

Mount Annan High School

**Year 8 Assessment
Handbook 2024**



'Be The Best You Can Be'

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Year 8 Assessment Procedures

The purpose of assessment

The NSW Educational Standards Authority (NESA) defines assessment as ‘the process of identifying, gathering and interpreting information about student’s learning’. Assessment should be summative (Assessment OF Learning), to provide information on student achievement and progress as well as formative (Assessment FOR Learning), to support ongoing teaching and learning and to set future directions. In Years 11 and 12, Assessment takes on the special significance of contributing to the award of important public credentials - the Record of Student Achievement (ROSA), and Higher School Certificate (HSC).

We assess student achievement to:

- Support student learning
- Monitor student learning
- Diagnose student needs
- Evaluate the effectiveness of teaching/learning programs
- Inform student reporting processes
- Assist Accountability

This booklet lists formal assessment items that are common to all students. Students will also be given tasks that do not appear in this booklet and are required to complete these also. They contribute to students’ ability to develop their knowledge, skills and understanding just as much as formal tasks. Assessment may also be used as a tool to enable students and teachers to identify core strengths and areas for improvement.

How will assessment be undertaken?

The NSW Education Standards Authority (NESA) has provided a syllabus and a set of performance descriptors for each subject. The syllabus contains a statement of outcomes and content for each course.

NESA recommends a maximum of four assessment tasks for each subject studied each year. Assessment can be conducted using, but not limited to, the following methods:

- Classwork - which include video/novel reports, ICT research or homework activities.
- Oral presentations - prepared speech and/or seminar presented to the class.
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving in Science using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing task.
- Film-making.
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities.
- Peer assessment.
- Listening task.
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance.
- Examinations – during a formalised examination period or in-class examinations and topic tests.

Notification of assessment tasks

Notification of an Assessment Task will be given to students in writing **at least two weeks** prior to the task due date, printed on blue paper, using the Mount Annan High School Assessment Task Notification Proforma. Digital copies of assessment tasks will also be made available on the school's web page and respective Google Classroom pages for students who are absent on the day a task is notified to students.

The Proforma includes the requirements outline by NESA including:

- Task Number
- Task Weighting
- Due Date
- Timing
- Outcomes Assessed
- Description of the nature of the task
- Marking Criteria
- Feedback to be provided

Submission of assessment tasks

The *Year 8 Assessment Handbook* shows the general timing of assessment tasks in regard to the school term and week in which they are due. Precise submission dates and times for a hand-in task will be clearly specified on the assessment task notification for that task.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether electronic submissions will be accepted, preferred or stated. In certain situations, students may be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Assessment tasks should be presented on, **or before**, the due date. **ALL** work must ultimately be submitted to satisfy course completion criteria. This is clearly stated in the ACE Manual (ACE 8073)

- NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET courses and Life Skills courses) the NESA requires all students to follow an assessment program and have an assessment task mark submitted.
- The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.

A Letter of Concern will be sent home for an assessment task not meeting the requirements listed above.

Hand-In assessment tasks

Hand-in assessment tasks are those that are completed outside the classroom. These tasks are to be submitted by the designated date and time as specified on each Assessment Task Notification. Tasks submitted via Google Classroom are to be submitted by the date and time specified on the Assessment Task Notification. All tasks may be submitted before the due date.

If students are on approved leave or representing the school at a sporting event, students must advise their classroom teacher of their absence in advance and submit the Assessment Task on or before the due date or negotiate a new due date with the Head Teacher if on an extended period of leave.

In-Class assessment tasks and examinations

In-class assessment tasks are those that require the student to be present at school in order to complete, such as topic tests, presentations, speeches, performances and practical tasks. Examinations are those held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus.

During in-class examinations, students school bags remain at the front of the examination room, mobile phones are to be switched off and placed in school bags. The teacher supervising the in-class examination

will provide active supervision of the task by walking around the room.

Where two or more classes exist in a course, they may be timetabled at different times. Moderation procedures in the form of common assessment tasks and examinations will be used.

Late, non-submission and absence of assessment tasks

Any task submitted after the designated date and/or time will be determined late. Late days **include** non-school days, such as weekends, public holidays and school holidays; therefore, students should submit hand-in tasks online via Google Classroom to avoid higher penalties. Failure of computer equipment is NOT an acceptable reason for late submission of Assessment Tasks.

Failure to submit an Assessment Task on time and on the due date will result in the following deductions:

Year 8- Zero mark awarded

It is recommended students submit a medical certificate to avoid mark deductions.

Letter of Concern sent home for Assessment Tasks submitted late.

All tasks submitted after the due date may incur a mark deduction, tasks must still be completed, submitted, and marked with a grade allocation in order to meet course outcomes.

If a student is unable to meet a deadline due to illness, misadventure, or another school event, they are able to justify the late submission of tasks using *Illness, Misadventure, Extension and School Activity Form*. Concessions can be made at the Head Teacher's discretion or for students with PLP's, learning needs or in extenuating circumstances.

If a student is absent on the day of an in-class assessment task or examination, they must be prepared to complete the task on the next day of their return to school and/or see their classroom teacher to schedule an alternate date to complete the task. Deductions will occur as per the table above without valid reason or documentation.

School leave affecting assessment tasks

Leave from school **may** be granted by the Principal upon completion of an '**Extended Leave Application Form**', which details all coursework to be completed whilst on leave and any assessment requirements are indicated.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should NOT assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

The Department of Education's position in relation to student leave is stated in the *Student Attendance in Government Schools Procedures School Attendance Policy*, in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When student leave clashes with an assessment task

The school has well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that any leave does not clash with school assessment schedules.

All assessments must be completed at the scheduled time unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **mark deduction** being awarded.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a zero mark may be awarded, an estimate mark awarded or an exemption may be granted at the discretion of the Head Teacher.

Absence due to school business

Where a student has a clash between an assessment task and another official school activity, such as representative sport, it is the student's responsibility to contact the classroom teacher to re-schedule the submission time of a hand-in task or reschedule a time to complete an in-class task.

1. For Assessment Tasks completed at home – you must submit the assessment task before 9am on the due date.
2. For Assessment Tasks completed at school – you must report to the relevant Faculty Head Teacher before school on the next day you attend school with a completed Illness/Misadventure/Extension/School Approved Activity form.

Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **mark deduction** may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher using the 'Appeals Form'.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence due to suspension

All assessments must be completed at the scheduled time unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student, parent/carer and class teacher
- **Examinations** – the relevant Faculty Head Teacher will arrange for the student to sit the examination at the schedule time in an alternative school-based location and/or will be able to attend school by invitation only, which will be communicated to the student, parent/caregiver and class teacher. The consequences of not following these procedures may result in a zero mark being awarded.

Procedures for an assessment appeal application

All students have the right to appeal a decision made regarding an: application for illness/ misadventure; malpractice, or; an assessment task result. A student must submit an **Appeal Form** to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice. Students wishing to appeal a decision must follow the relevant procedure outlined below:

Step One: Collect a form

Students must obtain an Appeals Form. Forms can be obtained from the front office, Learning Centre, on the School webpage and in Assessment Schedule booklets.

Step Two: Submit the Application Form

Students must submit their appeal to the Stage Head Teacher within one school day of the initial illness/misadventure or malpractice decision being communicated to the student. Additional supporting documentation, if applicable, should be submitted at this time.

Step Three: Resolution and Feedback

The appeal application and additional documentation will be considered by a review panel convened by the Deputy Principal. The decision will be communicated in writing to the relevant Faculty Head Teacher, Class Teacher, student and parents/caregivers. The Deputy Principal will notify the Principal if further action is required

Reporting on student progress

Mount Annan High School we ensure in the awarding of grades that are allocated by using clear procedures that are in compliance with the NSW Education Standards Authority (NESA). This ensures consistent approaches for results and/or grades, reflecting student achievement against guideline standards. Student achievement is measured against how well students meet course descriptors.

Stage 4 Marking and Grading

The NESA Common Grade Scale is applied to assessment and reporting. Raw marks can be used to determine achievement of students; however, grouped bands of raw marks **cannot** be applied in the allocation of grades. Head Teachers develop their teachers' capacity to make consistent judgements in relation to the Common Grade Scale. They establish and implement appropriate marking procedures for consistency of marking across different classes within the same Year group. This is achieved by:

- Following common syllabuses and programs.
- Using common rubrics and marking criteria.
- Considering shared samples of student work.
- Participating in moderation sessions using real student work samples.

The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound Achievement	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Maintaining honesty and integrity

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Acknowledging your sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in the form of a bibliography or other referencing method as instructed by their teacher. This includes any material from other sources like books, journals, electronic resources and the internet.

To prepare for writing a bibliography follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stop after the authors initial and the place of publication and commas after surname, each name, article title, book title and publisher. The title can be underlined or written in italics.

Source of Information	Bibliography Format	Example
Books	Author's surname, initials. (Date) <i>Title of book</i> . Chapter. Page numbers. Publisher. Location of Publication.	Dixon, J. (1988) <i>How to be a successful student</i> , p4-6. Penguin Books. Ringwood. Vic.
Article in a newspaper	Journalist surname, initials. (Date). 'Name of article', Name of newspaper, date of publication, page number	Legge, Kate. (1987) 'Labour to cost the Keating Factor', Times on Sunday, 1 Feb., p.2
Motion picture (movie)	'Name of motion picture' (motion picture), (date of release), country, name of production company	<i>The Comedic Fall</i> (motion picture), (1964), Englewood, New Jersey, Netflix.

Television show	'Episode name of television program' (television program), Name of television program, date watched, television station	'What are we going to do with the money?' (television program), Four Corners, 8 August 1982, ABC Television
Web page	Author's surname, initials. (Date) Title (Internet), Place of publication (if known), Publisher (if known), URL (accessed date)	Martin. Suzanne. (16 August 1999) Feminism Today (online), www.fem.org/feminismtoday.html (accessed 11 November, 2005).
Primary Source: Interview with a person	Interview with <i>name of person interviewed</i> about <i>topic of interview</i> , date interview took place, location of interview.	Interview with Nola Archer about her World War II experiences, 6 March 2000, St Clair.

Malpractice

Malpractice is any activity that allows you to gain an unfair advantage over other students and will not be tolerated. It includes, but is not limited to:

- Using AI technology, such as ChatGPT, to complete assessment tasks
- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs, or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing, or borrowing another person's work and presenting it as your own
- Submitting work which another person, such as a parent, coach, or subject expert, has contributed to substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Cheating in an any examination
- Using non-approved aids during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice

Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task and added to the NESAs malpractice register. If malpractice occurs more than once a student may be regarded as not satisfying the school's requirements for the Course.

Steps to manage assessment tasks

Students are advised to:

- Start tasks early so that you can ask for help if you need it.
- Read the task notification sheet carefully so you are aware of all task requirements.
- Be aware of due dates. Keep the assessment calendar schedule handy.
- Record your sources of information as you find them so that the bibliography doesn't become a major task at the end.
- Frequently save, back up and print any work completed on a digital device. The failure of technology is NOT an acceptable reason for late submission of work.
- Keep a copy of any work you submit for marking.



Year 8 Assessment Calendar 2024

Week	Term 1	Term 2	Term 3	Term 4
1			Report Reflections Week Semester One reports distributed	Technology Mandatory- Task 2
2	School Photos (Fri)	Technology Mandatory- Task 1	Parent/Teacher Night	
3	Swimming Carnival (Wed)	Athletics Carnival		Year 8 VALID testing
4	CREST Day (Fri)			Year 8 VALID testing Science- Task 4
5			Wellbeing Excursion (Fri)	English- Task 4 Drama- Task 4 Mathematics- Task 4 Visual Arts- Task 4
6		English- Task 2 Science- Task 2		HSIE- History- Task 2
7	HSIE- Geography- Task 1	King's Birthday Public Holiday HSIE- Geography- Task 2 Mathematics- Task 2 Visual Arts- Task 2	Science- Task 3	
8	Science- Task 1 Visual Arts- Task 1	Drama- Task 2	HSIE- History- Task 1 Mathematics- Task 3 Visual Arts- Task 3	Sports Awards Evening (Wed)
9	Good Friday English- Task 1 Mathematics- Task 1 PDHPE- Task 1 (Theory) PDPHE- Task 2 (Prac)	Year 8 Subject Selection Night	English- Task 3 Drama- Task 3 PDHPE- Task 4 (Prac)	
10	Easter Monday Drama- Task 1 PDHPE- Task 1 (Theory) PDPHE- Task 2 (Prac)	HSIE- Task 3- Ongoing	HSIE- Task 3- Ongoing PDHPE- Task 4 (Prac) PDHPE- Task 3 (Theory)	Night of Excellence (Mon) Semester Two reports distributed. HSIE- Task 3- Ongoing
11	Cross Country Carnival (Wed) HSIE- Task 3- Ongoing			

Course Assessment Schedules 2024

Year 8 English 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Perspective: Visual Literacy and Documentaries	Context: Drama	Theme: Narrative Study	Character: Film and Multimedia
	Representation: Style Through Texts		Intertextuality: Transformation

Course Outcomes

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 own broadening world and their relationships within it.

EN4-8D: Identifies, considers and appreciates cultural expression in texts.

EN4-9E: Uses, reflects on and assesses their individual and collaborative skills for learning.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: In-Class Task (Critical Response)	EN4-1A EN4-2A EN4-5C EN4-7D	Term 1, Week 9	25%
	Task 2: In-Class Task	EN4-1A EN4-5C EN4-7D EN4-9E	Term 2, Week 6	25%
Semester 2	Task 3: In-Class Task (Creative Writing)	EN4-1A EN4-5C EN4-7D EN4-9E	Term 3, Week 9	25%
	Task 4: In-Class Task	EN4-2A EN4-3B EN4-4B EN4-5C	Term 4, Week 5	25%

Year 8 Drama 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Playbuilding & Elements of Drama	Theatre & Dramatic Form- Script	Improvisation - Theatresports	Dramatic Form- Script and Film

Course Outcomes

- 4.1.4 Explores a range of ways to structure dramatic work in collaboration with others.
- 4.2.3 Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
- 4.1.2 improvises and playbuilds through group-devised processes
- 4.2.1 uses performance skills to communicate dramatic meaning
- 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience
- 4.3.2 Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Improvise Play building	4.1.2 4.1.4 4.2.2	Term 1, Week 10	25%
	Task 2: Design for Theatre	4.3.3 4.2.4 4.2.3	Term 2, Week 8	25%
Semester 2	Task 3: Theatre-sports Workshop	4.1.2 4.2.1 4.1.4 4.2.2	Term 3, Week 9	25%
	Task 4: Scripts to Performance	4.1.4 4.2.3 4.3.2	Term 4, Week 5	25%

Year 8 HSIE 2024

Course: Geography

Course Outline

Human Society and Its Environment consists of Geography and History. Year 8 students will study Geography during Semester 1 and History during Semester 2.

Students will study the following Geography units:

Term 1	Term 2
Water in the World Students examine water as a resource and the factors influencing water flows and availability of water resources in different places.	Interconnections Students focus on the connections people have to places across a range of scales.

Course Outcomes

- 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

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Research Report Water in the World	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	Term 1, Week 7	40%
	Task 2: Final Examination All topics studied	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8	Term 2, Week 7	45%
	Task 3: Class participation and bookwork	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6 GE4-7, GE4-8	Ongoing	15%

Year 8 HSIE 2024

Course: History

Course Outline

Human Society and Its Environment consists of Geography and History. Year 8 students will study Geography during Semester 1 and History during Semester 2.

Students will study the following History units:

Term 3	Term 4
<p>OVERVIEW OF THE ANCIENT TO THE MODERN WORLD The overview is approximately 10% of teaching time of The Ancient to the Modern World.</p> <p>DEPTH STUDY 1: THE WESTERN AND ISLAMIC WORLD - Medieval Europe (c. AD 590 – c. 1500) Students examine the way of life in Medieval Europe and the roles and relationships of different groups in society.</p>	<p>DEPTH STUDY 2: EXPANDING CONTACTS - The Spanish Conquest of the Americas (c. AD1492 – c. 1572) Students explore Pre-Columbian society in the Americas prior to Spanish conquest.</p> <p>DEPTH STUDY 3: THE ASIA-PACIFIC WORLD - Japan under the Shoguns (c. AD794 – c. 1867) Students examine the way of life in Shogunate Japan and the roles and relationships of different groups in society.</p>

Course Outcomes

- HT4-1 describes the nature of history and 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 about the past

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 2	Task 1: Research Task Medieval Europe	HT4-2, HT4-3, HT4-6, HT4-8, HT4-10	Term 3, Week 8	40%
	Task 2: Final Examination All topics studied	HT 4-1, HT 4-2, HT 4-3, HT 4-5, HT 4- 6, HT4-7, HT 4-9, HT 4-10	Term 4, Week 6	45%
	Task 3: Class participation and bookwork	HT4-1, HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10	Ongoing	15%

Year 8 Mathematics 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Pythagoras' Theorem Perimeter, Area & Volume	Perimeter, Area & Volume Ratios & Rates Time	Data Graphing Linear Equations	Probability Geometry Congruent Figures

Course Outcomes

MA4-1WM Communicates and connects mathematical ideas using appropriate terminology, diagrams and 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.

MA4-8NA Generalises number properties to operate with algebraic expressions.

MA4-9NA Operates with positive-integer and zero indices of numerical bases.

MA4-11NA Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.

MA4-12MG Calculates the perimeters of plane shapes and the circumferences of circles.

MA4-13MG Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area.

MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

MA4-17MG Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.

MA4-18MG Identifies and uses angle relationships, including those related to transversals on sets of parallel lines.

MA4-21SP Represents probabilities of simple and compound events

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1 Part A: Mathletics online multiple-choice component Part B: In-Class assessment	MA4-12MG MA4-13MG MA4-16MG	Term 1, Week 9	25%
	Task 2: Part A: Mathletics online multiple-choice component Part B: In-Class assessment	MA4-12MG MA4-13MG MA4-14MG MA4-7NA	Term 2, Week 7	25%
Semester 2	Task 3: Assignment/Research Task	MA4-15MG MA4-19SP MA4-20SP	Term 3, Week 8	25%
	Task 4: Part A: Mathletics online multiple-choice component Part B: In-Class assessment	MA4-11NA MA4-21SP MA4-17MG	Term 4, Week 5	25%

Note: The working mathematically outcomes **MA4-1WM**, **MA4-2WM** and **MA4-3WM** will also be assessed across all assessment tasks.

Year 8 PDHPE 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<p>What's Happening to Me? Students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. Practical *Racquet Sports</p>	<p>How can I be Fit for Life? Students examine the benefits of a balanced lifestyle. Practical *Large Field Games</p>	<p>Is that a Good Idea? Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices. Practical *Invasion Games</p>	<p>How can I Live in a Connected World? Students develop strategies to manage challenges, power, abuse, violence and learn how to protect themselves and others in a digital world. Practical *Cultural Games *Tactical Games</p>

Course Outcomes

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Puberty Model and Topic Test	PD4-2, PD4-6, PD4-9, PD4-10	Term 1 Week 9 & 10	25%
	Task 2: Racquet Sports	PD4-4, PD4-11	Term 1 Weeks 9 & 10	25%
Semester 2	Task 3: Risk Taking/Decision Making – Scenario Based Task	PD4-1, PD4-6, PD4-9	Term 3 Week 10	25%
	Task 4: Large Field Games	PD4-4, PD4-11	Term 3 Weeks 9 & 10	25%

Year 8 Science 2024

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Living World Earth & Space	Earth & Space Chemical World	Chemical World Physical World	Physical World Living World

Course Outcomes

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.

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.

SC4-13ES 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.

SC4-17CW Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Concept Model Human Body	SC4 - 7WS SC4 - 8WS SC4 - 9WS SC4 - 14LW	Term 1, Week 8	20%
	Task 2: Depth Study: Earth's resources and management	SC4 - 4WS SC4 - 6WS SC4 - 8WS SC4 - 13ES	Term 2, Week 6	20%
Semester 2	Task 3: First-Hand Investigation: Chemical change	SC4 - 5WS SC4 - 6WS SC4 - 7WS SC4 - 17CW	Term 3, Week 7	30%
	Task 4: Final Examination	SC4 - 9WS SC4 - 10PW SC4 - 13ES SC4 - 17CW	Term 4, Week 4	30%

Year 8 Technology Mandatory 2024

Course Outline

Students will study ONE of the following units each semester:

Term 1 and 2	Term 3 and 4
Food and Agriculture OR Mixed Materials	Mixed Materials OR Food and Agriculture

Course Outcomes

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

TE4-5AG 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

TE4-9MA 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

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Design Product & Design and Production Folio (Rotation 1)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4-10TS	Term 2 Week 2	50%
Semester 2	Task 2: Design Product & Design and Production Folio (Rotation 2)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4-10TS	Term 4 Week 1	50%

Year 8 Visual Arts 2024

Course Outline

Students will study ONE of the following units each semester:

Term 1	Term 2	Term 3	Term 4
Students will engage in the Elements of Art- Line, Tone, Colour, Shape, Texture, Value, Form and Space.	Students will study Portraiture and this will be explored through the concept of identity and how identity be portrayed through art.	Students will explore Sculpture using various materials and concepts. This will include, Pop Art and Abstract Art.	Students will study Landscape exploring one point and two-point perspective.

Course Outcomes

- 4.1 uses a range of strategies to explore different artmaking 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 the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 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

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: In-class Theory Task	4.8, 4.10	Term 1 Week 8	20%
	Task 2: Body of Work & VAPD	4.1, 4.2, 4.4, 4.6	Term 2 Week 7	30%
Semester 2	Task 3: In-class Theory Task	4.7, 4.8, 4.9, 4.10	Term 3 Week 8	20%
	Task 4: Body of Work & VAPD	4.3, 4.5, 4.6	Term 4 Week 5	30%