



**2021**

**Year 8**

**Student**

# **Assessment Handbook**

*Assessment and reporting supports and enhances student learning. Teachers use assessment to enhance student learning and to make judgements about student achievement of outcomes and learning habits.*

## Contents

Assessment and Reporting Policy .....	4
ENGLISH .....	12
GEOGRAPHY .....	13
HISTORY (MANDATORY) .....	14
JAPANESE .....	15
MATHEMATICS .....	18
MUSIC (MANDATORY) .....	19
PDHPE (Mandatory) .....	20
SCIENCE .....	21
TECHNOLOGY MANDATORY (8TAS1) .....	23
TECHNOLOGY MANDATORY (8TAS2) .....	24
TECHNOLOGY MANDATORY (8TAS3) .....	25
TECHNOLOGY MANDATORY (8TAS4) .....	26
TECHNOLOGY MANDATORY (8TAS5) .....	27
TECHNOLOGY MANDATORY (8TAS6) .....	28
TECHNOLOGY MANDATORY (8TAS7) .....	29
VISUAL ARTS .....	30
APPENDICES .....	31

Dear Parents and Carers

Ingleburn High School is committed to working with parents to achieve the best outcomes for our students. We thank you for supporting us in your child's education. You are an important part of the process and can play a vital role in helping them to succeed.

There are many ways that you can assist your child and work with us to help them succeed:

- **ATTENDANCE** – the single biggest factor that affects a student's ability to achieve at school is poor attendance. Please support and encourage your child to achieve full attendance.
- **ASSESSMENTS/CLASS TASKS** – students must complete, and hand in, common assessments/class tasks by the DUE date. If the common assessment task is a test they must sit this test with all the other students on the date allocated. Please contact the school immediately if your child is sick or otherwise unable to attend. An illness misadventure form must be completed.

### **ATTENDANCE AND PUNCTUALITY**

Attendance is critical. Students must have a good reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain the absence.

Any extended period of absence must be authorised by the Principal or Director of Educational Leadership for long absences. Long periods of absence can place your enrolment in your Year group in jeopardy.

Punctuality is essential to creating an environment where learning can take place. Students arriving to class late cause disruption and break the concentration of the rest of the class. As a result lateness is viewed seriously and will be monitored closely.

In this booklet you will find, from each faculty, an assessment schedule outlining dates of tasks, their nature and value. More detailed information will be given to students closer to the date when the task is to be held.

**If a student is absent on any day they are responsible for checking whether a notice of any common assessment tasks were given during their absence.**

### **APPROVED ABSENCE FROM A TASK**

There may be some exceptional circumstances where a student is required to be absent from class on school duties. In these cases a student may apply for approval to do the task at another time.

It should be clearly understood that it is not always possible to give permission for an alternative date or task. **Unless permission is granted students are expected to complete the task at the scheduled time.** Failure to do so will result in the award of a zero mark for the task.

### **RECEIVING NO-MARK OR GRADE FOR AN ASSESSMENT TASK**

There are a number of ways in which students may be awarded a no-mark or grade for an assessment task. These are listed below:

- Being absent for a task with no acceptable justification.
- Submitting a task late where there is no acceptable evidence to justify this.
- Work submitted for common assessment tasks must be a student's own work. Where this is not so, it will be deemed as plagiarism by the student and a zero (0) mark given.

Examples of cheating include:

- Plagiarism (to pretend that someone else's work is their own.)
- Copying (using the work of another person and submitting it as one's own). Simply downloading material from the internet and cutting and pasting it into work is cheating.

**If students are awarded a zero (0) mark a letter of notification will be sent home to their parents by the Head Teacher.**

Mr R Cheadle  
Principal



# Ingleburn High School

## Assessment and Reporting Policy

February 2017

### Rationale

The fundamental purpose of assessment and reporting is to improve student learning. It is necessary that assessment and reporting of student learning be undertaken formally and informally for all learners.

### Principles

Our school will deliver an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

The principles of assessment for learning and assessment as learning strategies have some common elements. Assessment for learning and assessment as learning incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

*Assessment for learning* and *assessment as learning* approaches, in particular, helps teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of *assessment for learning* into the *assessment of learning*.

### Assessment for learning

*Assessment for learning* involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

*Assessment for learning:*

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

## Assessment as learning

*Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

*Assessment as learning:*

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

## Assessment of learning

*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

*Assessment of learning:*

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

## General guidelines for school assessment

### Internal Assessment Program

All assessments are designed to produce the main features of a student's performance at each level of achievement measured against the appropriate syllabus objectives and outcomes for the course. There is no predetermined pattern of awarding levels of attainment for each task – the level attained provides the best *overall* description of a student's achievement.

The five (5) levels of attainment are:

- **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 basic 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.

## Assessment programs and tasks

An assessment handbook will be produced and published for all students, which sets out the details of the common tasks to be completed during the appropriate assessment period. Classroom teachers will also assess student achievement on an ongoing basis through classwork, homework and other activities relevant to the course.

Classroom teachers will inform students of details concerning each common assessment task.

A notification of a common assessment task (Appendix 1) will be distributed to students with at least two (2) weeks' notice of the due date of the task that specifies:

- Day, date and time
- Method of assessment
- Percentage of total assessment value
- Outcomes to be assessed
- A description of the task's requirements (with any special requirements)
- Marking criteria.

The marking criteria must use a five point scale (A-E). Student achievement on each common assessment task will be expressed via a grade (A-E) and a mark.

Assessment tasks are developed in accordance with the guidelines provided by the New South Wales Education Standards Authority (NESA).

Teachers will ensure that all students in a course are assessed comparably by using common tasks and/or a standardised marking scale on common assessment occasions.

The breakdown of grade to mark ratio used in these tasks is as follows:

Grade	Mark %
A	90 - 100
B	70 - 89
C	50 - 69
D	21 - 49
E	1 - 20

## Bookwork

Student bookwork is checked on a scheduled basis. This forms part of the assessment schedule set for students in Years 7-10 and carries an assessment weighting of 10% of the total assessment. The scheduled dates will appear on the assessment schedules that are contained in the students' assessment handbooks. A marking criteria is attached below (Appendix 2) that can be used when assigning grades to students' work. Each faculty has the ability to use the attached scaffold or modify it to better suit the nature of their courses as they see fit. Faculties will issue students with the bookwork criteria they intend on using with their respective courses.

## Number and weighting of tasks

Up to four (4) common assessment tasks per year, in addition to bookwork and practical participation related tasks.

For its syllabuses, NESA publishes strict guidelines relating to assessment programs, including the number of tasks to be undertaken. The school requires faculties to keep the number of assessment tasks to a minimum.

In some subjects, assessments take place over a period of time. In such cases, it will be sufficient for teachers to have given students two (2) weeks' notice of the commencement of the period of assessment.

In approving the dates for assessment tasks, the Principal will endeavour to act to avoid students having to undertake more than **two (2) tasks** on a given day. However, experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a student has more than one task on any day, or has several successive days of assessments, providing that due notice has been given for each.

## Variation from published assessment program

Should it become necessary to change the date of an assessment task once it has been given in writing to students, the Head Teacher will negotiate a new date with the Principal and advise the students in writing. Wherever feasible, the Head Teacher will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be that:

- the date will not generally be made earlier than that originally advised
- the weighting of the task in the overall assessment program will not generally be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

## Use of technology for assignments and assessment tasks

Students are encouraged to make use of computers (school computers and/or home computers) when appropriate for completing assignments and assessments tasks. If a computer is being used to complete a task, the recommended procedures for the use of technology outlined below should be adhered to:

- Remember to save the document regularly.
- Back up work regularly. If saving to the hard drive, also save to a USB.
- Print out draft copies of work and keep these in a safe location.
- Do not leave the printing of your task until the night before it is due.
- Do not bring work to school on a USB or other electronic storage device for printing on the day that the task is due. Allow a few days if planning to print the task at school.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for illness or misadventure. Students are expected to follow the responsible practices in relation to the use of technologies, listed above.

## Responsibilities and procedures

### Responsibilities of students

Students are responsible for:

- supporting the learning of others and behaving in an appropriate manner
- reading and understanding the school's assessment policy
- attempting each assessment task to the best of their ability
- attending all 'in-class' tasks (except in cases of illness or misadventure)
- submitting all 'hand-in' tasks on time (except in cases of illness or misadventure)
- resolving any areas of concern about marks awarded or comments made as soon as possible after the task is handed back
- resolving any disputes with the subject teacher or Head Teacher
- demonstrating through application and achievement that they have met the requirements of the course.

## Submitting work on the due date

Each student is responsible for completing and submitting all work in the following way:

- On the due date, the assessment task must be submitted at the **time** and **place** specified on the Assessment Task Notification.
- Tasks not handed in, in the appropriate manner or place specified, will be treated as late
- If a student arrives late to an assessment task, they will not be permitted additional time unless there is a valid reason for their late arrival
- If a student hands in a task late (without prior approval or under exceptional circumstances), they will receive zero (0) marks, however, the task is still expected to be completed.
- All tasks will be marked, regardless of any penalties imposed for lateness – marks and levels attained will show what the student would have received if the work had not been late, as well as the penalties imposed.
- Technology problems (such as computers not working or inability to print work) will not be considered as exceptional circumstances to hand work in late – students are required to back up their work and deliver it in hard copy or electronically as directed by their teacher.

## Absence due to illness and misadventure

You should attend every scheduled assessment task where you are medically fit to do so, and if at all possible. If you do not attend the assessment task and your Illness/ Misadventure appeal is unsuccessful you will not receive a mark for that task. The school does not, however, expect you to attend an assessment task session against specific medical advice.

## Alleged malpractice in assessment tasks or examinations

Students are subject to normal school rules when an assessment task is due, particularly in attending *all* classes. Allegations of:

- Cheating
- Plagiarism
- Unsatisfactory conduct
- Non-serious attempts
- Inappropriate computer use

will be reported to the appropriate Head Teacher to investigate the matter and, if proven, reported to the Principal. Where the Head Teacher is satisfied there is clear evidence of malpractice, the award of zero (0) will likely be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents.

## Examinations

Most students will undertake very significant public examinations towards the end of their schooling. The school regards it as vital that training for the demands, skills and appropriate use of time under examination conditions should begin early. Therefore, formal examinations commence in Year 7 but become more demanding in the senior years.



## School reports

The school formally reports on student progress at least two times each year with a full school academic report for:

- Years 7-10 at the end of Semester 1 (Term 2)
- Years 7-10 at the end of Semester 2 (Term 4)

Full school reports provide detailed information concerning the student's progress within each course, including:

- Course description
- Areas of learning which reflects each student's achievement in different outcomes over the reporting period
- Attitudes to learning which reflects each student's involvement and commitment to learning
- Teacher's comment

## Final marks for reports

Final results will be derived from a wide range of measures which may include common assessment tasks and class work, as determined by the Head Teacher. The Head Teacher will ensure that appropriate moderation procedures are used to ensure that all component marks are comparable across classes.

The final mark for second semester will reflect the work of Terms 3 and 4 only.

## Support Unit Stage 4 Units of Study

Students will engage with a pattern of study that will enable them to acquire a number of practical and important living skills. Students also have the opportunity to enrol in mainstream subjects of interest if available.

## Reporting

Reports will be graded using

AI – Achieved Independently: Students have demonstrated that they are able to complete tasks independently or with minimal assistance

AA – Achieved with Assistance: Students have demonstrated that they are able to achieve the task with the assistance of an SLSO or classroom teacher

WT – Working Towards: Students have not yet demonstrated they can complete the task with or without assistance

## Course outlines:

### Life Skills English

The course focuses on the development of effective communication and literacy. Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. Students will engage in reading and literacy programs based on their literacy levels.

### Life Skills Mathematics

The Mathematics K–10 Syllabus is organised into three content strands, Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the components of Working Mathematically integrated into the content strands. Students will engage with these Mathematical skills over the course of Stage4 (Years 7 and 8). Topics will include Time, Money, Measurement and Data and Statistics.

## **Life Skills History**

The History K-10 Syllabus content: The following historical concepts may be explored, as appropriate, through the History Years 7–10 Life Skills outcomes and content to facilitate an understanding of the past and provide a focus for historical inquiries such as continuity and change, cause and effect of events and impacts on society, perspectives from different cultures, empathetic understanding of Aboriginal and Torres Strait islanders and the significance of an historical event.

## **Life Skills Geography**

The Stage 4 Geography Life Skills course aligns with the Geography Stage 4 curriculum. Geography develops in students an interest in and engagement with the world. Students explore the features of landscapes and landforms using examples from Australia and throughout the world. They recognise how landscapes and landforms are created and acknowledge the values and meanings placed on landscapes and landforms by different people. Students investigate the impact humans have had on landscapes and ways to protect landscapes. Students explore the effect of natural hazards on landscapes and how people attempt to prevent future hazards.

## **Life Skills PDHPE**

The Life Skills Personal Development, Health and Physical Education (PDHPE) Stage 4 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students will learn about puberty, personal hygiene, relationships and good nutrition, and develop a sense of self.

## **Life Skills LOTE**

Learning languages opens minds to difference where diversity is seen as a regular part of society and provides a resource that encourages more effective engagement with the global community. Through learning languages, students reflect on their own heritage, culture and identity. They also reflect on the culture, beliefs and values of others through language learning. Languages to be taught are Japanese and Italian.

## **Life Skills Science**

The Science K-10 Syllabus provides the foundations for students to progress to the next stage of schooling. Students will engage with a variety of topics that cover:

Forces - There are different types of forces that can be experienced in daily life.

Energy - There are different forms of energy, which may be transferred and transformed for different purposes.

Earth and Space - The Earth has a variety of features that can be observed and that change over time. Features of the Earth are influenced by its position and movement in the solar system.

Living World - There are differences within and between living things.

Human Body - Scientific and technological developments have affected the functioning of the human body.

## **Life Skills Music**

All students should have the opportunity to develop their musical abilities and potential. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. Students will learn about rhythm, musical instruments and to play simple pieces of music.

## **Life Skills Visual Arts**

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Students will be able to design and create artworks using various mediums and methods.

## Life Skills Technology Mandatory

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

## Attendance

It is the school expectation that you attend all timetabled lessons except if you are ill or if approved leave has been granted by the Principal. Teachers at the school are supportive of students wishing to catch up on missed work, however, the consequences of poor attendance are serious and continued poor attendance will put course completion in jeopardy.

Attendance has significant implications on your ability to meet course requirements. Your teacher and/or Head Teacher will discuss attendance concerns with you. Following such discussions, in order to meet satisfactory requirements, the school may:

- interview you to negotiate a course of action
- require you to catch up on missed tasks
- make phone contact and/or interview you (with parent/guardians if you are under 18)

Each course is to be over 85% to ensure maximum participation in all course work and class activities in order to be successful. Absences need to be explained in writing, medical certificates are **REQUIRED** for absences. Exemptions should be sought via the Principal for extended absences.

After an absence it is essential for each student to seek work from the teacher to catch up on any tasks and activities missed.

Family holidays and travel are no longer considered under the **Exemption from School – Procedures**. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Principal

## ENGLISH

### SUBJECT DESCRIPTION:

The Year 8 English course is designed to further develop and refine students' communication skills and their understanding and enjoyment of a variety of texts. Students engage in reading, viewing and listening to a wide variety of literary, non-literary, and multi modal texts and respond by composing a variety of formal and informal written and oral texts of their own. Students' literacy and language skills are developed in the context of the topics covered over the course of the year.

Component		Task 1	Task 2		Task 3	Task 4		Total % Weighting
Due Date:  Task % Weighting:  Outcomes:	Drama Listening/ Viewing/ Task	Drama Script Writing Task	Bookwork		TED Talks Speaking Task	Yearly Examination  Reading/ Writing (HHH, Poetry and PEEL Writing)	Bookwork	
	T1 Wk6	T1 Wk 11	Semester 1		T3 Wk5	T4 Wk2	Semester 2	
	20	20	5		25	25	5	
	EN4-1A EN4-3B EN4-5C EN4-7D	EN4-1A EN4-3B EN4-4B EN4-5C	See bookwork marking guidelines		EN4-2A EN4-4B EN4-5C EN4-8D	EN4-1A EN4-4B EN4-5C EN4-7D EN4-8D	See bookwork marking guidelines	
Key Skill Areas	Reading		5			15		20
	Writing		15			10		25
	Speaking				25			25
	Listening/ Viewing	20						20
Bookwork				5			5	10
<b>Total % Weighting</b>		<b>20</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>25</b>	<b>5</b>	<b>100</b>

- 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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## GEOGRAPHY

### SUBJECT DESCRIPTION:

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills.

Component		Task 1	Task 2	Total % weighting
<b>Due Date:</b>  <b>Task % weighting:</b>  <b>Outcomes:</b>	Bookwork	Water In the World Task	Yearly Examination	
	T1 W5	T1 W7	T2 W2	
	10	45	45	
	See bookwork marking guidelines	GE4-1, GE4-5	GE4-3, GE4-3, GE4-8	
Knowledge and Understanding	5	20	10	<b>35</b>
Investigating and Research		15	10	<b>25</b>
Communication	5	5	5	<b>15</b>
Interpreting Data			5	<b>5</b>
Problem Solving		5	15	<b>20</b>
<b>Total % weighting</b>	<b>10</b>	<b>45</b>	<b>45</b>	<b>100</b>

- 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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## HISTORY (MANDATORY)

### SUBJECT DESCRIPTION:

Students will firstly complete a Historical Overview. Subsequently, they will engage in the study of The Vikings as part of Depth Study 4 - The Ancient to the Modern World. They will then progress to Depth Study 5 – The Polynesian expansion across the Pacific and finish with Depth Study 6: Expanding Contacts – The Spanish Conquest of the Americas.

Component	Task 1	Task 2	Task 3	Total % weighting
	Bookwork	Research and Writing Task	Yearly Examination	
<b>Due Date:</b>	T3 Wk5	T3 Wk8	T4 Wk2	
<b>Task % Weighting:</b>	10	40	50	
<b>Outcomes:</b>	See bookwork marking guidelines	HT4.3, HT4.8, HT4.10	HT4.2, HT4.5, HT4.9	
Knowledge and Understanding	5	10	20	<b>35</b>
Investigating and Researching		15	10	<b>25</b>
Communicating	5	15	10	<b>30</b>
Interpreting data			10	<b>10</b>
<b>Total % Weighting</b>	<b>10</b>	<b>40</b>	<b>50</b>	<b>100</b>

- 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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## HUMANITIES IN ACTION

### SUBJECT DESCRIPTION:

The Humanities in Action course is an interdisciplinary, future focused curriculum pattern which focuses on the skills and concepts which underpin English, Mandatory Geography and Mandatory History courses. Students have the capacity to be immersed in teaching and learning activities due to the team-teaching integrated structure of the classes, allowing them to gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context. It may include inquiry and project-based learning.

Component		Task 1	Task 2	Task 3		Task 4	Total % Weighting
<b>Due Date:</b>  <b>Task % Weighting:</b>  <b>Outcomes:</b>	Bookwork	Topic Test (Vikings)	ALARM	TED Talk	Bookwork	Annotation and Viewing Task	
	T1 Wk11	T1 Wk9	T2 Wk2	T3 Wk7	T3 Wk10	T4 Wk3	
	5	20	20	25	5	25	
	See bookwork marking guidelines	EN4-1A EN4-3B HT4-3 HT4-5 GE4-7	EN4-5C EN4-7D EN4-8D HT4-9 HT4-10 GE4-2	EN4-1A EN4-2A GE4-4 GE4-5 GE4-8	See bookwork marking guidelines	EN4-5C EN4-6C EN4-3B HT4-5 HT4-6 GE4-6	
English	Communicating and Context 5	Writing 5	Representing 5	Communicating and Context 10  Expressing Views 5		Analysing Language 10	<b>40</b>
Geography		Geographical concepts, tools and skills 5	Geographical inquiry and research 5  Communication 5	Geographical knowledge 10	Geographical concepts, tools and skills 5%		<b>30</b>
History		Knowledge and understanding 10	Research and historical inquiry skills 5			Communicating 15	<b>30</b>
<b>Total % Weighting</b>	<b>5</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>5</b>	<b>25</b>	<b>100</b>

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

**History:**

- 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

**English:**

- 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:**

- GE4-1 locates and describes the diverse features and characters 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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**



## JAPANESE

### SUBJECT DESCRIPTION:

Stage 4 Japanese teaches students to interact with others in Japanese to exchange information and ideas in topics of interest and engage in collaborative tasks and activities that involve making plans and arrangements. Students will apply Japanese pronunciation and intonation patterns, including pitch, accent and rhythm in a range of sentence types and vocabulary. They will read and write *hiragana* and some *kanji*. They will recognise elements of Japanese grammar, including the systematic nature of verb conjugation and use features of Japanese grammatical structures and sentence patterns to convey information and ideas. Finally, students will examine how Japanese influences and is influenced by other languages and cultures, identifying borrowed words used in Japanese and English, and Japanese words and phrases that have emerged in response to new technology.

Component		Task 1		Task 2	Task 3	Task 4		Total % Weighting
<p><b>Due Date:</b></p> <p><b>Task % Weighting:</b></p> <p><b>Outcomes:</b></p>	Written Assessment	Bookwork		Creative Design and Speech	Caption This Image!	Japanese Speaking Task	Bookwork	
	T1 W7	Semester 1		T2 W3	T3 W6	T4 W3	Semester 2	
	15	5		35	20	20	5	
	LJA4-2C LJA4-3C LJA4-9U	See bookwork marking guidelines		LJA4-1C LJA4-5U LJA4-6U LJA4-7U	LJA4-4C LJA4-6U LJA4-7U LJA4-8U	LJA4-1C LJA4-4C LJA4-5U LJA4-6U LJA4-7U LJA4-8U LJA4-9U	See bookwork marking guidelines	
Communicating Strand	Interacting			15		5		20
	Accessing and Responding	10			5	5		20
	Composing			10	10	5		25
Understanding Strand	Systems of Language			5	5	5		15
	Role of Language and Culture	5		5				10
Bookwork			5				5	10
<b>Total % Weighting</b>		<b>15</b>	<b>5</b>	<b>35</b>	<b>20</b>	<b>20</b>	<b>5</b>	<b>100</b>

LJA4-1C	uses Japanese to interact with others to exchange information, ideas and opinions, and make plans
LJA4-2C	identifies main ideas in, and obtains information from texts
LJA4-3C	organises and responds to information and ideas in texts for different audiences
LJA4-4C	applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences
LJA4-5U	applies Japanese pronunciation and intonation patterns
LJA4-6U	demonstrates understanding of key aspects of Japanese writing conventions
LJA4-7U	applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
LJA4-8U	identifies variations in linguistic and structural features of texts
LJA4-9U	identifies that language use reflects cultural ideas, values and beliefs

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

# MATHEMATICS

## SUBJECT DESCRIPTION:

Students learn about linear relationships, algebra including equations, indices, rates and ratio, numbers, data, properties of geometrical figures, Pythagoras' Theorem, angles of transversals and congruency and money.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
<p><b>Due Date:</b></p> <p><b>Total % Weighting:</b></p> <p><b>Outcomes:</b></p>	Online Module Linear Relationships and Geometry	Written Task Percentages, Fractions, Decimals, Rates and Ratio	PBL Algebra	Written Task Measurement	Bookwork	
	T1 Wk7	T2 Wk3	T3 Wk6	T4 Wk3	Ongoing	
	20	25	25	20	10	
	MA4-11NA MA4-18MG MA4-17MG	MA4-5NA MA4-6NA MA4-7NA	MA4-8NA MA4-9NA MA4-10NA	MA4-12MG MA4-13MG MA4-14MG MA4-15MG MA4-16MG	See bookwork marking guidelines	
Understanding	5	10	5	5		<b>25</b>
Reasoning	5	5	5	10		<b>25</b>
Communication			5			<b>5</b>
Problem Solving	10	10	5	5		<b>30</b>
Fluency			5			<b>5</b>
Bookwork					10	<b>10</b>
<b>Total % Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>10</b>	<b>100</b>

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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## MUSIC (MANDATORY)

### SUBJECT DESCRIPTION:

Students will develop knowledge, understanding and skills in the musical concepts through performance, composition and listening in the following topics: Guitar, Rock Music, Australian Music and Technology in Music.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
	Solo Performance	Ensemble Performance	Composition	Listening/ Theory Examination	Bookwork	
<b>Due Date:</b>	T1 Wk8	T2 Wk3	T3 Wk8	T4 Wk2	T2 Wk3 T4 Wk2	
<b>Total % Weighting:</b>	15	15	30	30	10	
<b>Outcomes:</b>	4.1, 4.2, 4.3	4.1, 4.2, 4.3	4.4, 4.5, 4.6	4.7, 4.8, 4.9	See bookwork marking guidelines	
Performance	15	15				<b>30</b>
Composition			30		5	<b>35</b>
Listening				30	5	<b>35</b>
<b>Total % Weighting</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>100</b>

- 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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## PDHPE (Mandatory)

### SUBJECT DESCRIPTION:

The Year 8 PDHPE course has a combination of both theory and practical components. Students will study: R U OK? (Mental Health), Safe and Respectful Relationships, Lifelong Healthy Living, Risk v. Challenge. And practical units: Invasion Court Games, Invasion Field Games, Fitness, and Striking/Fielding Games.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
	R U Ok?	Invasion Field Games	Fitness Circuit Design	Lifelong Healthy Living	Bookwork	
<b>Due Date:</b>	T1 Wk8	T2 Wk1-3	T3 Wk5-8	T4 Wk2	T2 Wk3 T4 Wk2	
<b>Total % Weighting:</b>	20	25	25	20	10	
<b>Outcomes:</b>	PD4-1, PD4-2	PD4-4, PD4-5, PD4-11	PD4-4, PD4-5	PD4-6, PD4-7, PD4-8	PD4-1, PD4-2, PD4-6, PD4-7, PD4-8	
Self-management Skills	15			15	10	<b>40</b>
Interpersonal Skills	5		5	5		<b>15</b>
Movement Skills		25	20			<b>45</b>
<b>Total % Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>10</b>	<b>100</b>

- 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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## SCIENCE

### SUBJECT DESCRIPTION:

The Year 8 Stage 4 course in Science looks at the following key aspects over the duration of the course; **Working Scientifically, Knowledge and Understanding in the Physical World, Earth and Space, Living World and the Chemical world** and develop and understanding about the nature, development, use and influence of science. Each aspect will be addressed throughout the year with common tasks and formative assessment as an on-going process.

Component	Task 1	Task 2	Task 3	Task 4			Total % Weighting
	Electrical Task Theory, Skills and Practical	Disaster Management Plan	Disease Literacy and Research Task	Yearly Examination	Bookwork	Practical Participation	
<b>Due Date:</b>	T1 Wk8	T2 Wk3	T3 Wk1	T4 Wk2	Ongoing	Ongoing	
<b>Task % Weighting:</b>	20	20	20	20	10	10	
<b>Outcomes:</b>	SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4 -10PW SC4 -11PW	SC4-14LW SC4-15LW	SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS SC4-15LW	SC4 -16CW SC4 -17CW SC4-14LW SC4-15LW SC4-12ES SC4-13ES	See bookwork marking guidelines	SC4-6WS	
Working Scientifically Skills	10	10	10	10	10	10	<b>20</b>
Knowledge and Understanding - Physical World, Earth and Space, Living World and Chemical World	10	15	5	10			<b>40</b>
<b>Total % Weighting</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>100</b>

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this 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
SC4-12ES	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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## TECHNOLOGY MANDATORY (8TAS1)

### SUBJECT DESCRIPTION:

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.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Design Process Task	Digital Technologies: App Design	Materials Technologies: Mixed Materials Folio	Designer Research Task	
<b>Due Date:</b>	T1 Wk9	T2 Wk4	T3 Wk9	T4 Wk3	
<b>Total % Weighting:</b>	20	30	30	20	
<b>Outcomes:</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	
Knowledge and Understanding	5	15	5	15	<b>40</b>
Skills	15	15	25	<b>5</b>	<b>60</b>
<b>Total % Weighting</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## TECHNOLOGY MANDATORY (8TAS2)

### SUBJECT DESCRIPTION:

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.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Design Process Task	Materials Technologies: Mixed Materials Folio	Digital Technologies: Minecraft World	Designer Research Task	
<b>Due Date:</b>	T1 Wk9	T2 Wk4	T3 Wk9	T4 Wk3	
<b>Total % Weighting:</b>	20	30	30	20	
<b>Outcomes:</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	
Knowledge and Understanding	5	15	5	15	<b>40</b>
Skills	15	<b>15</b>	25	5	<b>60</b>
<b>Total % Weighting</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**



## TECHNOLOGY MANDATORY (8TAS3)

### SUBJECT DESCRIPTION:

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.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Design Process Task	Agriculture and Food Technologies: Practical and Folio	Materials Technologies: Mixed Materials Folio	Designer Researcher Task	
<b>Due Date:</b>	T1 Wk9	T2 Wk4	T3 Wk9	T4 Wk3	
<b>Total % Weighting:</b>	20	30	30	20	
<b>Outcomes:</b>	TE4-1DP, TE4-2DP, TE4-5AG, TE4-10TS	TE4-1DP, TE4-2DP, TE4-5AG, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	
Knowledge and Understanding	5	15	5	15	<b>40</b>
Skills	15	15	25	5	<b>60</b>
<b>Total % Weighting</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## TECHNOLOGY MANDATORY (8TAS4)

### SUBJECT DESCRIPTION:

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.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Design Process Task	Digital Technologies: App Design	Agriculture and Food Technologies: Practical and Folio	Designer Research Task	
<b>Due Date:</b>	T1 Wk9	T2 Wk4	T3 Wk9	T4 Wk3	
<b>Total % Weighting:</b>	20	30	30	20	
<b>Outcomes:</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-5AG, TE4-10TS	TE4-1DP, TE4-2DP, TE4-5AG, TE4-10TS	
Knowledge and Understanding	5	15	5	15	<b>40</b>
Skills	15	15	25	5	<b>60</b>
<b>Total % Weighting</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## TECHNOLOGY MANDATORY (8TAS5)

### SUBJECT DESCRIPTION:

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.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Design Process Task	Materials Technologies: Mixed Materials Folio	Agriculture and Food Technologies: Practical and Folio	Designer Research Task	
<b>Due Date:</b>	T1 Wk9	T2 Wk4	T3 Wk9	T4 Wk3	
<b>Total % Weighting:</b>	20	30	30	20	
<b>Outcomes:</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-5AG, TE4-10TS	TE4-1DP, TE4-2DP, TE4-5AG, TE4-10TS	
Knowledge and Understanding	5	15	5	15	<b>40</b>
Skills	15	<b>15</b>	25	5	<b>60</b>
<b>Total % Weighting</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## TECHNOLOGY MANDATORY (8TAS6)

### SUBJECT DESCRIPTION:

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.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Design Process Task	Agriculture and Food Technologies: Practical and Folio	Digital Technologies: Minecraft World	Designer Researcher Task	
<b>Due Date:</b>	T1 Wk9	T2 Wk4	T3 Wk9	T4 Wk3	
<b>Total % Weighting:</b>	20	30	30	20	
<b>Outcomes:</b>	TE4-1DP, TE4-2DP, TE4-5AG, TE4-10TS	TE4-1DP, TE4-2DP, TE4-5AG, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	
Knowledge and Understanding	5	15	5	15	<b>40</b>
Skills	15	15	25	5	<b>60</b>
<b>Total % Weighting</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## TECHNOLOGY MANDATORY (8TAS7)

### SUBJECT DESCRIPTION:

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.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Design Process Task	Digital Technologies: App Design	Materials Technologies: Mixed Materials Folio	Designer Research Task	
<b>Due Date:</b>	T1 Wk9	T2 Wk4	T3 Wk9	T4 Wk3	
<b>Total % Weighting:</b>	20	30	30	20	
<b>Outcomes:</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	
Knowledge and Understanding	5	15	5	15	<b>40</b>
Skills	15	15	25	<b>5</b>	<b>60</b>
<b>Total % Weighting</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## VISUAL ARTS

### SUBJECT DESCRIPTION:

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the Visual Arts, including the different kinds of creative works they, and others, make. Students will be assessed on the work completed in their Visual Arts Process Diary (VAPD).

Component	Task 1	Task 2	Task 3	Task 4	Task % Weighting
	Visual Arts Process Diary	Superhero Design	Day of the Dead (sugar skull)	Visual Arts Process Diary	
<b>Due Date:</b>	T1 Wk8	T2 Wk3	T3 Wk8	T4 Wk3	
<b>Task % Weighting:</b>	20	30	30	20	
<b>Outcomes:</b>	4.1, 4.6, 4.7, 4.9	4.3, 4.4, 4.6	4.1, 4.2, 4.4, 4.10	4.1, 4.6, 4.7, 4.9	
Art making	5	30	30	5	<b>70</b>
Critical/Historical	15			15	<b>30</b>
<b>Task % Weighting</b>	20	30	30	20	<b>100</b>

- 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

**Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.**

## APPENDICES

## Appendix 1



### COMMON ASSESSMENT TASK NOTIFICATION

<b>Faculty:</b>	<b>Year / Class:</b>
<b>Course:</b>	<b>Weighting:</b>
<b>Task Title:</b>	<b>Class Teacher/s:</b>
<b>Due Date:</b>	
<b>TASK INSTRUCTIONS &amp; REQUIREMENTS:</b>	
<b>OUTCOMES ASSESSMENT:</b>	

### Marking Criteria

<b>A</b> Outstanding		<b>Mark range</b>
<b>B</b> High		<b>Mark range</b>
<b>C</b> Sound		<b>Mark range</b>
<b>D</b> Basic		<b>Mark range</b>
<b>E</b> Limited		<b>Mark range</b>



## Appendix 2

### BOOKWORK – MARKING GUIDELINES (SAMPLE)

Grade	Criteria	Marks
<b>A</b>	<ul style="list-style-type: none"> <li>• Extensive knowledge and understanding of the content, terms and concepts relevant to the course and can readily apply this knowledge</li> <li>• Very high level of competence in the processes and skills relevant to the course and can apply these skills to new situations</li> <li>• Completes set tasks to an outstanding level</li> <li>• Book is very neat and well organised (margins, dates, headings, presentation)</li> </ul>	<b>9-10</b>
<b>B</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the content, terms and concepts relevant to the course</li> <li>• High level of competence in the processes and skills relevant to the course and can apply these skills to most situations</li> <li>• Completes set tasks to a high level</li> <li>• Book is neat and well organised (margins, dates, headings, presentation)</li> </ul>	<b>7-8</b>
<b>C</b>	<ul style="list-style-type: none"> <li>• Sound knowledge and understanding of the main areas of content, terms and concepts relevant to the course</li> <li>• Adequate level of competence in the processes and skills relevant to the course</li> <li>• Completes set tasks to a sound level</li> <li>• Book is neat and organised (margins, dates, headings, presentation)</li> </ul>	<b>5-6</b>
<b>D</b>	<ul style="list-style-type: none"> <li>• Basic knowledge and understanding of the content, terms and concepts relevant to the course</li> <li>• Basic level of competence in the processes and skills relevant to the course</li> <li>• Completes set tasks to a basic level</li> <li>• Book lacks neatness and organisation organised (margins, dates, headings, presentation)</li> </ul>	<b>3-4</b>
<b>E</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding in few areas of the content, terms and concepts relevant to the course</li> <li>• Very limited competence in some of the processes and skills relevant to the course</li> <li>• Completes set tasks to a limited level</li> <li>• Little to no effort taken with neatness and organisation of book</li> </ul>	<b>1-2</b>