and/or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions. They develop thinking skills to communicate the development of digital and non-digital solutions.

Students investigate how managed systems are used to sustainably produce food and fibre. They explain food selection and preparation, food safety, and make informed and healthy food choices. Students collect and interpret data from a range of sources to assist in making informed judgments. They explain how data is represented in digital systems, and transmitted and secured in networks.

Students explain how force, motion and energy can be used in systems, machines and structures. They investigate characteristics and properties of a range of materials, develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.

Students are responsible users of technology, capable of designing and producing solutions to identified needs or opportunities. They develop an appreciation of the contribution of technologies on their lives now and the impact of innovations for creating preferred futures.

SEMESTER ONE OR TWO - INDUSTRIAL TECHNOLOGIES					
No.	Task	Outcomes	Topic	Weighting	Due
1	Engineering Practical Project	TE4-3DP TE4-8EN TE4-4DP TE4-7DI TE4-9MA	Appropriate use of tools and machinery to complete a practical solution to a design brief	60%	Week 3 Term 2/4
2	Engineering Portfolio	TE4-1DP TE4-2DP TE4-10TS TE4-4DP TE4-7DI	Document the design process followed to produce a project	40%	Week 3 Term 2/4
Semester reports will include tasks 1-2					
SEMESTER ONE OR TWO - FOOD AND TEXTILE TECHNOLOGIES					
1	Technology Practical Project Fabric/Food	TE4-2DP TE4-3DP TE4-9MA	Appropriate use of tools and machinery to complete a practical solution to a design brief	40%	Week 9 Terms 1/3
2	Technology Portfolio Fabric/Food	TE4-1DP TE4-6FO TE4-10TS	Document the design process followed to produce a project	30%	Week 10 Term 1/3
3	Practical class tasks Fabric/Food	TE4-2DP TE4-3DP TE4-9MA	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects	30%	Weeks 1-5 Terms 2 or 4
Semester reports will include tasks 1-3					

The reporting schedule used will depend on the area of study completed first**Technology outcomes to be assessed:**

A Student:

Design and Production Skills

A student:

- TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP** plans and manages the production of designed solutions
- TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-4DP** designs algorithms for digital solutions and implements them in a general-purpose programming language

Knowledge and Understanding

A student:

- TE4-5AG** investigates how food and fibre are produced in managed environments
- TE4-6FO** explains how the characteristics and properties of food determine preparation techniques for healthy eating
- TE4-7DI** explains how data is represented in digital systems and transmitted in networks
- TE4-8EN** explains how force, motion and energy are used in engineered systems
- TE4-9MA** investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
- TE4-10TS** explains how people in technology related professions contribute to society now and into the future

8 VISUAL ARTS

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

SEMESTER ONE					
No.	Task	Outcomes	Topic	Weighting	Due
1	Historical/Critical Assignment No. 1	4.7 4.8 4.9 4.10	An historical/critical study and writing task to be completed independently by students.	10%	Week 9 Term 1
2	Art Making Task No. 1	4.3 4.4 4.5 4.6	Water colour Landscape painting	10%	Week 3 Term 2
3	VAPD mark	4.1 to 4.10	Body of work comprising of a variety of tasks performed over the period of Semester one.	30%	On-going
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Historical/Critical Assignment No. 2	4.7 4.8 4.9 4.10	An historical/critical study and writing task to be completed independently by students.	10%	Week 9 Term 3
5	Art Making Task No.2	4.3 4.4 4.5 4.6	Clay head task	10%	Week 5 Term 4
6	VAPD mark	4.1 to 4.10	Body of work comprising of a variety of tasks performed over the period of Semester two.	30%	On-going
Semester 2 reports will include tasks 1-6					

Course Name outcomes to be assessed:

A Student:

- 4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in VA
- 4.5 investigates ways to develop meaning in their artwork
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

Year 8 Assessment Planner Term 1

Week	Course	Task	Weight
Ongoing 1-2	Visual Arts	VAPD marking	30%
Week 6	Modern Greek	Examination	20%
Week 7	English	Multimodal Presentation	20%
	Science	Research Project	20%
	Geography	Research Task	40%
Week 8	Music	Guitar Assessment	20%
	Mathematics	Open Book Examination	20%
Week 9	History	Semester Examination	50%
	PDHPE	Research and writing task	20%
	Food & Textile Technologies	Practical Project	40%
	Visual Arts	Assignment	10%
Week 10	Food & Textile Technologies	Portfolio	30%

Term 2

Week	Course	Task	Weight
Week 1-5	F&T Technologies	Practical tasks	30%
Week 2	Modern Greek	3D Model Assignment	20%
Week 3	English	Reading comprehension	20%
	History	Research Task	40%
	Geography	Semester Examination	50%
	Industrial Technologies	Practical Project	60%
	Industrial Technologies	Technology Portfolio	40%
	Mathematics	Half Yearly Examination	25%
	Music	Half Yearly Examination	20%
	Science	Semester Examination	25%
	Visual Arts	Artmaking Task	10%
Week 5	PDHPE	Practical Analysis	15%
Week 9	Science	Practical Task	20%

Term 3

Week	Course	Task	Weight
Ongoing T3-4	Visual Arts	VAPD marking	30%
Week 3	English	Analytical Response	25%
Week 5	Music	Keyboard Assessment	20%
Week 6	Mathematics	Research Assignment	20%
Week 7	Geography	Research Task	40%
	Modern Greek	Family tree Assignment	20%
	Science	Practical Task	20%
Week 8	PDHPE	Analysis and Presentation	15%
Week 9	Food & Textile Technologies	Practical Project	40%
	History	Research Task	40%
	Visual Arts	Assignment	10%
Week 10	Food & Textile Technologies	Portfolio	30%

Term 4

Week	Course	Task	Weight
Ongoing T1-4	PDHPE	Practical Outcomes	20%
Week 1-5	Food & Textile Technologies	Practical tasks	30%
Week 3	Geography	Semester Examination	50%
	History	Semester Examination	50%
	Industrial Technologies	Practical project	60%
	Industrial Technologies	Portfolio	40%
	Modern Greek	PowerPoint Presentation	20%
Week 4	English	Imaginative response	25%
	PDHPE	Yearly Examination	20%
	Science	Yearly Examination	25%
Week 5	Mathematics	Yearly Examination	25%
	Music	Yearly Examination	20%
	Visual Arts	Clay project	10%



Assessment Variation Form 1

Application for alternative assessment task/time

Tasks are scheduled well ahead of time to give students the best opportunity to prepare for best performance.

Students unable to sit any one of these assessment tasks due to **illness** or **individual circumstances** must apply on this form for special consideration as outlined in the Assessment Guide issued to each student. Failure to comply may result in a zero mark for that assessment task:

Section to be completed by Parent/Carer

Student name:	Year:
Parent contact details - name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Reason for non-attendance: _____ _____ _____ _____	
Certificate provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

Section to be completed by Faculty Head Teacher

Comments and Recommendation:

Signature:

Date:

Section to be completed by Deputy Principal

Comments and Recommendation:

Signature:

Date:



Assessment Variation Form 2

Consideration due to misadventure in an assessment task

At the time of an assessment task or during the time leading up to it, events and conditions may arise which prevent students from performing to their present state of knowledge and preparation. Students who feel themselves disadvantaged by such situations or events may apply for special consideration in respect to their ranking in the relevant assessment tasks. All applications will be considered by a panel including the Student Adviser and the Deputy Principal.

Section to be completed by Parent/Carer	
Student name:	Year:
Parent contact details - name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Cause of misadventure: _____ _____ _____	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	
_____ _____ _____	
Student Signature:	Date:
Parent signature:	Date:

Section to be completed panel	
Outcome and Recommendation:	
_____ _____ _____	
Deputy Principal's Signature:	Date:



Assessment Variation Form 3

Assessment Appeal Form

Section to be completed by Parent/Carer

Student name:	Year:
Parent contact details - name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Appeal is lodged on the following grounds:	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Student Signature:	Date:
Parent signature:	Date:

Section to be completed by Deputy Principal

Recommendation:	
<hr/> <hr/> <hr/>	
Deputy Principal's Signature:	Date: