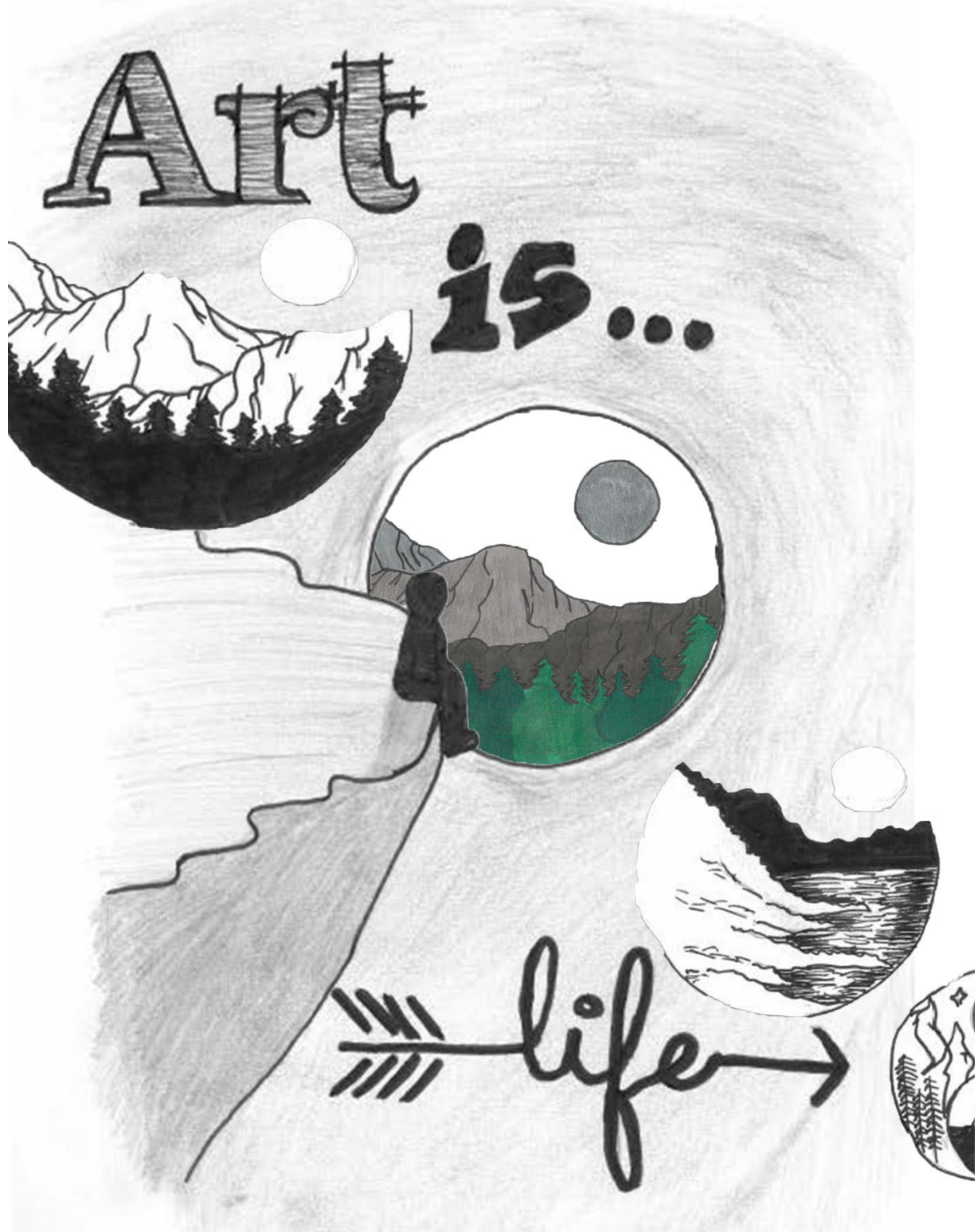




# Condell Park High School

## Stage 4 - Year 8 Assessment Handbook 2024



Artwork by Mohamed Attar

# Year 8 Assessment Information 2024

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Dear Year 8 Students,

This booklet has been designed to provide you with all of the information that you will need to understand and manage your assessment tasks this year.

Assessment is an important activity to help you and your teachers understand how you are progressing in your learning and what you need to do next. Throughout the year you will complete both formal and informal assessment activities.

Informal assessment is sometimes called *assessment for learning* or formative tasks - this includes small in class tasks and homework that you will regularly do. These tasks give you feedback on how well you understand what you are learning. It also provides the teacher with information about what changes they need to make to their teaching to help you improve your understanding and skills.

This booklet identifies all the formal assessments that you will complete this year. Formal assessment is also called *assessment of learning or summative tasks*. These tasks such as tests, exams, oral reports, and research presentations are used to assess how well you understand the work that has been covered in class up to a point in time. Your teacher will use formal assessment to report to you and your parents about how you are progressing in the subject compared to a standard.

So, which is more important? The answer is both! Completing assessment for learning activities are vital to progressing your learning. Students who make a serious attempt at informal tasks usually perform better in formal assessments. So, we would encourage you to try your best at all activities.

We understand that illness and other unexpected events can sometimes prevent you from completing a task or prevent you from doing your best. Therefore, it is important to be aware of the school's procedures to manage these things. The school rules for assessment outlined in the front of the booklet ensure that assessment is fair for all students.

If you have any questions about your assessments, it is important to talk to your teacher, head teacher, year advisor or support staff to assist you BEFORE the due date.

We wish you a successful year at Condell Park High School.

Kind regards,  
**Staff at Condell Park High School**

# 1 Purpose

At Condell Park High School we want every student to be successful in completing their junior schooling and achieving a Record of School Achievement (RoSA). The RoSA is issued by the NSW Education Standards Authority (NESA) in Year 10.

This handbook outlines Condell Park High School's assessment processes and procedures. It is our overall aim that all students are treated fairly, consistently and in accordance with NESA guidelines.

Assessment is the process of identifying, gathering and interpreting information about student learning. It is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached.

The Year 9 Assessment Handbook complies with the NESA requirements and guidelines. It is based on the Assessment, Certification and Examination (ACE) website maintained by NESA.

NESA provides the syllabus and a set of performance descriptors for each subject. Syllabuses are available on the NESA website.



## Instructions to access the syllabus from NESA

NESA provides a full and comprehensive website with information to support students and parents. A list of all Subject Syllabus documents, course outcomes, and information guides are available.

1. Go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
2. Click on the Tab for Kindergarten-Year 10
3. Select the Syllabuses link
4. Choose the subject you wish to look at

## 2 School Expectations and Information

Students are expected to:

- demonstrate the school's RESP values of **RESPECT**, **EQUITY**, **SAFETY** and **POSITIVITY**;
- maintain our high standard of behaviour by following all school rules and responsibilities, be polite and considerate;
- bring the correct equipment to all classes including: diary, books, stationary equipment, laptops, and calculators
- apply self-discipline to their learning and apply themselves to their studies to the best of their ability; and

The Deputy Principals will monitor students' attitude, academic performance, and engagement. If there are any concerns, parents will be notified, and parent interviews will be conducted to discuss any issues.

### 2.1 School Attendance

**School attendance is compulsory.** If a student is absent because of an illness or for some other acceptable reason, an explanation by the parent/carer is needed on the first day the student is back to school. Parents/carers can inform the school via a signed note, calling the school or responding to the text message. The expectations are:

- attend school each day to achieve their potential, and increase their career and life options; and
- be on time for all timetabled lessons to meet requirements.

### 2.2 Homework

Homework plays an integral part in the overall assessment for learning, as it assists in achieving learning outcomes. It is also reported in the Semester 1 and Semester 2 reports.

At Condell Park High School, there is an expectation that students will:

- be given suitable homework tasks;
- complete these tasks on time to the best of their ability; and
- be provided with appropriate feedback.

Some examples of homework include:

- Practical Tasks/Making Models
- Creative Responses
- Extension and Consolidation Exercises
- Worksheets
- Reading and Responding Activities
- Surveys/Questionnaires
- Writing Essays
- Research Tasks
- ICT Tasks

### 2.3 Reporting to parents on assessment results

In Stage 4 (Year 7 and 8) reports are prepared for parents after each semester and provide the following information:

- the student's achievement of the outcomes against the performance grade descriptors;
- the student's Class mark, Class Rank, and Course Rank; and
- the student's social development and commitment to learning

You are reminded of the importance of reports and the need to keep filed copies of all school reports.

## 2.4 Grades and Course Performance Descriptors

Teachers use Course Performance Descriptors in each course to determine the grade that best describes the student's achievement.

The Grades and Course Performance Descriptors are as follows:

<b>A</b>	<b>Outstanding.</b> The student has an <u>extensive</u> 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.
<b>B</b>	<b>High.</b> The student has a <u>thorough</u> 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.
<b>C</b>	<b>Sound.</b> The student has a <u>sound</u> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	<b>Basic.</b> The student has a <u>basic</u> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	<b>Limited.</b> The student has an <u>elementary</u> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## 3 Assessment Information and Procedures

School assessment allows for the measuring of ALL of the stated learning outcomes of the **Stage 4** courses as contained in the syllabus documents. Measuring performance throughout the whole course, including knowledge, understanding, skills and processes. Students are assessed on what they know, understand and can do.

This Assessment Handbook is issued to each student and outlines each subject's assessment schedule for the year. Assessment schedules outline the common assessment requirements for all students in each course. The evidence teachers gather about student achievement is used for the assessment of learning, which takes place at different key points in the teaching and learning cycle. It is expected that all students complete all assessment requirements for each subject studied.

### Assessment:

- measures the student achievement of the course outcomes;
- measures achievement in examinable and non-examinable course outcomes;
- weightings will vary from subject to subject, but not class to class; and
- is based on student performance in assessment tasks compared to the standards for that course.

### 3.1 Satisfactory Completion of a Course

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has:

- followed the course developed or endorsed by NESAs;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

#### FACTORS THAT MAY PREVENT SATISFACTORY COMPLETION OF A COURSE

- excessive rate of absence or lateness to school or classes;
- poor achievement in-class tests and assessments due to lack of application and effort;
- failure to complete classwork and homework;
- failure to submit assessment tasks; and
- proven cases of plagiarism, copying and cheating

## 3.2 Steps to Manage Assessment Tasks

Advice to students:

- 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 requirements;
- be aware of due dates. Keep your school diary up-to-date with all assessment activities and other commitments;
- record the sources of information you use as you find them so that acknowledgments do not become a major task at the end;
- frequently save, and back up work completed on technology. The failure of technology is NOT an acceptable reason for the late submission of work;
- keep all your earlier drafts and copies of your resources;
- seek help from your teacher or the Learning Support faculty; and
- Submit the task **ON** the due date

## 3.3 Assessment Task Notifications

Assessment Task Notifications will be issued to students **AT LEAST TWO (2) SCHOOL WEEKS** before an assessment task is due (other than formal examinations).

Assessment Task Notification coversheets will be printed on cream-coloured paper or may be provided electronically to students via your online classroom. A sample Assessment Task Notification is shown in Appendix 1 of this booklet.

The notification sheet contains the following:

- the syllabus outcomes being assessed in each task;
- the date due and time (at least two weeks after receipt of the notification);
- instructions on how to complete the task and submit the task; and
- the success criteria and marking guidelines that will be used in each task.

## 3.4 Submission of Assessment Tasks

All tasks must be completed **on the due date and time** to meet course outcomes. Submission methods will be outlined on the task notification sheet. Assessment tasks submitted after the due date will receive a zero mark.

The teacher will instruct students on **HOW** an assessment task is to be submitted on the Assessment Task Notification. Submission may be requested:

- In hardcopy (printed); or
- Turned in on the technology platform used (e.g.: Microsoft Teams. **Links to assessment tasks will not be accepted**).

An assessment task is not considered submitted if the above conditions are not met. If you experience any issues, contact your class teacher **BEFORE** the due date and time. You could also try getting help from your year advisor via the online year group team.

Tasks completed at home must be submitted directly to the teacher. Students are required to keep a copy of the submitted task. The copy will provide the student with security against loss of or damage to the submitted copy.

In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Staffroom, or failing that, to the Deputy Principal.

### 3.5 Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task

If a student fails to complete or submit an assessment task or fails to make a serious attempt at a task, the parents/carers will be contacted to inform them. A letter of concern will be generated.

Assessment tasks will be deemed late if they are submitted after the date and time designated by the teacher unless a Medical Certificate or contact from the parent to the school (note or phone call) is made to the classroom teacher indicating the reason the assessment is late.

Loss of a task, either electronic or physical, will not be accepted as a valid reason for late submission.

Penalties are as follows:

- **Failure to submit an assessment task** on the due date, results in a **ZERO** mark. However, the task **MUST** still be submitted to meet course outcomes.

Excursions and other extra-curricular activities are not a reason for non-completion/ non-submission of an assessment task. The student must ensure that the task is submitted prior to attending the activity/excursion. If the task is an in-class assessment, arrangements must be made with the teacher prior to the excursion or activity.

### 3.6 Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”.

Malpractice includes:

- plagiarism (copying someone else’s work and claiming that it is your work);
- collusion (allowing someone to copy your work);
- using materials from books, journals, or the internet without acknowledging the source
- submitting work that has a large contribution from another person that is not acknowledged;
- communicating with other students during an assessment or examination; and
- using forbidden aids (this includes bringing secret notes, or any electronic device not specifically allowed into an assessment or examination, whether or not it is used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, **ZERO** will be awarded for the section that has been plagiarised. In the case of cheating or using an electronic device, the whole examination **will** be cancelled and parents notified.

**School strategies to avoid malpractice:**

- teachers constantly remind students of good and ethical practice;
- teachers provide students examples on how to effectively reference books and websites; and
- signage in appropriate areas, including the Library, explaining aspects of good practice.

Note: the act of cheating (bringing notes, etc) in a task/examination will result in a ZERO, irrespective of whether those notes were used.



### 3.7 Appeals Relating to Assessment Tasks

Appeals relating to assessments should be directed to the Head Teacher. Should the matter not be satisfactorily resolved, a student may make further application through the Deputy Principal.

### 3.8 Mobile Phones and Electronic Equipment

Mobile phones must be checked into the office each day. Other than NESA-approved calculators (when required), no other electronic equipment will be permitted in examinations, or during in-class assessment tasks.

Any student in possession of a mobile phone, electronic watch or other electronic device during an examination will have their examination cancelled. A parent interview with the Deputy Principal will be organised.

### 3.9 Disability Provisions

A student may be granted disability provisions if they have the supporting documentation outlining:

- visual or auditory difficulties;
- learning difficulties;
- fine motor skills difficulties;
- illnesses such as diabetes;
- ongoing injuries that will impact on the student's ability to complete an assessment task;
- psychological difficulties; and
- a PLaSP (Personalised Learning and Support Plan).

Parents/caregivers must provide documentation and inform the school of their child's disability. Successful applicants will be granted provisions as determined by NESA and the school. These may include provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer or E-pen for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

## 4 Summary - Responsibilities and Consequences

Use the following table as a guide of student responsibilities and consequences:

<b>RESPONSIBILITIES</b>	<b>CONSEQUENCES</b>
<i>All assessment tasks must be handed in <b>on the due date</b>.</i>	<i>Students will receive a mark of ZERO if work is not handed in on the due date and is still required to submit the task to meet course outcomes.</i>
<i>Students must demonstrate a serious attempt in all assessment tasks to show how they are meeting course outcomes.</i>	<i>Failure to complete a task will result in parents being contacted and possibly a "Letter of concern" being sent to parents. The student must re-attempt the task.</i>
<i>Students must be able to demonstrate that the work submitted is their own. (Students should retain research, rough copies, and other supporting documentation)</i>	<i>Copied, plagiarised, cheated, or assisted work will receive a zero mark and need to be resubmitted.</i>
<i>Even if you are to receive zero for late work the student must still complete the task.</i>	<i>Failure to complete a task is unsatisfactory, and parents will be contacted.</i>

## 5 DEPARTMENT ASSESSMENTS

### 5.1 Check-in Assessment

During **Term 3**, students will participate in the Check-in assessment.

Check-in assessments are online assessments for students in Years 3 to 9. The Check-in assessment is a NSW Department of Education **online literacy and numeracy assessment that supports schools to assess and monitor student learning**.

Students with a disability may receive the same level of support during the assessment they would normally receive in the classroom.

- The assessment will be scheduled for our Year 8 students during **Term 3, Weeks 2-5 2024**.
- All students complete a reading assessment and a numeracy assessment.

The reading and numeracy assessments have about 50 questions (including a few for trial purposes).

The assessment supplements existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs.

### 5.2 VALID program

The Validation of Assessment for Learning and Individual Development (VALID) program provides online end-of-stage assessments for the science key learning area. The test assesses what students know and the skills they have developed in science. It also provides useful information about student attitudes towards science.

- This test is **mandatory for Year 8 students**. The test is marked externally.
- The assessment will be scheduled for our Year 8 students during **Term 4 Week 3-4**.

## 6 School Contact Information

Telephone Number: 9709 4522  
Email: [condellpk-h.school@det.nsw.edu.au](mailto:condellpk-h.school@det.nsw.edu.au)  
Website: <https://condellpk-h.schools.nsw.gov.au>

**Deputy Principal Year 8:** Ms K Parry

**Year Adviser:** Mr R Fakhouri (TAS Faculty)

**Assistant Year Adviser:** Ms M Lu (HSIE Faculty)

**Head Teacher Welfare:** Ms L Watts

### Faculty Head Teachers

Faculty	Head Teacher
English	Ms N Luke
HSIE	Ms A Ellem-Honeywill
Learning Support	Ms A Kocsi-Thwaites
Music/Art/Language (MAL)	Ms S Singh
Mathematics	Ms E Khayat
Physical Development, Health and Physical Education (PDHPE)	Mr K Frappell
Science	Mr R Stephan
Support Unit	Ms S Honey
Technological and Applied Studies (TAS)	Ms C Brackley

*We encourage all students to contact their Year Advisers should they need support in person or via their online Year Group team.*

*Parents are advised to contact the school or make an appointment to speak with the relevant Year Adviser or Deputy Principal if they have any concerns via the school reception on 02 9709 4522 or the school email address: [condellpk-h.school@det.nsw.edu.au](mailto:condellpk-h.school@det.nsw.edu.au)*



# Stage 4 Assessment Task Notification

<b>Assessment Task:</b>	<b>Assessment Task No:</b>
<b>Faculty:</b>	<b>Due Date:                      Period/Time:</b>
<b>Course:</b>	<b>Weighting:</b>
<b>Class:</b>	<b>Submission Method:</b>

## Syllabus Outcomes Being Assessed

## Description of Task

### *Instructions to students*

1. *Assessment tied to key concepts.*
2. *What will the students produce? i.e. essay, extended response in class and oral presentation, debate, performance and suggested lengths.*
3. *How will you complete the task?*
4. *Scaffolds and/or adjustments that follow in order to determine where you begin and what challenges you can meet to successfully demonstrate learning will be provided.*

## Submission Instructions

### Teachers will explicitly advise

- If the task is to be submitted electronically or as a hardcopy to the class teacher by the DUE DATE and time.
- **Assessments not submitted on the due date will result in a ZERO mark. The task must still be completed to meet course outcomes.** (unless appropriate documentation is provided).
- **If the assessment task has been submitted on the Teams classroom, students are responsible for ensuring that the submitted task has the completed assessment work after submission.**

## Student Confirmation for assessment tasks completed at home

By submitting the task for marking, I acknowledge the following:

1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to **plagiarism** detection processes for the purpose of detecting possible **plagiarism**. Where the work of others is used and not acknowledged, a finding of **plagiarism** will be made and a mark of zero awarded and I will have to resubmit the task.
3. I have a **copy** of this assessment if the original is lost or stolen.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## ASSESSMENT SCHEDULES

The following assessment schedules provide students with information about the types of formal assessment tasks that will be used to assess student progress and achievement in each subject.

Sometimes more than one task may be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Students should start tasks early to ensure completion by the due date.

Tasks are marked according to success criteria which is provided to students with the assessment task notification.

All work on assessment tasks must be the student's own work and efforts. Students must ensure that they are aware of the rules regarding plagiarism, which are found in this handbook.

Students must learn to organise their time so that deadlines are met and do not cause unnecessary stress. If problems arise, students must seek assistance from the key staff members in the school, the Year Adviser, the class teacher or Head Teacher, the Librarian, or the Learning Support Team.

The schedules outline the expected time that the assessment will occur, exact dates will be provided to students on the Assessment Task Notifications. At times, there may be unforeseen circumstances which delay the assessment task due date. If this occurs, students will be notified and given 2 weeks' notice of the new due date. Please note that tasks will never be scheduled earlier than the assessment schedules in this handbook.

**Assessment schedules encompass** – Ongoing, in-class tasks and assessment tasks which will take place throughout the year. This includes, but is not limited to:

- course work,
- bookwork,
- class activities, including group work, and quizzes,
- practical tasks, and
- homework tasks.

All tasks listed below are used to measure student achievement against the learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade and mark issued in the Semester 1 and Semester 2 Reports.

# ENGLISH

## Overview of the Year 8 course content

Through responding to and composing texts in English, students learn about the power, value and art of language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples.

### Topics studied:

<b>Semester 1</b> Persuade Me! Reading Unit: Genre Study	<b>Semester 2</b> Novel Study Aboriginal Perspectives: Drama Text
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### Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
<b>Nature of task</b>	Reading Log	Persuasive Essay	Half-Yearly Exam	Reading Log	Creative Writing	Yearly Exam
<b>Timing</b>	Semester 1, Ongoing	Term 1, Week 9	Term 2, Week 4 & 5	Semester 2, Ongoing	Term 3, Week 9	Term 4, Week 4 & 5
<b>Outcomes assessed</b>	EN4-1A, EN4-6C, EN4-7D	EN4-1A, EN4-3B, EN4-4B, EN4-5C	EN4-1A, EN4-2A, EN4-4B, EN4-5C	EN4-1A, EN4-6C, EN4-7D	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-8D	EN4-1A, EN4-2A, EN4-3B, EN4-5C
<b>Weighting</b>	5%	25%	20%	5%	25%	20%

### Outcomes 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 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

# GEOGRAPHY

## Overview of the Year 8 course content

The study of Geography develops a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. The aim of the Geography course is to stimulate students' enjoyment of and interest in the interaction of the physical and human environments. Students achieve this as they develop geographic knowledge, understanding, skills, values and attitudes and engage in the community as informed and active citizens

### Topics studied:

<b>Semester 2</b>	
Term 3 Interconnections	Term 4 Water in the World

### Assessment schedule

Task number	Task 1	Task 2	Task 3
<b>Nature of task</b>	Geography Skills Assessment	Research Task (Interconnections)	Exam
<b>Timing</b>	Term 3, Week 4	Term 3, Week 8	Term 4, Week 4 & 5
<b>Outcomes assessed</b>	GE4-1, GE4-7	GE4-1, GE4-3, GE4-4, GE4-5, GE4-6, GE4-8	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-7, GE4-8
<b>Weighting</b>	20%	40%	40%

### Outcomes 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

# HISTORY

## Overview of the Year 8 course content

History is a disciplined process of inquiry into the past. History provides opportunities for students to explore human actions in a range of historical contexts and encourages them to develop an understanding of motivation, causation, consequence and empathy. The study of history encourages students to critically analyse and interpret sources of evidence and also enables students to understand, deconstruct and evaluate differing interpretations of the past.

### Topics studied:

<b>Semester 1</b>	
Term 1	Term 2
The Ancient to Modern World	Black Death
Medieval Europe/Black Death	Japan Under the Shoguns

### Assessment schedule

Task number	Task 1	Task 2	Task 3
<b>Nature of task</b>	History Skills Assessment	Research Task (Black Death)	Exam
<b>Timing</b>	Term 1, Week 4	Term 1, Week 8	Term 2, Week 4 & 5
<b>Outcomes assessed</b>	HT4-1, HT4-2, HT4-5	HT4-1, HT4-2, HT4-4, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10	HT4-1, HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-9
<b>Weighting</b>	20%	40%	40%

### Outcomes Assessed:

A student

- 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



# MATHEMATICS

## Overview of the Year 8 course content

The aim of Mathematics is for students to be confident users and communicators of mathematics, who are able to see the subject as an accessible, enjoyable discipline to study and an important aspect of lifelong learning.

### Topics studied:

<ul style="list-style-type: none"> <li>• Angle Relationships</li> <li>• Data Collection and representation 1&amp;2</li> <li>• Time</li> <li>• Volume</li> </ul>	<ul style="list-style-type: none"> <li>• Algebraic Techniques 1&amp;2</li> <li>• Patterns &amp; Algebra</li> <li>• Length &amp; Area (circles)</li> <li>• Probability 1&amp;2</li> </ul>	<ul style="list-style-type: none"> <li>• Rates and ratios</li> <li>• Equations</li> <li>• Linear relationships</li> <li>• Financial Math</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of Geometrical Figures 1 &amp; 2</li> <li>• Single variable data analysis</li> <li>• Pythagoras' Theorem</li> </ul>
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### Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4
<b>Nature of task</b>	In-class task	Half-Yearly Exam	Stimulus task	Yearly Exam
<b>Timing</b>	Term 1, Week 7	Term 2, Week 4 & 5	Term 3, Week 7	Term 4, Week 4 & 5
<b>Outcomes assessed</b>	MA4-18MG, MA4-19SP, MA3-18SP	MA4-18MG, MA4-19SP, MA3-18SP, MA4-15MG, MA4-14MG, MA3-8NA, MA4-8NA	MA4-12MG, MA4-13MG, MA4-21SP, MA4-7NA, MA4-10NA	MA4-12MG, MA4-13MG, MA4-21SP, MA4-7NA, MA4-10NA, MA4-11NA, MA4-6NA, MA4-17MG,
<b>Weighting</b>	20%	25%	20%	35%

### Outcomes Assessed

A student:

MA4-18MG identifies and 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

MA3-18SP uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables

MA4-15MG performs calculations of time that involve mixed units, and interprets time zones

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

MA3-8NA analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane.

MA4-8NA generalises number properties to operate with algebraic expressions

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

MA4-21SP represents probabilities of simple and compound events

MA4-7NA operates with ratios and rates, and explores their graphical representation

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

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

MA4-6NA solves financial problems involving purchasing goods

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

MA4-20SP analyses single sets of data using measures of location, and range

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems

*NOTE: Topics and outcomes will vary depending on the progress of the class against the outcomes*

# MUSIC

## Overview of the Year 8 course content

Throughout the course, students will acquire the knowledge, understanding and skills necessary for engagement and enjoyment in performing, composing and listening within a range of musical styles. Students will learn practical skills on musical instruments such as the keyboard, ukulele and guitar.

### Topics studied:

Semester 1	Semester 2
Music for Film The Guitar - An Instrument and it's Repertoire	Popular Music Music for Small Ensembles

### Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4
<b>Nature of task</b>	Performance (See You Again)	Half-Yearly Exam	Performance (Seven Nation Army or Smoke On The Water)	Yearly Exam
<b>Timing</b>	Term 1, Week 9	Term 2, Week 4 & 5	Term 3, Week 9	Term 4, Week 4 & 5
<b>Outcomes assessed</b>	4.1, 4.2, 4.3	4.7, 4.8, 4.9	4.1, 4.2, 4.3	4.7, 4.8, 4.9
<b>Weighting</b>	25%	25%	25%	25%

### Outcomes 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

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## Overview of Year 8 course content

PDHPE develops the knowledge, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing. Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens.

### Topics studied:

<b>Semester 1 Theory</b> Health Matters Risky Business  <b>Semester 1 Practical</b> Net and Court Games Invasion Games	<b>Semester 2 Theory</b> Understanding Drugs Body in Motion  <b>Semester 2 Practical</b> Striking Games Cultural Games
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### Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Nature of task</b>	Practical assessment	Half-Yearly Exam	In-class Literacy task	Practical assessment	Yearly Exam
<b>Timing</b>	Semester 1, ongoing	Term 2, Week 4 & 5	Term 3, Week 6	Semester 2, ongoing	Term 4, Week 4 & 5
<b>Outcomes assessed</b>	PD 4-4, 4-10	PD 4-1, 4-9	PD 4-2	PD 4-5, 4-8	PD 4-6, 4-7
<b>Weighting</b>	20%	20%	20%	20%	20%

### Outcomes Assessed

- 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

# SCIENCE

## Overview of the Year 8 course content

Through the study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

### Topics studied:

Semester 1	Semester 2
Blazing Fires Hard Rock to Heavy Metals	Under the Knife Living on the ISS

### Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4
<b>Nature of task</b>	Guided Scientific Investigation	Half-Yearly Exam	Research Task	Yearly Exam
<b>Timing</b>	Term 1, Week 8	Term 2, Week 4 & 5	Term 3, Week 9	Term 4, Week 4 & 5
<b>Outcomes assessed</b>	CW4, WS5.1, WS5, WS6, WS7	CW2, PW2, PW3, WS7, WS9	LW3, LW4, WS5, WS7, WS9	LW1, LW2, LW3, ES1, ES2, ES3, WS7
<b>Weighting</b>	20%	25%	25%	30%

### Outcomes 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

# TECHNOLOGY MANDATORY

## Overview of the Year 8 course content

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

**Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.**

### Topics studied:

Semester 1		Semester 2	
Digital Technology	Mixed Materials Timber	Food and Agriculture Buddha Bowls	Mixed Materials Textiles

### Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4
<b>Nature of task</b>	Mixed Materials: Puzzle	Half Yearly Exam	Food & Agriculture	Yearly Exam
<b>Timing</b>	Term 2, Week 3	Term 2, Week 4 & 5	Term 3, Week 9	Term 4, Week 4 & 5
<b>Outcomes assessed</b>	TE4-2DP, TE4-3P, TE4-10TS	TE4-4DP, TE4-7DI, TE4-4DP	TE4-1DP TE4-5AG,	TE4-9MA TE4-6FO
<b>Weighting</b>	30%	20%	30%	20%

### Outcomes Assessed:

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
- 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

# VISUAL ARTS

## Overview of the Year 8 course content

Through both, making art works and analysing existing works, students develop and enjoy practical and conceptual freedom in their abilities to represent ideas about the world around them. Students explore a range of different media and techniques, explore a range of works from different artists and art movements.

### Topics studied:

<b>Semester 1</b> Still Life Landscape	<b>Semester 2</b> Pop Art Animal
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### Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4
<b>Nature of task</b>	Art Making Assessment	Half-Yearly Exam	Art Making Assessment	Yearly Exam
<b>Timing</b>	Term 1, Week 8	Term 2, Week 4 & 5	Term 3, Week 8	Term 4, Week 4 & 5
<b>Outcomes assessed</b>	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.7, 4.8, 4.9, 4.10
<b>Weighting</b>	35%	15%	35%	15%

### Outcomes Assessed

A student:

- 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

# Year 8 Assessment Calendar

(page can be detached from booklet to display in your room)

Term / Week	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11
<b>Term 1</b>	English Reading Log  PDHPE Ongoing			History			Mathematics	Art History Science	English  Music		
<b>Term 2</b>			Tech Man	Half-Yearly Exams All subjects				Tech Man			/
<b>Term 3</b>	English Reading Log  PDHPE Ongoing	Check-in	Check-in	Geography	Check-in	Check-in	PDHPE	Mathematics	Art Geography	English Music Science Tech Man	/
<b>Term 4</b>			Tech Mand	Yearly Exams All Subjects							/
			VALID	VALID							

\*Note: Tech Mand = Technology Mandatory