



**Year 8
Subject
Assessment
Guide 2024**

Muirfield High School

Junior Assessment Policy and Procedures

The Assessment Policy should be read in conjunction with the NSW Department of Education *Curriculum Policy Standards (Updated July 2018)* which outlines specific requirements and policy standards and relevant syllabus material.

Aims and Purpose of Assessment

Assessment is the process of identifying, gathering and interpreting information about students' learning in relation to the objectives and outcomes of a course. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing teaching and learning.

The assessment program incorporates the principles of *assessment for learning*, *assessment of learning* and *assessment as learning*.

- *Assessment for learning* involves teachers using evidence about students' achievement to inform future teaching.
- *Assessment of learning* is an assessment of what the student has learnt and usually occurs at key points in a unit, term or semester and may be used to rank or grade students.
- *Assessment as learning* occurs when 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.

Principles of Effective and Informative Assessment and Reporting

- The assessment strategies used by the teacher need to be directly linked to syllabus outcomes. These describe the standards against which the student is assessed and reported.
- Assessment should draw on a wide range of evidence and appropriate to kind of learning or outcomes being assessed. Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.
- Assessment strategies need to be valid and fair.
- Assessment should be manageable, efficient and convenient. For example, by being easily incorporated into usual classroom activities. For example, teachers assess achievement informally as students complete work using a range of strategies including student self-assessment and peer assessment.
- Assessment values teacher judgement through cooperative programming and discussion of student work samples and achievements within and between schools. In awarding grades for achievement of outcomes or for overall course performance, teacher may use an on-balance judgement that does not focus on a single piece of work. Teachers may weigh up assessment information collected from both formal activities and informal observations that have built up over time and in different situations. Formal and informal evidence that is collected routinely and recorded systematically is part of teachers' ongoing classroom assessment practice.

Communication to Students and Parents

Each course assessment program will comprise a scope and sequence chart that will indicate the following:

1. each of the outcomes to be reported on in semester report
2. how each outcome is to be assessed
3. how the overall year grade and rank order will be assessed.

This information is to be issued to students at the beginning of the year by faculties.

Given the wide variety of assessment strategies, provision of written notification for individual tasks will depend on the nature of the task. Similarly, while provision of explicit criteria supports student achievement, provision of explicit marking criteria is dependent on the nature of individual tasks. These will be decided at faculty level.

Absence, Illness and Misadventure, Lateness

The teacher, in consultation with the Head Teacher, and following the guidelines below, will make decisions about these matters.

All students are expected to make a serious attempt at all assessment tasks.

If students are absent when an in-class task is due, on the FIRST day of return to school, students MUST see the relevant head teacher(s), who will decide on one of the options: student to complete the task; student to complete an alternate task; or student awarded an estimated mark. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence. In cases where an estimate is awarded, the head teacher, in consultation with the classroom teacher, will exercise their professional judgement, using all available evidence of achievement.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. This is required on the student's first day back at school. A penalty of 10% of the full marks possible per day will be consistently applied for the submission of late hand-in formal assessment tasks without a reasonable excuse. A weekend will be treated as one day. After 5 days, the student will receive zero.

Students who are absent through truancy for a test or absent on the day an assignment is due through truancy will receive a zero for that task.

Students who are absent on the due date of an assessment task for school representation or other school business need to negotiate an alternate due date prior to their absence.

Should students be absent due to extended leave, for example family holidays, students need to consult with the head teacher prior to absence. The head teacher, in consultation with the class teacher, decides on one of the following options: submission prior to departure; submission via electronic means; completion an alternate task; awarding an estimate or awarding zero for a task. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence.

If something serious or unexpected happens when students are working on an assignment that prevents them from completing the task by the due date, they should go to the head teacher and ask for an extension as soon as possible. In the event of the confirmation of illness or misadventure the teacher and the student are to negotiate an alternative completion date.

Computer issues and technical problems are **NOT** valid grounds for an extension. You are expected to follow responsible practices when using technologies, including ensuring that your equipment is reliable and that you have extra copies saved on USB. Students are recommended to keep a copy of their assignment work in hard copy form, on a storage device, on a hard drive and email a copy of the task to their school account. This will ensure technological problems such as computer malfunction; power surge; loss of work; no printer ink; will not result in a loss of some or all of the marks.

Disability Provisions

From Muirfield High School Learning Support Procedures:

- Adjustments are provided by classroom teachers to support the individual needs of the student within lessons and units of work. Teachers should consider the concept of “universal design”, i.e. ways in which a whole task can be improved so that all students can understand what is required and all students have the opportunity and ability to demonstrate their level of achievement, rather than individual different tasks for each student.
- Adjustments to assessments are modified by teachers when required to enable students to demonstrate required outcomes.
- Teachers provide opportunities for students to use their strengths, preferred learning styles and interests within the curriculum areas.

Students who require accommodations, to enable them to demonstrate outcomes, may be granted disability provisions in tests. Provisions may include coloured paper, large-print papers, use of a reader and/or writer, extra time or rest breaks. Students in all years who require the provision of a reader and/or writer are identified following teacher or parent referral. Students in Years 7, 8 and 9 are assisted by School Learning and Support Officers (SLSO). Students in Years 10, 11 and 12 are assisted by selected students in the year below. In order to accommodate more students, consideration is being given to use carefully selected Year 8 students to assist students in Year 9. Test provisions are coordinated by the LaST.

Year 10 Recognition of School Achievement (RoSA)

At the end of Year 10 students who have met the eligibility requirements for the Record of School Achievement (RoSA) will receive a grade for their courses. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the course performance descriptors and other material produced by NESAs to support the consistent awarding of grades. As this grade is for the external credential, students need to be fully aware of and follow the procedures regarding due dates, absence, illness and misadventure. Should students wish to appeal a decision of Head Teacher, students should speak with their Deputy Principal within two days of receiving the decision from the Head Teacher.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards’ curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.
(<https://www.legislation.nsw.gov.au/#/view/act/1990/8/part8/div2/sec94>)

School attendance

We don't set minimum attendance for the satisfactory completion of a course. However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** By the end of Year 10, 400 hours need to be completed.
- **Science:** By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- **Personal Development, Health and Physical Education:** Mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

'N' determinations

If students don't complete a course's requirements, they will receive an 'N' determination.

Students are warned, via a letter, if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Principals need to contact NESAs if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory curriculum requirements.

Malpractice

Student malpractice in assessment tasks and examinations is a serious offence. Students who commit malpractice will be awarded zero for the task and risk an 'N' determination for their course.

Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Unacknowledged assistance
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in-class tasks during exclusion periods

Plagiarism is considered malpractice.

Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

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.
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.
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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
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.

Stage 4 grading

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any course completed in Stage 4.

Teachers use these Stage 4 course performance descriptors to determine Stage 4 grades. The descriptors have been developed from the NESAs general performance descriptors and provide a more complete description of typical performance in this course at each grade level.

Applying the course performance descriptors

Teachers use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Teachers interpret the course performance descriptors in terms of standards that can be achieved by students within the bounds of the course.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

Assessment Schedule Planner

Term 1		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Term 2		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Assessment Schedule Planner

Term 3		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 4		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

2024 Year 8 Assessment Schedules

Mandatory Stage 4 Courses

English	Page 10
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2024 Year 8 English

The Year 8 English course provides students with opportunities to continue developing skills in reading, writing, speaking and listening by responding critically and imaginatively to a wide range of texts from a variety of cultures and media. Students compose a wide range of texts to shape meaning for a variety of purposes, audiences and contexts, using varying technologies to respond imaginatively and critically. This course aims to enable students to use, understand, appreciate, reflect and enjoy the English language in a variety of contexts.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Gothic Genre Study – The Uncanny Self Creative and Reflection Writing	1, 2	50	T1 Wk8
2 Sem 1	Shakespeare Multimodal Play Program	3	50	T2 Wk4

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
3 Sem 2	Novel Study - Journeys Multimodal Presentation	3	50	T32 Wk3
4 Sem 2	Protest Poetry In-class Examination	1, 2	50	T4 Wk4

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. Read increasingly complex texts for understanding, interpretation, critical analysis and pleasure. 2. Write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, and critically for audience, purpose and context. 3. Use the language modes of speaking, listening, and viewing and representing for responding to and composing a wide range of texts in different formats and technologies. 	<ol style="list-style-type: none"> 1. Read increasingly complex texts for understanding, interpretation, critical analysis and pleasure. 2. Write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, and critically for audience, purpose and context. 3. Use the language modes of speaking, listening, and viewing and representing for responding to and composing a wide range of texts in different formats and technologies.

2024 Year 8 Geography

The aim of Geography in Years K–10 is to stimulate students’ interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The topics that they study this semester are:

Topic 1: Water in the World (25 hours)

Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people’s perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

Topic 2: Interconnections (25 hours)

Students focus on the connections people have, to places across a range of scales. They examine what shapes people’s perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 2	Research task	3, 4, 5, 8	50	T3 Wk10
2 Sem 2	Yearly examination	2, 3, 5, 7, 8	50	T4 Wk5

Report Outcomes

1. Locates and describes the diverse features and characteristics of a range of places and environments.
2. Describes processes and influences that form and transform places and environments.
3. Explains how interactions and connections between people, places and environments result in change.
4. Examines perspectives of people and organisations on a range of geographical issues
5. Discusses management of places and environments for their sustainability.
6. Explains differences in human wellbeing.
7. Acquires and processes geographical information by selecting and using geographical tools for inquiry.
8. Communicates geographical information using a variety of strategies.

2024 Year 8 History

By the end of Stage 4, students describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.

In Year 8 the students will cover 3 Depth Studies.

Depth Study 1 *The Western and Islamic World - Medieval Europe*

Depth Study 2 *Expanding Contacts - The Black Death in Asia, Europe and Africa*

Depth Study 3 *The Asia-Pacific World - Japan under the Shoguns*

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Research essay – using primary and secondary Source material	2, 6, 10	50	T1 Wk9
2 Sem 1	Final examination	4, 6, 8, 10	50	T2 Wk5

Report Outcomes

1. Describes the nature of history and archaeology and explains their contribution to an understanding of the past
2. Describes major periods of historical time and sequences events, people and societies from the past
3. Describes and assesses the motives and actions of past individuals and groups in the context of past societies
4. Describes and explains the causes and effects of events and developments of past societies over time
5. Identifies the meaning, purpose and context of historical sources
6. Uses evidence from sources to support historical narratives and explanations
7. Identifies and describes different contexts, perspectives and interpretations of the past
8. Locates, selects and organises information from sources to develop an historical inquiry
9. Uses a range of historical terms and concepts when communicating an understanding of the past
10. Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

2024 Year 8 Japanese

In Year 8, students of Japanese explore the introduction of the Japanese language and culture. They will spend approximately one semester learning the Hiragana script, and will focus on developing proficiency throughout the year. They will learn basic greetings, numbers, and simple sentences in order to develop a self-introduction in Japanese. They will also explore the topic of food, drinks, animals, colours, classroom objects and adjectives. Additionally, students will develop a basic understanding of Japanese culture by engaging in a number of cultural activities, such as origami and calligraphy.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	<u>Video Submission</u> Students are to compose a Self-Introduction Video in spoken Japanese.	1	40	T1 Wk9
2 Sem 1	<u>Half Yearly Examination</u> Students will be assessed on their Japanese reading, writing and listening skills based on the topics covered in Semester One.	2	60	T2 Wk3
3 Sem 2	<u>Restaurant Skit Performance</u> In pairs, students will be performing a skit, in the context of a Japanese restaurant.	3	40	T3 Wk4
4 Sem 2	<u>Yearly Examination</u> Students will be assessed on their Japanese reading, writing and listening skills based on the topics covered throughout the year.	4, 5	60	T4 Wk4

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> ML4- UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language 	<ol style="list-style-type: none"> ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language ML4- UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

2024 Year 8 Mathematics

Year 8 Mathematics students will develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Task No.	Task Description	Report Outcome	Semester Weighting	Date
1 Sem 1	In Class written test <ul style="list-style-type: none"> • Number and algebraic techniques • Equations 	1, 2	50	T1 Wk10
2 Sem 1	In class written test <ul style="list-style-type: none"> • Coordinate Geometry • Rates and ratios 	3, 4	50	T2 Wk 4

1 Sem 2	In class written test <ul style="list-style-type: none"> • Pythagoras' Theorem • Measurement • Graphs • Statistics 	5, 6, 7	50	T3 Wk6
2 Sem 2	In Class written test <ul style="list-style-type: none"> • Probability • Circles and Cylinders • Percentages 	8, 9, 10	50	T4 Wk5

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> Operations with algebraic techniques to simplify, expand and factorise simple algebraic expressions. Uses algebraic techniques to solve simple linear equations. Analyses linear relationships and graphs on the Cartesian plane. Operates with ratios and rates and solves related word problems. 	<ol style="list-style-type: none"> Applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solve related problems. Uses formulas to calculate area and volume and converts between units of area and volume Represents, interprets and analyses single sets of data by using appropriate statistical displays and using measures of statistics Represents probabilities of simple and compound events Calculates the circumference and area of circles and the volume of cylinders Operates with percentages including worded problems, GST and profit and loss

2024 Year 8 Music

The year 8 music course offers students an opportunity to further develop their musical abilities through the topic study of various genres and musical periods. The primary focus is to solidify note reading skills and basic technique, in preparation for the year 9 elective music course. Performance, Composition, and Musicology and the three key foundations, and these are continually studied through exercises, assessment tasks, and formal written examinations. The course is also intended to broaden student's musical scope in relation to Australian music and culture.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Musicology Research	4.10, 4.12	60	T1 Wk8
2 Sem 1	Composition	4.4, 4.6	40	T2 Wk5

3 Sem 2	Performance	4.2, 4.3	40	T3 Wk6
4 Sem 2	Yearly examination	4.8, 4.11	60	T4 Wk3

Report Outcomes

Semester 1	Semester 2
<p>4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context</p> <p>4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</p> <p>4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing</p> <p>4.6 experiments with different forms of technology in the composition process</p>	<p>4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles</p> <p>4.3 performs music demonstrating solo and/or ensemble awareness</p> <p>4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire</p> <p>4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform</p>

2024 Year 8 Personal Development / Health / Physical Education

Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts, in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Athletics Practical Assessment	3 & 4	50	T1 Wk 8
2 Sem 1	Sense of Identity Exam	1 & 2	50	T2 Wk 2

3 Sem 2	Drug Research Assessment	5 & 6	50	T3 Wk 6
4 Sem 2	Cumulative Skill Application, Effort and Knowledge of Court Games	7 & 8	50	Throughout Term 3

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. Examines and evaluates strategies to manage current and future challenges. 2. Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others 3. Transfers and adapts solutions to complex movement challenges 4. Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts 	<ol style="list-style-type: none"> 1. Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities 2. Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity 3. Plans for and participates in activities that encourage health and a lifetime of physical activity 4. Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

2024 Year 8 Science

Semester 1

During semester one, year 8 Science students study the topics Energy, Ecology and Elements, Compounds and Chemical Change. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Semester 2

During semester two, year 8 Science students study the topics The Earth and its resources and Organs Systems and Disease. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Practical Task	1, 2	40	T1 Wk10
2 Sem 1	Semester 1 Examination	3, 4, 5	60	T2 Wk4

3 Sem 2	Student Research Project (SRP)	1, 2, 3	50	T3 Wk4
4 Sem 2	Semester 2 Examination	4, 5	50	T4 Wk5

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations. 2. Explains how new biological evidence changes people's understanding of the world. 3. Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively. 4. Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life. 5. Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations. 	<ol style="list-style-type: none"> 1. Collaboratively and individually produces a plan to investigate questions and problems. 2. Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively. 3. Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations. 4. 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. 5. Explains how new biological evidence changes people's understanding of the world.

2024 Year 8 Technology Mandatory

The study of Technology Mandatory 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.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Project 1 – Written Portfolio and Product	1,2	100	Term 2, Week 3

2 Sem 2	Project 2 – Written Portfolio and Product	1,2	100	Term 3 Week 7
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Report Outcomes

Semester 1	Semester 2
<p>1. Designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities.</p> <p>2. Plans and manages the production of designed solutions. Selects, maintains, and appropriately uses hardware for a range of tasks.</p>	<p>1. Designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities.</p> <p>2. Plans and manages the production of designed solutions. Selects, maintains, and appropriately uses hardware for a range of tasks.</p>

2024 Year 8 Visual Arts

This course gives students an opportunity to engage in the studying and making of art through practical experience, using a variety of media, and historical and critical studies of past and present art making practice.

Your report mark will be comprised of:

- 60% Artmaking
- 40% Art History and Criticism

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Conceptual – Gargoyle Assignment	4.8	20	T2 Wk2
2 Sem 1	Practice - VAPD Frames – Making	4.1, 4.3	30	T2 Wk5

3 Sem 2	Conceptual – Wynne Prize Assignment	4.9	20	T3 Wk10
4 Sem 2	Practice VAPD Frames – Making	4.1, 4.6	30	T4 Wk5

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. Practice uses a range of strategies to explore different artmaking conventions and procedures to make artworks 2. Frames makes artworks that involve some understanding of the frames 3. Conceptual framework explores the function of and relationships between the artist – artwork – world – audience 	<ol style="list-style-type: none"> 1. Practice. uses a range of strategies to explore different artmaking conventions and procedures to make artworks 2. Frames makes artworks that involve some understanding of the frames 3. Conceptual framework explores the function of and relationships between the artist – artwork – world – audience