

The background features a large, faint watermark of the University of Edinburgh crest. The crest is circular and contains a thistle, a symbol of Scotland. The words "UNIVERSITY OF EDINBURGH" are written in a circular path around the thistle. At the bottom of the crest, a banner contains the motto "ONE WORLD".

Year 8
Subject
Assessment
Booklet 2019

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 (2016)* 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 student's 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, decide 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 class room 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 SLSOs. Students in Years 10, 11 and 12 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 NESA 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:** Our 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	Possession or use of unauthorised notes
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	Unacknowledged assistance
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		

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		

2019 Year 8 Assessment Schedules

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2019 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	Novel Study Creative Writing and reading – Blooms Task	1, 2	60	T1 Wk8
2 Sem 1	Media Study Interview a person from a different generation or culture - Speaking and Presenting Task	3	40	T1 Wk10

3 Sem 2	Persuasive Texts – poetry, media and protest songs	2, 4	25	T2 Wk5
4 Sem 2	Appropriations Multimodal Group Presentation – Speaking Task	3, 4	25	T2 Wk10
5 Sem 2	Shakespeare Imaginative Response	2, 3	25	T3 Wk7
6 Sem 2	Yearly Examination Examination – Reading and writing	1, 2, 4	25	T3 Wk4

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. students read increasingly complex texts for understanding, interpretation, critical analysis and pleasure. 2. students write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, interpretively and critically. 3. students speak in formal and informal situations with a broadening understanding of audience, purpose and context. 	<ol style="list-style-type: none"> 1. students read increasingly complex texts for understanding, interpretation, critical analysis and pleasure. 2. students write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, interpretively and critically. 3. students speak in formal and informal situations with a broadening understanding of audience, purpose and context. 4. students engage with print, visual and digital texts with critical awareness of the features and structures of those texts.

2019 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: Place and Liveability (25 hours)

Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

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	Skills and Knowledge Examination	4.1, 4.3, 4.7	25	T3 Wk7
2 Sem 2	Research Task	4.3, 4.4, 4.5, 4.8	35	T4 Wk2
3 Sem 2	Yearly Examination	4.2, 4.3, 4.5, 4.7, 4.8	40	T4 Wk5

Report Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments.

GE4-2 describes processes and influences that form and transform places and environments.

GE4-3 explains how interactions and connections between people, places and environments result in change.

GE4-4 examines perspectives of people and organisations on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability.

GE4-6 explains differences in human wellbeing.

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry.

GE4-8 communicates geographical information using a variety of strategies

2019 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 Project	4-3, 4-7, 4-10	30	T1 Wk7
2 Sem 1	In -class Examination	4-2, 4-6, 4-10	30	T1 Wk10
3 Sem 1	Research Essay – Essay using Primary and Secondary Source material	4-4, 4-6, 4-8 4-10	40	T2 Wk4

Report Outcomes

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4-2 describes major periods of historical time and sequences events, people and societies from the past

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4-4 describes and explains the causes and effects of events and developments of past societies over time

HT4-5 identifies the meaning, purpose and context of historical sources

HT4-6 uses evidence from sources to support historical narratives and explanations

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past

HT4-8 locates, selects and organises information from sources to develop an historical inquiry

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

2019 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 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	In class Examination Introduction to Japan, Hiragana, Greetings, Numbers and Age	1, 2	40	T1 Wk9
2 Sem 1	In class Examination (including a listening component) Hiragana, Time, Place of residence, Talking about phone numbers	3, 4	60	T2 Wk4

3 Sem 2	Self-Introduction Assessment Part A: Hand in task - Self-Introduction Poster Part B: In class task - Listening Examination Part C: In class task – Interview Role-play	5, 6, 7	40	T3 Wk9
4 Sem 2	In class Examination (including a listening component) All topics covered in Year 8	8, 9	60	T4 Wk5

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. identifies that language use reflects cultural ideas, values and beliefs 2. demonstrates understanding of key aspects of Japanese writing conventions 3. identifies main ideas in, and obtains information from texts 4. applies features of Japanese grammatical structures and sentence patterns to convey information and ideas 	<ol style="list-style-type: none"> 5. applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences 6. uses Japanese to interact with others to exchange information, ideas and opinions, and make plans 7. applies Japanese pronunciation and intonation patterns 8. organises and responds to information and ideas in texts for different audiences 9. identifies variations in linguistic and structural features of texts

2019 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 (3 sections) <ul style="list-style-type: none"> • Number • Algebra and Algebraic Techniques • Pythagoras' Theorem 	1, 2, 3	50	T1 Wk9
2 Sem 1	Investigation Task <ul style="list-style-type: none"> • Measurement • Equations 	4, 5	50	T2 Wk4

1 Sem 1	In Class written test (3 sections) <ul style="list-style-type: none"> • Ratio and Rates • Circles and Cylinders • Linear Relationships • Graphs and Statistics 	6, 7, 8, 9	50	T1 Wk9
2 Sem 1	In Class written test (3 sections) <ul style="list-style-type: none"> • Congruence and Transformations • Reasoning in Geometry 	10	50	T2 Wk4

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. compares, orders and calculates with integers and operates with indices of numerical bases. 2. uses the algebraic symbol system to simplify, expand and factorise simple algebraic expressions. 3. applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solve related problems. 4. uses formulas to calculate area and volume and converts between units of area and volume. 5. uses algebraic techniques to solve simple linear equations. 	<ol style="list-style-type: none"> 6. operates with ratios and rates and solves related word problems. 7. uses formulae to calculate the circumference, area and volume of circles and cylinders. 8. creates and displays number patterns. Analyses linear relationships and graphs on the Cartesian plane. 9. constructs, reads and interprets graphs, tables, charts and statistical information (including sampling), and analyses data using measures of location and range. 10. classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles using appropriate congruence tests.

2019 Year 8 Music

Students further develop their musical theory, aural skills and applied musicianship through musical learning experiences. 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 improved through exercises, in class assessment tasks, and formal written examinations. The course is also intended to broaden student's musical scope in relation to different genres and instruments.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Musicology (Research)	2	25	T1 Wk5
2 Sem 1	Performance (<i>In class</i>)	1	25	T1 Wk8
3 Sem 1	Composition (<i>In class</i>)	3	25	T2 Wk4
4 Sem 1	½ Yearly Examination (<i>In class</i>)	4	25	T2 Wk5

5 Sem 2	Musicology (Research)	2	25	T3 Wk6
6 Sem 2	Performance (<i>In class</i>)	1	25	T3 Wk9
7 Sem 2	Yearly Examination	4	50	T4 Wk3

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. performs in a range of musical styles demonstrating an understanding of musical concepts 2. demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas 3. demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing 4. demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire 	<ol style="list-style-type: none"> 1. performs in a range of musical styles demonstrating an understanding of musical concepts 2. demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas 3. demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing 4. demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire

2019 Year 8 Physical Development / Health / Physical Education

The aim of the PDHPE course is to develop the students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Task No.	Task Description	Report Outcome	Semester Weighting	Due Date
1 Sem 1	Cumulative Record - effort in all lessons	5	20	Semester 1
2 Sem 1	Cumulative Record - application of game skills and strategies in all practical lessons	1	20	Semester 1
3 Sem 1	Fitness Assessment - 12min Run Multi Stage Fitness Test Sit ups Flexibility	4	30	Semester 1 T1 Wks10-11
4 Sem 1	Theory Assessment : First Aid	3	30	Semester 1

1 Sem 2	Cumulative Record - effort in all lessons	5	20	Semester 2
2 Sem 2	Cumulative Record of application of game skills and strategies in all practical lessons	1	20	Semester 2
3 Sem 2	Fitness Assessment - 12min Run Multi Stage Fitness Test Sit ups Flexibility	4	20	Semester 2
4 Sem 2	Skills tests : Volleyball & Soccer	2	10	Semester 2
5 Sem 2	Theory Assessment: Drug Awareness Assessment task	3	30	Semester 2 T3 Wks9-10

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. demonstrates and refines movement skills in range of contexts and environments. 2. combines the features & elements of movement to perform in a range of contexts and environments. 3. identifies the consequences of risk behaviours and describes strategies to minimise harm. 4. demonstrates how physical fitness contributes to enjoyable and successful participation in physical activity. 5. demonstrates cooperation and support of others in social, recreational and other group contexts. 	<ol style="list-style-type: none"> 1. demonstrates and refines movement skills in range of contexts and environments. 2. combines the features & elements of movement to perform in a range of contexts and environments. 3. identifies the consequences of risk behaviours and describes strategies to minimise harm. 4. demonstrates how physical fitness contributes to enjoyable and successful participation in physical activity. 5. demonstrates cooperation and support of others in social, recreational and other group contexts.

2019 Year 8 Science

Semester 1

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

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	Ecology poster: Written and Poster	2, 3	30	T1 Wk7
2 Sem 1	Practical Examination	4	20	T1 Wk10
3 Sem 1	Half Yearly Examination	1	50	T2 Wk4
4 Sem 2	Student Research Project (SRP)	6, 7, 8	50	T3 Wk5
5 Sem 2	Yearly Examination	5	50	T4 Wk5

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. demonstrates knowledge and understanding of scientific ideas and concepts 2. evaluates the relevance of data and information 3. with guidance, presents information in written form to achieve a particular outcome 4. carries out a first hand investigation to solve a problem 	<ol style="list-style-type: none"> 5. demonstrates knowledge and understanding of scientific ideas and concepts 6. plans and carries out a first hand investigation to solve an identified problem 7. communicates in a written format the ideas obtained from experimental research 8. communicates verbally to peers the ideas obtained from experimental research

2019 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	Digital Technologies	1	20	T1 Wk5
2 Sem 1	Product and Portfolio	2, 3, 4	80	T2 Wk6

3 Sem 2	Product and Portfolio	5, 6, 7	50	T3 Wk7
4 Sem 2	Product and Portfolio	6, 7	50	T4 Wk4

Report Outcomes

Semester 1	Semester 2
<ol style="list-style-type: none"> 1. selects, analyses, presents and applies research and experimentation from a variety of sources 2. applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects 3. demonstrates responsible and safe use of a range of tools, materials and techniques in each design project 4. generates and communicates creative design ideas and solutions 	<ol style="list-style-type: none"> 5. applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects 6. demonstrates responsible and safe use of a range of tools, materials and techniques in each design project 7. generates and communicates creative design ideas and solutions

2019 Year 8 Visual Arts

Semester 1 & 2

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	Practice - VAPD	1	40	T2 Wk5
2 Sem 1	Frames – Making	2	40	Ongoing
3 Sem 1	Conceptual – Assignment ‘Gargoyle’	3	20	T2 Wk2

4 Sem 2	Practice - VAPD	1	40	T4 Wk5
5 Sem 2	Frames – Making	2	40	Ongoing
6 Sem 2	Conceptual – Assignment ‘Wynn Prize’	3	20	T3 Wk10

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