Evans High School

A diverse and innovative school of excellence

Year 8
Assessment Handbook

2020

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Evans High School
166 Walters Road
Blacktown NSW 2148

YEAR 8 - 2020
ASSESSMENT HANDBOOK

Contents

JUNIOR ASSESSMENT GUIDE

The purpose of this booklet is to introduce Parents/Carers and students to the general goals and policies which underpin the school's learning programs.
As well as some general statements in the first few pages of the booklet, included are the assessment schedules for subjects in each faculty area. Parents/Carers are encouraged to contact the appropriate Head Teacher if they wish to discuss any academic issues pertinent to that faculty area.
The emphasis in the booklet is on the development of good work habits, but motivation, self-confidence, perseverance, concentration, consistent attendance and good study skills are also important if students are to achieve to their full potential.

GENERAL GOALS

- To ensure that students feel comfortable and happy in an environment which encourages the pursuit of academic excellence.
- To foster a love of learning and a sense of satisfaction from the achievement of prescribed academic outcomes.
- To provide a rich program of extra-curricular activities which complement as well as supplement the school's academic programs.

SPECIFIC GOALS

- To encourage students to assume ownership of and responsibility for their academic development.
- To develop an understanding of how study for each subject is undertaken.
- To develop in students a comprehensive work ethic.
- To set up structures whereby regular study is rewarded by academic success.
- To develop in students independent learning and research skills.
- To develop in students an understanding of technology and an appreciation of its benefits.
- To develop an awareness and understanding of the academic options available in the junior school.

HOMEWORK

The school considers that homework is an integral part of the learning process and that homework should be used to:

- stimulate and challenge,
- reinforce what is learnt in class,
- ensure that students are prepared for the next lesson,
- provide students with the opportunity to practice skills being developed,
- extend and further skills and increase vocabulary range,
- develop topic summaries,
- assist students to develop a work ethic,
- test and reinforce the content covered in class.

HOMEWORK STUDY

In their home study each night, students should:

- do their homework
- work on major assessments
- revise class work
- read from prescribed texts

- read newspapers, journals, magazines, appropriate internet sites to stay up-to-date with current affairs
- develop topic summaries and study cards which they can use to prepare for examinations
- develop mind maps at the end of each topic, that show the relationships between concepts
- attempt a revision exercise from their textbooks
- complete past examinations or topic tests to consolidate their understanding of topics.

Parents / Carers can assist by

- encouraging their children to discipline themselves to sit down for 1 or 2 hours of study each night in Year 8, extending this as they progress through the years
- providing a study place which:
  can be used regularly
  has ample space
  is quiet
  have good lighting
  is comfortably ventilated and temperature-controlled
- taking an active interest in their child's study. Supporting them buy discussing the work, encouraging them if they become discouraged and directing them to seek help from their teachers if they are struggling
- ensuring that their children have a healthy balance between work and recreation
- helping their children to become well organised in their approach to study so that they gain the optimum benefit from any study period
- encouraging their children to plan their homework tasks, as students progress through the school, a study timetable is essential if they are to give every subject due attention
- ensuring that their children have regular breaks in study sessions
- ensuring that their children have a diary in which they record homework
- ensuring that their children have a long-term planner to help them to systematically work through major assessments
- ensuring that their children have access to reference materials, including a dictionary, thesaurus and the internet.

ATTENDANCE

All children enrolled at school are required to attend school on each day that instruction is provided. Regular attendance and punctual arrival to school are important components of student welfare and achievement. Parents/Carers are required to send a note explaining any absences within seven days of the absence. If the absence is not explained within this time the absence becomes an 'unexplained absence'.
It is vital that students attend school every day that they are not sick. Students who are frequently absent do not perform as well academically as those students who have good attendance. Officers from the Home School Liaison Program are specially trained to work with schools, staff, families and students to improve students' attendance at school. Home School Liaison Officers (HSLO) may be called upon to assist students and their parents/carers when students are not coming to school every day. The Home School Liaison Officer for Evans High School may be contacted through the school principal or regional office.

ROLL CALL

Roll Call is held at the beginning of each day at 8:35am. Each student's attendance is recorded. Parents/carers may be contacted (mail or phone) if the school has concerns regarding a student's attendance.

PERIOD MARKING

The roll is marked in every period. Students who are recorded as at school during Roll Call but are absent for a period will be considered to be truanting.

LATE TO SCHOOL

Students are to report to Front Office and 'sign in' where their lateness will be recorded. Students are to bring a note from home explaining the reason for their lateness. Students will be required to make up the missed time during their own time (recess and/or lunch time) as negotiated with their teacher of Head Teacher of the subject. Parents/carers will be notified of repeated lateness. Persistent lateness will be referred to a Deputy Principal.

LATE TO SCHOOL

Students are to report to Front Office and 'sign in' where their lateness will be recorded. Students are to bring a note from home explaining the reason for their lateness. Students are to meet the 'lates' coordinator during specified days for an interview. Students may be required to make up the missed time during their own time. Parents/carers will be notified of repeated lateness. Persistent lateness will be referred to a Deputy Principal.

EARLY LEAVERS

Students are to take their notes and report to Front Office before school, and receive an early leaver's pass. Parents/Carers should note that permission to leave school early will only be granted for specialist medical, dental or legal appointments or in the case of a family emergency. Ordinary medical appointments should be made for a time outside of school hours.

LATE TO CLASS

It is expected that all students will arrive to class on time. Students must carry a note from the teacher that detained them. Any student who is not in the correct class may be considered a truant. Parents/Carers may contact the school and request a copy of their child's attendance record.

ASSESSMENT POLICY

Assessment is an integral part of the learning process; in fact, its main purpose is the improvement of learning. It is used to report a student's progress to parents, prospective employers and other educational agencies. It provides a fair and structured method of measuring student achievements.
Assessment measures student achievement in a wide range of tasks and activities. The activities that make up the school assessment are called assessment tasks. Assessment tasks measure a variety of components in a course, including activities that cannot be tested in formal examinations such as field work and research. Teachers will advise students of the assessment requirements of their course. In addition to assessment tasks, students must satisfactorily complete each course of study, including the completion of non-assessable tasks such as class work.

ASSESSMENT TASKS

Assessment Tasks are to be presented in a formal way (Refer to **'Assessment Task Cover'** Form). The major assessment schedule for each subject is included in this booklet.

- Students will be given clear guidelines on assessment requirements
- Students will be given a minimum of two weeks to complete major assessments
- Students must submit assessments neatly, clearly labeled and on time

- Late assessments or tasks missed due to absence students need to complete a **'Task Missed due to Absence'** with a medical certificate attached. Form available from your classroom teacher and submitted to the Head Teacher. Please refer to the copy in this document.
- Missed tasks will be recorded awarded **zero** marks without adequate documentation
- Parents will be notified in writing of missed assessment tasks
- If an extension is needed, it must be submitted at least **2 days** prior to the date due (refer to '**Application for Extension'** form.
- Students must complete assessments to the best of their ability
- Major assessments should reflect the required knowledge and skills demanded by the task.

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ASSESSMENT TASK COVER SHEET

Course Name:	
Student Name:	
ASSESSMENT TASK	
Assessment No.:	Title:
Component/s	Weighting/s - %:
Due Date:	Date Distributed:
Extension Granted: YES/NO	If YES - New Due Date
Student Signature:	

Complete and detach this section when you hand in your assignment.

ASSESSMENT COVER SHEET RECEIPT

Course Name:	
Student Name:	
Assessment No:	Title:
Due Date:	Date Handed In:
Teacher Signature:	

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TASK MISSED DUE TO ABSENCE

This form must be handed to your classroom teacher the day you return to school.

Course Name:	
Student Name:	
ASSESSMENT TASK	
Assessment No.:	Title:
Component/s	Weighting/s - %:
Due Date:	Today's Date::
Date/s of Absence:	
Reason for Absence:	
Student Signature:	
Parent Signature:	

Note: Appropriate evidence must accompany this application (e.g. Doctors Certificate)

Complete and detach this section when you hand in your Assessment

TASK MISSED DUE TO ABSENCE RECEIPT

Course Name:	
Student Name:	
Assessment No:	Title:
Granted: YES/NO	Refused: YES/NO
New date:	Reason for refusal:
Head Teacher Signature:	
Deputy Signature:	

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APPLICATION FOR EXTENSION

Course Name:		
Student Name:		
ASSESSMENT TASK		
Assessment No.:	Title:	
Component/s:		Weighting/s - %:
Due Date:	Date of Applying for Extension:	
Reason for Extension:		
Student Signature:		
Parent Signature:		

Complete and detach this section when you hand in your Assessment

EXTENSION APPLICATION RECEIPT

Course Name:		
Student Name:		
Assessment No:	Title:	
Granted: YES/NO		Refused: YES/NO
Extension New Date:	Reason for Refusal:	
Head Teacher Signature:		
Deputy Signature:		

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To be submitted to the Faculty Head Teacher on completion

Illness / Misadventure/Appeal Form			
Student Name:		**Year Group:**	

TYPE OF APPEAL:

□ Illness / Accident	□ School approved activity	□ Principal's leave
□ Malpractice	□ Misadventure	□ Other

REASON FOR APPEAL:

SUBJECT	TASK	DUE DATE	DATE SUBMITTED

SUPPORTING DOCUMENTATION (Please attach):

□ Medical Certificate □ Statutory Declaration

□ Other (Please specify) _____

Student Signature		**Date:**	
Parent Signature		**Date:**	

REVIEW PANEL DECISION:

□ Approved	□ Not Approved

COMMENTS:

Principal's Signature: **Date:**

ASSESSMENT PLANNER

Term 1	Term 2	Term 3	Term 4
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.
11.	11.	11.	11.

ASSESSMENT SCHEDULES OUTLINE

Following are the Assessment Schedules for all Year 8 courses offered at Evans High School. They are organised into faculty groups:

CREATIVE AND PERFORMING ARTS (CAPA)

Music
Visual Arts

ENGLISH

English

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

History
Geography

MATHEMATICS

Mathematics

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE)

PD/H/PE

SCIENCE

Science
STEM

TECHNICAL AND APPLIED STUDIES (TAS)

Technology

SUBJECT: MUSIC FACULTY: CAPA

Outcomes of Course: Performs in a range of styles demonstrating an understanding of musical concepts Performs music using different forms of notation and different types of technology across a broad range of musical styles Performs music demonstrating solo and/or ensemble awareness Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organizing, arranging and composing Notates compositions using traditional and/or non- traditional notation	Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas Demonstrates an understanding of musical concepts through aural; identification and discussion of the features of a range of repertoire Identifies the use of technology in the music selected for study, appropriate to the musical context Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences
Components of Course: Performing Composing Listening	**Weightings of Course: %** A. 40% B. 30% C. 30%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 9	**Term: 2 Week: 7**	**Term: 3 Week: 9**	**Term: 4 Week: 5**
		Favourite Musician Project	Pop Recording	Wonder Arrangement and Performance	Songwriting Composition
Performing	40%		20%	20	
Composing	30%			10	20%
Listening	30%	30%			
Total	100%	30%	20%	30	20%
Outcomes		4.7, 4.8, 4.9, 4.10, 4.12	4.1, 4.2, 4.3, 4.6, 4.11	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.4, 4.5, 4.6, 4.11, 4.12

Coordinator: Dr Fienberg Head Teacher: Dr Fienberg

SUBJECT: VISUAL ARTS FACULTY: CAPA

Outcomes of Course: 4.1 A student uses a range of strategies to explore different artmaking conventions and procedures to make artworks 4.2 A student explores the function of and relationships between artist – artwork – world – audience 4.3 A student makes artworks that involve some understanding of the frames 4.4 A student recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts 4.5 A student investigates ways to develop meaning in their artworks	4.6 A student selects different materials and techniques to make artworks 4.7 A student explores aspects of practice in critical and historical interpretations of art 4.8 A student explores the function of and relationships between the artist – artwork – world – audience 4.9 A student begins to acknowledge that art can be interpreted from different points of view 4.10 A student recognises that art criticism and art history construct meanings
Components of Course: A. Artmaking B. Critical and Historical Studies	**Weightings of Course: %** A. 70% B. 30%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 8	Term: 2 Week: 6	Term: 3 Week: 9	Term: 4 Week: 4/5
		Practical project Photogram	Cubism and Dynamism Research	VAPD/ sculpture artwork	Yearly Exam
Artmaking	70%	35%		35%	
Critical and Historical Studies	30%		15%		15%
Total	100%	35%	15%	35%	15%
Outcomes		4.1, 4.2,4.3, 4.4,4.5, 4.6	4.1, 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

Coordinator: Mr Dempsey Head Teacher: Dr Fienberg

SUBJECT: Year 8 ENGLISH FACULTY: ENGLISH

Outcomes of Course: 1A: response to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure 2A: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies 3B: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts 4B: makes effective language choices to creatively shape meaning with accuracy, clarity and coherence	5C: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts. 6C: identifies and explains connections between and among texts. 7D: demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it. 8D: identifies, considers and appreciates cultural expression in texts. 9E: purposefully reflects on and assesses their individual and collaborative skills for learning.
Components of Course: 1. Skills 2. Content	**Weightings of Course:** 1. 50% 2. 50%

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1** **Term 1** **Wk: 10** **Assessment Task 1:** Speaking and Visual Representation Task **/25**	**Task 2** **Term 2** **Wk: 8** **Assessment Task 2:** Representation and Analysis Task **/25**	**Task 3** **Term 3** **Wk: 9** **Assessment Task 3:** Multimodal Combined Task with Music **/25**	**Task 4** **Term 4** **Wk: 4** **Assessment Task 4:** Yearly Examination Reading and Writing **/25**
Skills	50%	10%	15%	15%	10%
Content	50%	15%	10%	10%	15%
Total Marks	**100%**	**25%**	**25%**	**25%**	**25%**
Outcomes assessed		**EN4-1A; EN4-4B; EN4-8D; EN4-9E** EN4-7D;	**EN4-2A; EN4-3B**; EN4-6C; EN4-8D	**EN4-2A; EN4-5C; EN4-6C; EN4-7D** EN4-9E;	**EN4-3B; EN4-5C** EN4-1A; EN4-4B

Co-ordinator: Mr El Hafiane Head Teacher Ms Tweeddale

SUBJECT: HISTORY FACULTY: HSIE

Outcomes of Course: 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
Components of Course: A. Knowledge and understanding of course content B. Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources C. Historical inquiry and research D. Communication of historical understanding in appropriate forms	**Weightings of Course %** A. 40% B. 20% C. 20% D. 20%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1 Term 1 Week 8 Research and Source Analysis Task	Task 2 Term 2 Week 5/6 Examination
Knowledge and understanding of course content	40%	15%	25%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20%	10%	10%
Historical inquiry and research	20%	20%	
Communication of historical understanding in appropriate forms	20%	10%	10%
Total	100%	55%	45%
Outcomes		HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-8, HT4-9 and HT4-10	HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-9 and HT4-10

Coordinator: Ms Espejel **Head Teacher: Mrs Celeban**

SUBJECT: GEOGRAPHY FACULTY: HSIE

Outcomes of Course:	
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 GE4-7 Acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-8 Communicates geographical information using a variety of strategies
Components of Course: A. Knowledge and understanding of course content B . Geographical tools and skills C. Geographical inquiry and research, including fieldwork D Communication of geographical information, ideas and issues in appropriate forms	**Weightings of Course %** A. 40% B. 20% C. 20% D. 20%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1 Term 3 Week 8	Task 2 Term 4 Week 4/5
		Research and Communication Task – Water in the World	Examination
Knowledge and understanding of course content	40%	15%	25%
Geographical tools and skills	20%	10%	10%
Geographical inquiry and research, including fieldwork	20%	20%	
Communication of geographical information, ideas and issues in appropriate forms	20%	10%	10%
Total	100%	55%	45%
Outcomes		GE4-1, GE4-2, GE4-3, GE4-5, GE4-7 and GE4-8	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5 and GE4-8

Coordinator: Ms Espejel **Head Teacher: Mrs Celeban**

SUBJECT: Year 8 Mathematics 2020 FACULTY: Mathematics

Outcomes of Course: 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 MA4-7NA operates with ratios and rates, and explores their graphical representation MA4-8NA generalises number properties to operate with algebraic expressions MA4-9NA operates with positive-integer and zero indices of numerical bases 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	MA4-12MG 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 MA4-15MG performs calculations of time that involve mixed units, and interprets time zones MA4-16MG applies Pythagoras' theorem to calculate side lengths in right- angled triangles, and solves related problems 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 MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays MA4-20SP analyses single sets of data using measures of location, and range MA4-21SP represents probabilities of simple and compound events
Components of Course: • Working Mathematically Measurement and Geometry • Number and Algebra Statistics and Probability	

ASSESSMENT TASKS

Topics (Syllabus)	Task 1	Task 2	Task 3	Task 4
	Term 1 Weeks 10	Term 2 Weeks 5	Term 3 Week 8	Term 4 Week 4/5
	Open Book/Research Task	Half Yearly Exam	PDHPE and Mathematics Co-Assessment Task	Yearly Examination
Working Mathematically Measurement, Number & Algebra, Pythagoras, Percentages, Algebra Techniques	20%			
Working Mathematically Algebra Techniques, Probability, Graphs			30%	
Working Mathematically Graphs, , Equations, Rates & Ratios, Coordinate Geometry, Circles & Cylinders		25%		
Working Mathematically Circle & Cylinders, Statistics, Congruence				25%
Total	20%	25%	30%	25%
Outcomes	**MA4-1WM, MA4.2-2WM, MA4-3WM, MA4-4NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-16MG, MA4-5NA, MA4-6NA**	**MA4-1WM, MA4.-2WM, MA4-3WM, MA4-8NA, , MA4-21SP**	**MA4-12MG, MA4-13MG,MA4-14MG, MA4-10NA, MA4-7NA, MA4-11NA, MA4-12MG, MA4-13MG, MA4-14MG,**	**MA4-17MG, MA4-18MG**

Coordinator: Mrs Mann **Head Teacher: Mr Khan**

SUBJECT: Personal Development, Health and Physical Education FACULTY: PD/H/PE

Outcomes of Course:

Strand 1 – Health Wellbeing and Relationships

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

Strand 2 – Movement Skill and Performance

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

Strand 3 – Healthy, Safe and Active Lifestyles

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

Skill Domains – Self-Management, Interpersonal, Movement

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

Components of Course:

Theory

A. Topic 1 – Respectful and Balanced Relationships
B. Topic 2 – The Influential World Around Us
C. Topic 3 – Stronger Connections, Stronger Communities
D. Topic 4 – Why Moving is Fun and Healthy (Integrated unit studied during theory and practical time)

Practical

E. Topic 1 – Striking Games
F. Topic 2 – Athletics
G. Topic 3 – Unique Games
H. Topic 4 – Dance
I. Topic 5 – Aquatics

Weightings of Course: %

Theory

A. 12.5%
B. 12.5%
C. 20%
D. 15% (5% Theory Time, 10% Practical Time)

Practical

E. 10%
F. 7.5%
G. 10%
H. 10%
I. 2.5%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 1 Weeks 7-8	Term 2 Week 6	Term 3 Weeks 7-8	Term 4 Week 4
		Practical Assessment – Striking Games	The Influential World Around Us Written Task	Practical Assessment - Dance	Yearly Examination
Respectful and Balanced Relationships	12.5%				
The Influential World Around Us	12.5%		25%		
Stronger Connections, Stronger Communities	20%				25%
Why Moving is Fun and Healthy	15%				
Striking Games	10%	25%			
Athletics	7.5%				
Unique Games	10%				
Dance	10%			25%	
Aquatics	2.5%				
Total	100%	25%	25%	25%	25%
Outcomes		PD4-4, PD4-5, PD4-10, PD4-11	PD4-6, PD4-9, PD4-10	PD4-4, PD4-10, PD4-11	PD4-3, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10

Coordinator: Miss Lloyd **Head Teacher: Mr Harrison**

SUBJECT: SCIENCE-Year 8 FACULTY: SCIENCE

Outcomes of course

- SC4-1VA, SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC4-2VA, SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC4-3VA, SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- 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

Components of Course	**Weightings of Course**
A: Values and Attitudes	A: 20%
B: Skills	B: 40%
C: Knowledge and Understanding	C: 40%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1 **Term: 1 Week: 7** Practical Investigation	Task 2 **Term: 2 Week:6** Half Yearly	Task 3 **Term: 3 Week: 7** Research Task	Task 4 **Term: 4 Week: 5** Yearly Exam
A	20%	5%	5%	5%	5%
B	40%	25%		10%	5%
C	40%	5%	15%	5%	15%
Total Marks	100%	35%	20%	20%	25%
Outcomes		4WS, 5WS, 6WS,7WS,8WS	1VA,2VA,11PW, 13ES,14LW	3VA, 11PW, 12ES	1VA,2VA,11PW, 13ES,14LW

Coordinator: Ms Griffiths Head Teacher: Ms Marasinghe

SUBJECT: TECHNOLOGY MANDATORY FACULTY: TAS

Outcomes of Course: **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
Components of Course: A. Practical B. Theory	**Weightings of Course:** A. 60% B. 40%

ASSESSMENT TASKS

Components (Syllabus)	**Weighting (Syllabus)**	**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Term: 1 Week: 10	**Term: 2 Week: 10**	**Term: 3 Week: 10**	**Term 4 Week 10**
		Design Project & Portfolio 1 Co-assessing with Maths & Science	Design Project & Portfolio 2	Design Project & Portfolio 3	Design Project & Portfolio 1 Co-assessing with Maths & Science
Core 1 - Practical	60%	20%	20%	20%	
Core 2 - Theory	40%	10%	10%	10%	10%
Total Marks	100%	30%	30%	30%	10%
Outcomes		**TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG TE4-6FO**	**TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-9MA TE4-10TS**	**TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-9MA TE4-10TS**	**TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-7DI**

Coordinator: Mr Loughran **Head Teacher: Mrs Rani**

SUBJECT: STEM-Year 8 FACULTY: SCIENCE

Outcomes of course

- 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
- SC4-13ES 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
- SC4-15LW explains how new biological evidence changes people's understanding of the world
- TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating
- TE4-8EN explains how force, motion and energy are used in engineered systems
- MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation
- 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

Components of Course	**Weightings of Course**
A: Values and Attitudes	A: 10%
B: Skills	B: 45%
C: Knowledge and Understanding	C: 45%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1: Paddock to Plate Portfolio (35%)	Task 2: Efficient Home Portfolio (35%)	Task 3: Game and Portfolio (30%)
		Term: 2-Week: 5	**Term:3-Week: 10**	**Term: 4-Week: 7**
A	10%	0%	0%	10%
B	45%	20%	20%	5%
C	45%	15%	15%	15%
Total Marks	100%	35%	35%	30%
Outcomes		SC4-15LW, TE4-6FO, TE4-3DP, MA4-13MG	SC4-10PW, SC4-11PW, TE4-8EN	SC4-2VA, SC4-7WS, SC4-9WS, SC4-13ES, MA4-1WM, MA4-4NA, MA4-11NA, MA4-17MG, MA4-19SP

Coordinator: Ms Griffiths **Head Teacher: Ms Marasinghe**