

Year 8

Assessment Guide 2023



**ENDEAVOUR**

**SPORTS**

**HIGH SCHOOL**



## Year 8 ASSESSMENT GUIDE 2023

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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 2023

<b>PRINCIPAL</b>	Mr James Kozlowski	<b>DEPUTY PRINCIPAL 10 and 12</b>	Ms Nagla Jebeile
<b>CAREERS ADVISER</b>	Ms Liri Latimore	<b>DEPUTY PRINCIPAL 7 and 9</b>	Ms Jocelyn Gooch
<b>HEAD TEACHER ADMINISTRATION</b>	Ms Marni Miller	<b>DEPUTY PRINCIPAL 8 and 11</b>	Ms Lenore Blades
<b>HSC MENTOR</b>	Dr Ian Paterson	<b>STUDENT ADVISER</b>	Ms Jessica Powditch
<b>DIRECTOR OF SPORTS</b>	Mr Dave Davids	<b>HEAD TEACHER WELLBEING</b>	Ms Gillian Kaladelfos
<b>HEAD TEACHER TEACHING &amp; LEARNING</b>	Mrs Sarah Hawke	<b>HEAD TEACHER WELLBEING</b>	Mr David Howlett

## KEY LEARNING AREAS HEAD TEACHERS

<b>ENGLISH</b>	English	Ms Aphrodite Chamos
<b>MATHEMATICS</b>	Mathematics	Ms Sandra Williams
<b>SCIENCE</b>	Science	Ms Jessica Rigg Mr Liam Dwyer
<b>HSIE (Human Society and its Environment)</b>	History Geography	Ms Susie Smith
<b>PD/H/PE (Personal Development/ Health/Physical Education)</b>	PD/H/PE	Mr Brad Kelly (Relieving)
<b>TAS (Technological and Applied Studies)</b>	Food Technologies Textiles Industrial Technologies	Ms Olivera Souris
<b>LOTE (Languages other than English)</b>	Languages	Ms Jessica Rigg Mr Liam Dwyer
<b>CREATIVE AND PERFORMING ARTS</b>	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 and related learning environments for each course. This policy has been written to satisfy NESA and Department of Education requirements. The policy and procedures will be applied fairly and consistently, any decisions made by the appeals panel will be referred to the Principal, and the Principal's decision in this process will be final.**

## 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 should:

- 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 and notification

All students 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.

Notice will be given for each specific task. Teachers will give details of the task in writing via email and in some cases hard copy. Two weeks' notice will normally be given for variations to the published assessment Calendar or content of tasks. For each task, students will sign the assessment task receipt register.

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 and Non-attendance**

- If an assessable task has to be submitted and a student fails to do so by the specified date and time, a 20% deduction of marks will be given per calendar day, including weekends.
- If a student is absent on medical grounds on the day of an assessment, appropriate medical evidence and/or medical certificate giving acceptable reasons for the absence must be given to the Teacher, Head Teacher or Deputy Principal. This should be given on the first day of the student's return to school.
- An Assessment Variation 2 Document – Consideration due to sickness or misadventure, with supporting documentation must be submitted to the Teacher, Head Teacher or Deputy Principal if there is a non-medical reason given for the late submission. It is their responsibility to complete the paperwork and hand it in to their Deputy Principal. Students can acquire this form from the Deputy Principal. The documents should be produced on the first day of the student's return.
- If a student has a known event that they must attend that coincides with an assessment task, it is their responsibility to notify their teacher before the event and complete the Assessment Variation 1 – Application for alternative assessment form. This is to be approved by the Head Teacher and Deputy before the event. An alternate time will be arranged for the student to sit the task.

**Non-submission of assessable tasks**

- If a task is not submitted after the 5<sup>th</sup> day, a zero mark will be given for the non-submission of an assessable task.
- A non-serious attempt of an assessable task may also incur a zero mark.
- ICT issues are not valid reasons for non-submission
- Written notification will be given to parents/carers in the form of a letter for any occurrence of a non-submission of a task or the instance of a zero-assessment mark been awarded.

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

- If a student fails to attend on the day of an assessment task which requires them to complete an in-class task, examination, field study, practical task, or a presentation the student must follow the procedures stated above for non-attendance or submission.
- A zero mark will be given, unless a note (e.g. death or funeral) medical evidence or medical certificate is provided giving reasons.
- Assessment Variation 2 Form – Consideration due to sickness or misadventure is submitted giving reasons is provided to the Deputy Principal on the first day back at school.
- A student must complete the missed task as soon as possible upon their return to school.
- In exceptional circumstances, an estimate based on appropriate evidence will be used, where the completion of the 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

- **NESA definition:** Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.
- If a student is found to be cheating 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 submits a piece of work identical to that of another student, and is known to be the work of another student or has been shared by the creator of the task, both students will receive a mark of zero for the task.
- 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 or Smart watches 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 a minimum of weeks advance notice.



These details will include:

- Timing -dates
- the outcomes to be assessed as set out in syllabus requirements
- the task number and its weighting
- a description of the nature of the task
- a structured criteria of how the task must be undertaken
- criteria on how the task will be assessed
- Feedback that will be given

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.

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

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## 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.

<b>SEMESTER ONE</b>					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Reflection statement	EN4-2A EN4-5C EN4-8D EN4-9E	<i>Visions of Home</i> Australian Poetry	30%	Week 9 Term 1
2	Bookwork		An assessment of course work for Semester one including all class tasks, homework and general organisation of notes and worksheets	5%	
<b>Semester 1 reports will include tasks 1-2</b>					
<b>SEMESTER TWO</b>					
3	Analytical response	EN4-1A EN4-3B EN4-7D EN4-9E	<i>Building Character</i> Novel Study	30%	Week 1 Term 3
4	Class test and narrative	EN4-2A EN4-3B EN4-6C EN4-9E	<i>Fantasy</i> Film	30%	Week 4 Term 4
5	Bookwork		An assessment of course work for Semester two including all class tasks, homework and general organisation of notes and worksheets	5%	
<b>Semester 2 reports will include tasks 1-5</b>					

**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: Water in the World

Focus Topic 2: Interconnections

EITHER

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Research Task	GE4.1 GE4.3 GE4.5 GE4.8	Students will complete a research task investigating water in the world and its social, economic and environmental impacts.	40%	Week 7 Term 1
2	Examination	GE4.2 GE4.3 GE4.7 GE4.8	This examination will test geographical skills and content learned throughout the semester.	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%	
<b>Semester 1 reports will include tasks 1-3</b>					
<b>OR</b>					
SEMESTER TWO					
1	Research Task	GE4.1 GE4.3 GE4.5 GE4.8	Students will complete a research task investigating water in the world and its social, economic and environmental impacts.	40%	Week 7 Term 3
2	Examination	GE4.1 GE4.2 GE4.7 GE4.8	This examination will test geographical skills and content learned throughout the semester.	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%	
<b>Semester 2 reports will include tasks 1-3</b>					

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	Components/Description	Weighting	Due
1	<i>Medieval Europe</i> Source Study	HT4.3 HT4.4 HT4.7 HT4.9	This source study 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 and short answer questions.	50%	Week 10 Term 1
2	<i>Black Death</i> Research Task	HT4.1 HT4.5 HT4.6 HT4.8	This assessment task will assess student's ability to locate, understand and explain ancient sources relating to the Black Death 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	<i>Medieval Europe</i> Source Study	HT4.3 HT4.4 HT4.7 HT4.9	This source study 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 and short answer questions.	50%	Week 9 Term 3
2	<i>Black Death</i> Research Task	HT4.1 HT4.5 HT4.6 HT4.8	This assessment task will assess student's ability to locate, understand and explain ancient sources relating to the Black Death 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 LANGUAGES

The study of Languages enables learners to gain access to, and to appreciate the rich culture, history, art, science and literature. Students will obtain linguistic competence which allows them to communicate with non-English speakers in Australia and around the world. This course introduces students to the basic linguistic concepts and skills of other languages.

The study of Languages 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.

<b>SEMESTER ONE</b>					
<b>No.</b>	<b>Task</b>	<b>Outcomes</b>	<b>Components/Description</b>	<b>Weighting</b>	<b>Due</b>
1	Examination- Writing; Oral/Aural skills	L4-1C L4-3C L4-5U L4-8U	Alphabet, Greetings, Geography, Numbers, Age, Telephone numbers, Telling time	20%	Week 6 Term 1
2	3D Model Assignment	L4-9U	Cuisine; 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%	
<b>Semester 1 reports will include tasks 1-3</b>					
<b>SEMESTER TWO</b>					
4	Family Tree Assignment	L4-4C	Family Tree	20%	Week 7 Term 3
5	PowerPoint Presentation	L4-3C	Cities, Places and Towns	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%	
<b>Semester 2 reports will include tasks 1-6</b>					

**Language outcomes to be assessed:**

A Student:

**L4-1C** uses language to interact with others to exchange information, ideas and opinions, and make plans

**Assessing and responding**

**L4-2C** identifies main ideas in, and obtains information from texts

**L4-3C** organises and responds to information and ideas in texts for different audiences

**Composing**

**L4-4C** applies a range of linguistic structures to compose texts in languages, using a range of formats for different audiences

**Systems of language**

**L4-5U** applies pronunciation and intonation patterns

**L4-6U** demonstrates understanding of key aspects of writing conventions

**L4-7U** applies features of language grammatical structures and sentence patterns to convey information and ideas

**L4-8U** identifies variations in linguistic and structural features of texts

**The role of language and culture**

**L4-9U** identifies that language use reflects cultural ideas, values and beliefs

## 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	Components/Description	Weighting	Due
1	In class: Open book Exam	MA4-1WM 2WM 3WM MA4-4NA MA4-5NA 9NA	Working with Numbers, Fractions, Decimals, Percentages	20%	Week 8 Term 1
2	Half Yearly Examination	MA4-1WM 2WM 3WM MA4-4NA MA4-5NA 8NA MA4-10NA MA4-16 MG	Working with Numbers, Fractions, Decimals and Percentages, Algebra, Pythagoras' Theorem, Equations	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
<b>Semester 1 reports will include tasks 1-3</b>					
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	MA4-12MG MA4-13MG MA4-14MG MA4-7NA MA4-15MG MA4-19, 20SP MA4--11NA MA4-21SP	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
<b>Semester 2 reports will include tasks 1-6</b>					

**Mathematics outcomes to be assessed:**

A Student:

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

## 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.

<b>SEMESTER ONE</b>					
<b>No.</b>	<b>Task</b>	<b>Outcomes</b>	<b>Components/Description</b>	<b>Weighting</b>	<b>Due</b>
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%	
<b>Semester 1 reports will include tasks 1-3</b>					
<b>SEMESTER TWO</b>					
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%	
<b>Semester 2 reports will include tasks 1-6</b>					

**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	Components/Description	Weighting	Due
1	Research Task	PD4-1 PD 4-2	Risky Business	25%	Week 9 Term 1
2	Meeting practical outcomes (on-going)	PD4-4 PD 4-5 PD4-6 PD4-8 PD4-11	Cross Country Football codes Hitting and Striking games	25%	On-going Term 1-2
<b>Semester 1 reports will include tasks 1-2</b>					
SEMESTER TWO					
3	Yearly Examination	PD4-1 PD4-3 PD4-9	Body in Motion	25%	Week 5 Term 4
4	Meeting practical outcomes (on-going)	PD4-4 PD 4-5 PD4-6 PD4-8 PD4-11	Fitness Activities Catch and Throw Sports	25%	On-going Terms 3-4
<b>Semester 2 reports will include tasks 1-4</b>					

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	Components/Description	Weighting	Due
1	Student Research Project	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	Forces	20%	Week 8 Term 1
2	Half Yearly Examination	SC4-10PW SC4-13ES	Forces and Microbiology	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%	
<b>Semester 1 reports will include tasks 1-3</b>					
SEMESTER TWO					
4	Practical task	SC4-5WS SC4-6WS SC4-7WS SC4-17CW	Chemical Reactions	20%	Week 9 Term 2 or Week 8 Term 3
5	Yearly Examination	SC4-14LW SC4-16CW SC4-17CW SC4-12ES	Rocks and Minerals , Chemical Reactions and Earth in Space	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%	
<b>Semester 2 reports will include tasks 1-6</b>					

**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.

#### EITHER

SEMESTER ONE OR TWO - FOOD TECHNOLOGIES					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Practical class tasks	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%	To be assessed throughout the term
2	Individual Practical Task	TE4-2DP TE4-3DP TE4-9MA	Appropriate use of tools and machinery to complete a practical solution to a design brief	40%	Terms 1,2,3 or 4 Week 9 or 10
3	Event Planning Written Task	TE4-1DP TE4-2DP TE4-5AG TE4-10TS TE4-6FO	Student designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.	30%	Terms 1,2,3 or 4 Week 9 or 10
<b>Semester report will include tasks 1-3</b>					
<b>OR</b>					
SEMESTER ONE OR TWO – MATERIAL TECHNOLOGIES - TEXTILES					
1	Project Design Portfolio	TE4-1DP TE4-10TS	Document the design process followed to produce a project	30%	Term 1, 2, 3 or 4 Week 9 or 10
2	Cushion Practical Project	TE4-2DP TE4-3DP TE4-9MA	Appropriate use of tools and machinery to complete a practical solution to a design brief	50%	Terms 1,2,3 or 4 Week 9 or 10
3	Theory Course Booklet	TE4-1DP TE4-10TS	Completion of theoretical course booklet	20%	Terms 1,2,3 or 4 Week 9 or 10
<b>Semester report will include tasks 1-3</b>					
<b>OR</b>					

SEMESTER ONE OR TWO - INDUSTRIAL TECHNOLOGIES					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Practical Project Pucket Board game	TE4-2DP TE4-3DP TE4-9MA TE4-8EN TE4-4DP TE4-7DI	Appropriate use of tools & machinery to complete a practical solution to a design brief	50%	Term 2 or 4 Week - to be advised by class teacher
2	Portfolio of Evidence	TE4-1DP	Document the design process followed to produce a project	30%	Term 2 or 4 Week – to be advised by class teacher
3	Digital Technology	TE4-2DP TE-4DP TE4-7DI TE4- 10TS	Grok Academy: digital online learning platform	20%	Week 4 Term 2 or 4
<b>Semester report will include tasks 1-3</b>					

**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	Components/Description	Weighting	Due
1	Historical and Critical Studies 1 <i>Altered Images and objects</i>	4.7 4.8 4.9 4.10	<b>Historical/critical study 1-</b> observation and writing tasks completed in VAPD.	10%	Week 10 Term 1
2	Art Making 1 <i>Altered Images and Objects</i>	4.1 4.2 4.3 4.4 4.5 4.6	<b>VAPD 1-</b> visual investigations, media experimentation, planning activities & homework.	10%	Week 2 Term 2
			<b>BODY-of-WORK 1</b> - collection of in-class artworks produced over the semester	30%	
<b>Semester 1 reports will include tasks 1-2</b>					
SEMESTER TWO					
3	Historical and Critical Studies 2 <i>Places and Insects</i>	4.7 4.8 4.9 4.10	<b>Historical/Critical Studies 2</b> - observation and writing tasks completed in VAPD.	10%	Week 8 Term 3
4	Art Making 2 <i>Places and Insects</i>	4.1 4.2 4.3 4.4 4.5 4.6	<b>VAPD 2-</b> visual investigations, media experimentation, planning activities & homework.	10%	Week 3 Term 4
			<b>BODY-of-WORK 2</b> - collection of in-class artworks produced over the semester	30%	
<b>Semester 2 reports will include tasks 1-4</b>					

**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
Week 6	Languages	Examination	20%
Week 7	Geography	Research Task	40%
Week 8	Music	Guitar Assessment	20%
	Mathematics	Open Book Examination	20%
	Science	Research Project	20%
Week 9	English	Multimodal Presentation	30%
	PDHPE	Research Task	25%
Week 10	Visual Arts	Writing Task	10%
	History	Source Study	50%
Week 9/10	Food Technologies	Practical Task*	40%
	Food Technologies	Written Task*	30%
	Textiles	Portfolio Task*	30%
	Textiles	Practical Task*	50%
	Textiles	Theory Booklet*	20%

\*Tasks will be held in Terms 1,2,3 and 4 dependent on the class and course you are in

**Term 2**

<b>Week</b>	<b>Course</b>	<b>Task</b>	<b>Weight</b>
Week 2	Languages	3D Model Assignment	20%
	Visual Arts	VAPD marking	10%
	Visual Arts	Body of Work marking	30%
Week 3	History	Research Task	40%
	Geography	Examination	50%
	Mathematics	Half Yearly Examination	25%
	Music	Half Yearly Examination	20%
	Science	Semester Examination	25%
Week 4	Industrial Technologies	Digital Task	20%
Week 9	Science	Practical Task**	20%
Week 9/10	Food Technologies	Practical Task*	40%
	Food Technologies	Written Task*	30%
	Textiles	Portfolio Task*	30%
	Textiles	Practical Task*	50%
	Textiles	Theory Booklet*	20%
Ongoing 1-2	PDHPE	Practical tasks	25%
Ongoing 1-2	F&T Technologies	Practical tasks	30%
TBA	Industrial Technologies	Practical Project	50%
	Industrial Technologies	Portfolio of work	30%

\*Tasks will be held in Terms 1,2,3 and 4 dependent on the class and course you are in

\*\*Task will be held in either Week 9 term 2 or Week 8 Term 3



**Term 3**

<b>Week</b>	<b>Course</b>	<b>Task</b>	<b>Weight</b>
Week 1	English	Analytical Response	30%
Week 5	Music	Keyboard Assessment	20%
Week 6	Mathematics	Research Assignment	20%
Week 7	Geography	Research Task	40%
	Languages	Family tree Assignment	20%
Week 8	Science	Practical Task **	20%
	Visual Arts	Writing Task	10%
Week 9	History	Source Study	50%
Week 9/10	Food Technologies	Practical Task*	40%
	Food Technologies	Written Task*	30%
	Textiles	Portfolio Task*	30%
	Textiles	Practical Task*	50%
	Textiles	Theory Booklet*	20%

\*Tasks will be held in Terms 1,2,3 and 4 dependent on the class and course you are in

\*\*Task will be held in either Week 9 term 2 or Week 8 Term 3

**Term 4**

<b>Week</b>	<b>Course</b>	<b>Task</b>	<b>Weight</b>
Week 3	Geography	Examination	50%
	History	Research Task	40%
	Visual Arts	VAPD marking	10%
	Visual Arts	Body of Work marking	30%
Week 4	English	Imaginative response	30%
	Industrial Technologies	Digital Task	20%
	Languages	PowerPoint Presentation	20%
	Science	Yearly Examination	25%
Week 5	Mathematics	Yearly Examination	25%
	Music	Yearly Examination	20%
	PDHPE	Yearly Examination	25%
Week 9/10	Food Technologies	Practical Task*	40%
	Food Technologies	Written Task*	30%
	Textiles	Portfolio Task*	30%
	Textiles	Practical Task*	50%
	Textiles	Theory Booklet*	20%
TBA	Industrial Technologies	Practical Project	50%
	Industrial Technologies	Portfolio of work	30%
Ongoing T3-4	PDHPE	Practical Outcomes	25%

\*Tasks will be held in Terms 1,2,3 and 4 dependent on the class and course you are in





## 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

<b>Student name:</b>	<b>Year:</b>
<b>Parent contact details - name:</b>	<b>Phone:</b>
<b>Subject:</b>	<b>Date of Task:</b>
<b>Type of Assessment Task:</b>	
<b>Reason for non-attendance:</b> _____ _____ _____ _____	
<b>Certificate provided:</b> 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

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

#### Section to be completed panel

<b>Outcome and Recommendation:</b> _____ _____ _____	
<b>Deputy Principal's Signature:</b>	<b>Date:</b>



## Assessment Variation Form 3

### Assessment Appeal Form

#### Section to be completed by Parent/Carer

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

#### Section to be completed by Deputy Principal

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