



# HOMEBUSH BOYS HIGH SCHOOL

## YEAR 8

## 2022

# ASSESSMENT HANDBOOK

*Recte Et Fortiter - Upright and Strong*  
Safety | Learning | Respect

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# ASSESSMENT POLICY

## STAGE 4

### Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for Years 7 and 8 - Stage 4. Please read this policy carefully and make sure you understand it. All students must sign to acknowledge that they have received this booklet.

### What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Each student is awarded an assessment mark and that represents a measure of the student's achievement relative to other students. The assessment mark is derived from the results of a number of assessment tasks, as outlined in the schedules published in this booklet.

The purpose of assessment is to improve student learning. It gives the student the opportunity to demonstrate her learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

#### Informal Assessment

- Class Projects, Class Assignments
- Classroom activities
- Homework assignments
- Mini-tests, Quizzes
- Group and pair work
- Book mark

#### Formal Assessment

- Projects
- Presentations
- Research assignments
- End of unit tests
- Half Yearly and Yearly Examinations
- Assessment tasks



Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

### The following principles apply to all Assessment Tasks in Years 7 and 8

- Students will be given advance notice in writing (approximately 2 weeks) of the exact date for completing or submitting a task. Students will sign a roll to indicate they have received an assessment task notification.
- Students must submit their assessment tasks to their class teacher by the due date. If the teacher is absent, the task must be submitted to the Head Teacher.
- Students must submit their tasks when they are due. It is important to meet the deadlines for tasks, otherwise they may have a zero-mark awarded and a letter sent home informing their parents.
- If a student cannot submit a task for a reason beyond their control, they must submit a “Assessment Task Illness/Misadventure Application”. This must be completed and handed to the Deputy Principal for the year group with the relevant documents. The Head Teacher will decide on the appropriate course of action.

### Absence on the Day of an Assessment Task

If a student is absent on the day of an assessment task:

- The student or his parent must telephone the school and inform the class teacher.
- A doctor’s certificate is required if the absence is on medical grounds. Medical Certificates must:
  - i. include the day of the missed task;
  - ii. show the length of time the student will be unfit for school;
  - iii. be produced immediately on return to school.
- A deduction of 10% per day (including weekends) will apply for an assessment task submitted late without an acceptable reason up to 3 days. Tasks submitted more than 3 days late will receive a zero.
- A student who does not attend all lessons on the day of an assessment task will not have the assessment task mark counted unless there are extenuating circumstances. Technology malfunction will not be accepted as a reason for late submission of a task. Work can be submitted electronically in consultation with the teacher.
- If the student does not make application to the Deputy Principal concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be awarded and a letter sent home to inform parents.

### Absence due to Foreseen Circumstances, School Business or Approved Leave

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, work placement, student leadership events or approved leave. If this occurs, it is the student’s responsibility to immediately contact the Deputy Principal and Head Teacher of the course concerned before the date of the task. In doing so you are required to submit a School Business or Approved Leave Application requesting the opportunity to negotiate alternative arrangements to complete the task.

**If an assessment task is not submitted or completed because of foreseen circumstances, and no attempt was made prior to the date of the task to negotiate alternative arrangements with the Head Teacher through the submission of an application, penalties will be applied, or a zero mark may be awarded.**

The outcome of your School Business or Approved Leave Application will be decided by the Deputy Principal and Head Teacher after considering the information provided.

The possible outcomes of your application include:

- Original task to be completed at or by a negotiated time
- Alternative task to be completed at or by a negotiated time.

**NOTE:** Where the student submits the task or the application after the due date, refer to the Absence on the Day of an Assessment Task section above.

### Assessment Task Illness / Misadventure Application

To apply for an exemption the student must fill out an Illness/Misadventure Application Form. This must be submitted to the Deputy Principal concerned on their next school day of attendance after the due date of the missed assessment task.

- A If the Assessment Task Illness/Misadventure Application is **accepted**, then the teacher of that course will:
- arrange for the student to attempt the task at a different time;
  - arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the Deputy Principal may authorise the use of an estimate based on appropriate evidence.

- B If the Assessment Task Illness/Misadventure Application is **not accepted**, the student will be awarded a zero mark and a letter will be sent home to inform parents.

Students may appeal against the Deputy Principal's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination**.

The Principal may:

- Reject the appeal and order the zero mark to stand
- Grant a limited extension
- Order that a substitute task be performed or
- Award an estimate.

### Plagiarism

Plagiarism is submitting work that is someone else's work or ideas, words, expressions, arguments, drawings, graphics, maps, video programs or digital files. Plagiarism also includes summaries of someone else's work and paraphrasing of information without acknowledging the author. Plagiarism is dishonest, unethical and not permitted by NESA. Work which is not a student's own work will not be accepted. Plagiarism of any form will result in the student being awarded a zero-mark and a letter sent home informing their parents.

### Non-Serious Attempts

A non-serious attempt includes inappropriate language and answers and minimal effort in completing the assessment task.

A non-serious attempt at an assessment task may lead to the student being awarded a zero-mark and a letter sent home informing parents. The Head Teacher, in consultation with the teachers involved, will determine whether an attempt is non-serious and if so, it will count as a non-attempt. If this is the case, the student will be awarded a zero-mark and a letter sent home to inform their parents.

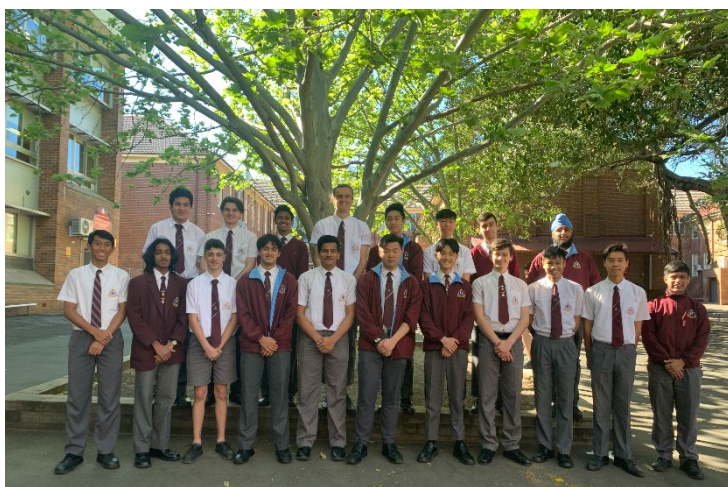
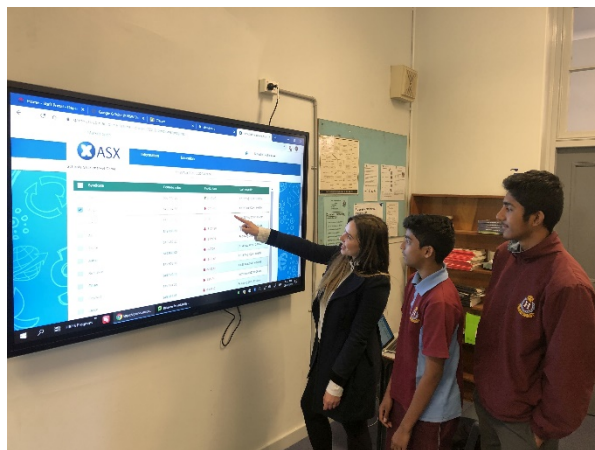
### Cheating

Cheating is any attempt to gain an unfair advantage over other students or to complete a task in a dishonest way. If this is the case, the student will be awarded a zero-mark and a letter sent home to inform their parents.



## Disrupting a Test or Examination

Any student causing a disruption in a test or examination will be awarded a zero mark and a letter sent home to inform their parents.







# HOME BUSH BOYS HIGH SCHOOL

## ILLNESS/MISADVENTURE APPEAL

This form is to be completed by the student who is unable to attend an assessment task

The completed form must be submitted to the Deputy Principal on the first day back at school immediately after the due date of the assessment.

If the Deputy Principal is absent, this form must be submitted to the Principal.

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject / Course: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assessment Title: \_\_\_\_\_

Date of Notification: \_\_\_\_\_ Date Due: \_\_\_\_\_

Date Appeal Submitted: \_\_\_\_\_

Tick Option:

☐ Task missed

☐ Task sat for

Seeking special consideration because of:

☐ Illness

☐ Misadventure

Details of Appeal:

**Attach all necessary medical and other certificates and refer to the HBHS Assessment Policy**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### School Procedure

- ☐ Deputy Principal issues and receives Illness/Misadventure Appeal form
- ☐ Deputy Principal discusses with the Principal and Head Teacher
- ☐ Head Teacher receives a photocopy of the appeal
- ☐ Before Half Yearly reporting period (Yr7-11) and Yearly reporting (Yr7-12), Principal, Deputy Principal and Head Teacher will meet to discuss the appeal.
- ☐ The School will enter details on SENTRAL and generate outcome letter for parent. A copy will be placed into the students file.
- ☐ Principal will sign the letter and give to front office for posting.



## SCHOOL WRITING STRATEGY

Writing has been identified as a key issue across the school. In Year 8, the focus is on *accurate writing for a purpose*.

To support the development of students' writing, the school has adopted a **Year 8 Writing Strategy**.

In each Semester, one assessment task in each subject (except Mathematics) will involve *extended writing*. Students will be given written notification of these tasks at least two weeks before they are scheduled, and will be prepared through modelling exercises beforehand, so they are clear about what to do.

Then, all writing will be marked using the same marking scale across the Year and graded (A to E) using the same standards. These writing grades will be shown on all Semester Reports.

Students' writing grades will help to identify those students needing further support to improve their writing and will assist in tracking improvement over time.





# **COURSE OUTLINES**



# LITERACY

## Outcomes

### Speaking & Listening

- Listening
- Interacting
- Speaking

### Reading & Viewing

- Phonological awareness
- Phonic knowledge and word recognition
- Fluency
- Understanding Texts

### Writing

- Handwriting and keyboarding
- Spelling
- Punctuation
- Grammar
- Creating Texts

*The National Literacy Progression elements and sub-element indicators will be used to determine outcomes for formative and summative assessment tasks*

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Writing Task	National Literacy Progression	Term 1 Week 6	25%
2	Half Yearly Exam	National Literacy Progression	Term 2 Week 1	25%
Yearly				
3	Reading Task	National Literacy Progression	Term 3 Week 8	25%
4	Yearly Exam	National Literacy Progression	Term 4 Week 1	25%
TOTAL				100%

### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Literacy development influences student success in many areas of learning at school. The National Literacy Learning Progression will be used to support students to successfully engage with the literacy demands of the Year 8 syllabus.

## ENGLISH

### Outcomes

<b>EN4-1A</b>	Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EN4-2A</b>	Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
<b>EN4-3B</b>	Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
<b>EN4-4B</b>	Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
<b>EN4-5C</b>	Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
<b>EN4-6C</b>	Identifies and explains connections between and among texts
<b>EN4-7D</b>	Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
<b>EN4-8D</b>	Identifies, considers and appreciates cultural expression in texts
<b>EN4-9E</b>	Uses, reflects on and assesses their individual and collaborative skills for learning



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	<b>Comprehension Task</b> Storyteller and the Story	EN4-1A   EN4-3B   EN4-7D   EN4-8D	Term 1 Week 8	<b>25%</b>
2	<b>In-Class Ongoing Assessment</b> Classwork, Homework and Presentations	EN4-1A   EN4-6   EN4-9	Term 2 Week 5	<b>10%</b>
3	<b>Extended Written Response</b> Novel Study	EN4-1A   EN4-4B   EN4-5C	Term 2 Week 6	<b>25%</b>
Yearly				
4	<b>Multimodal Presentation</b> Language of Persuasion	EN4-2A   EN4-4B   EN4-5C	Term 3 Week 4	<b>30%</b>
5	<b>In-Class Ongoing Assessment</b> Classwork, Homework and Presentations	EN4-1A   EN4-6   EN4-9	Term 4 Week 4	<b>10%</b>
<b>TOTAL</b>				<b>100%</b>

### In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. The English Faculty's assessment program is comprised of three across-year formal assessment tasks – two in Semester One and one in Semester Two. The Half-Yearly report mark will be made up of the first assessment task and a class mark. The Year rank is based on the formal task only.

The mark in the Yearly report will be made up of all three assessment tasks and class marks. The Year rank and grade will be based on the three assessment tasks only. As well, please note the first 28 students in the assessment rank make up the targeted 'A' class in the following year.



# MATHEMATICS

## Outcomes

<b>MA4-1WM</b>	Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
<b>MA4-2WM</b>	Applies appropriate mathematical techniques to solve problems
<b>MA4-3WM</b>	Recognises and explains mathematical relationships using reasoning
<b>MA4-4NA</b>	Compares, orders and calculates with integers, applying a range of strategies to aid computation
<b>MA4-5NA</b>	Operates with fractions, decimals and percentages
<b>MA4-6NA</b>	Solves financial problems involving purchasing goods
<b>MA4-7NA</b>	Operates with ratios and rates, and explores their graphical representation
<b>MA4-8NA</b>	Generalises number properties to operate with algebraic expressions
<b>MA4-9NA</b>	Operates with positive-integer and zero indices of numerical bases
<b>MA4-10NA</b>	Uses algebraic techniques to solve simple linear and quadratic equations
<b>MA4-11NA</b>	Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
<b>MA4-12MG</b>	Calculates the perimeters of plane shapes and the circumferences of circles
<b>MA4-13MG</b>	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
<b>MA4-14MG</b>	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
<b>MA4-15MG</b>	Performs calculations of time that involve mixed units, and interprets time zones
<b>MA4-16MG</b>	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
<b>MA4-17MG</b>	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
<b>MA4-18MG</b>	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
<b>MA4-19SP</b>	Collects, represents and interprets single sets of data, using appropriate statistical displays
<b>MA4-20SP</b>	Analyses single sets of data using measures of location, and range
<b>MA4-21SP</b>	Represents probabilities of simple and compound events





Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Written Test	MA4-16MG   MA4-4NA   MA4-21SP	Term 1 Week 8	15%
2	Written Test	MA4-8NA   MA4-17MG   MA4-18MG	Term 2 Week 3	20%
3	Class Mark	Mathletics Exercise/class Effort	Ongoing	7.5% 7.5%
Yearly				
4	<b>Written Test</b> Working Mathematically	MA4-1WM   MA4-2WM   MA4-3WM   MA4-13MG   MA4-14MG   MA4-10NA	Term 3 Week 4 Week 9	10% 10%
5	Written test	MA4-13MG   MA4-14MG   MA4-10NA   MA4-11NA   MA4-7NA	Term 4 Week 2	20%
6	Class Mark	Mathletics Exercise/class Effort	Ongoing	5% 5%
<b>TOTAL</b>				<b>100%</b>

### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

The content strands are Number, Patterns and Algebra, Data, Measurement, Space and Geometry. The class mark is a measure of classwork within a particular class. It includes class tasks, exercise book, and class involvement. The Yearly report mark will be made up of all the tasks for the Year.

**Please note the above outcomes might be adjusted due to external circumstances.**



## SCIENCE

### Outcomes

<b>SC4-4WS</b>	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
<b>SCLS-5WS</b>	Collaboratively and individually produces a plan to investigate questions and problems
<b>SCLS-6WS</b>	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
<b>SCLS-7WS</b>	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
<b>SCLS-8WS</b>	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
<b>SCLS-9WS</b>	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
<b>SC4-11PW</b>	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
<b>SC4-14LW</b>	Relates the structure and function of living things to their classification, survival and reproduction
<b>SC4-17CW</b>	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Independent Research Task (including ALARM Literacy Task)	SC4-4WS   SCLS-5WS   SCLS-8WS   SCLS-9WS	Term 1 Week 6	25%
2	Half Yearly Examination	SC4-14LW   SC4-11PW	Term 2 Week 4	20%
Yearly				
3	<b>Practical / Skills Examination</b> Chemistry & Biology	SCLS-6WS   SCL S-7WS	Term 3 Week 4	25%
4	Yearly Examination	SCL-14LW   SC4-17CW	Term 4 Week 5	30%
<b>TOTAL</b>				<b>100%</b>

### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

# MUSIC

## Outcomes

<b>4.1</b>	Performs in a range of musical styles demonstrating an understanding of musical concepts.
<b>4.2</b>	Performs music using different forms of notation and different types of technology across a broad range of musical styles.
<b>4.3</b>	Performs music demonstrating solo and/or ensemble awareness.
<b>4.4</b>	Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.
<b>4.5</b>	Notates compositions using traditional and/or non-traditional notation.
<b>4.6</b>	Experiments with different forms of technology in the composition process.
<b>4.7</b>	Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.
<b>4.8</b>	Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
<b>4.9</b>	Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.
<b>4.10</b>	Identifies the use of technology in the music selected for study, appropriate to the musical context.
<b>4.11</b>	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Performance	4.1   4.2   4.3	Ongoing	20%
2	Composition	4.4   4.5   4.6	Term 1 Week 9	20%
Yearly				
3	Performance	4.1   4.2   4.3	Ongoing	20%
4	Composition	4.4   4.5   4.6	Term 3 Week 9	20%
5	Listening and Musicianship Examination	4.7   4.8   4.9	Term 4 Week 3	20%
TOTAL				100%

### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

## VISUAL ARTS

### Outcomes

<b>4.1</b>	Uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
<b>4.2</b>	Explores the function of and relationships between artist – artwork – world – audience.
<b>4.3</b>	Makes artworks that involve some understanding of the frames.
<b>4.4</b>	Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.
<b>4.5</b>	Investigates ways to develop meaning in their artworks.
<b>4.6</b>	Selects different materials and techniques to make artworks.
<b>4.7</b>	Explores aspects of practice in critical and historical interpretations of art.
<b>4.8</b>	Explores the function of and relationships between the artist – artwork – world – audience.
<b>4.9</b>	Begins to acknowledge that art can be interpreted from different points of view.
<b>4.10</b>	Recognises that art criticism and art history construct meanings.



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Research Task	4.7   4.8   4.9   4.10	Term 1 Week 6	10%
2	Artmaking	4.3   4.5   4.6	Term 2 Week 2	35%
3	Visual Arts Process Diary	4.1   4.2   4.4	Ongoing	5%
Yearly				
4	Research Task	4.7   4.8   4.9   4.10	Term 3 Week 4	10%
5	Artmaking	4.3   4.5   4.6	Term 4 Week 2	35%
6	Visual Arts Process Diary	4.1   4.2   4.4	Ongoing	5%
TOTAL				100%

### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

# HISTORY

## Outcomes

<b>HT4-1</b>	Describes the nature of history and archaeology and explains their contribution to an understanding of the past
<b>HT4-2</b>	Describes major periods of historical time and sequences events, people and societies from the past
<b>HT4-3</b>	Describes and assesses the motives and actions of past individuals and groups in the context of past societies
<b>HT4-4</b>	Describes and explains the causes and effects of events and developments of past societies over time
<b>HT4-5</b>	Identifies the meaning, purpose and context of historical sources
<b>HT4-6</b>	Uses evidence from sources to support historical narratives and explanations
<b>HT4-7</b>	Identifies and describes different contexts, perspectives and interpretations of the past
<b>HT4-8</b>	Locates, selects and organises information from sources to develop an historical inquiry
<b>HT4-9</b>	Uses a range of historical terms and concepts when communicating an understanding of the past
<b>HT4-10</b>	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	<b>Historical Inquiry on a Historical Mystery</b> Investigating the Ancient Past	HT4-1   HT4-6   HT4-7   HT4-8	Term 1 Week 9	30%
Yearly				
2	<b>Stage 4 History Course</b> The Ancient World Exam	HT4-2   HT4-4   HT4-5   HT 4-10	Term 2 Week 9	30%
3	<b>In-Class Extended Response</b> The Black Death	HT4-3   HT4-4   HT4-9,  HT4-10	Term 3 Week 9	40%
<b>TOTAL</b>				<b>100%</b>

### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

## CHINESE

### Outcomes

<b>LCH4-1C</b>	Uses Chinese to interact with others to exchange information, ideas and opinions, and make plans.
<b>LCH4-2C</b>	Identifies main ideas in, and obtains information from texts.
<b>LCH4-3C</b>	Organises and responds to information and ideas in texts for different audiences.
<b>LCH4-4C</b>	Applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences.
<b>LCH4-5U</b>	Applies Chinese pronunciation and intonation patterns.
<b>LCH4-6U</b>	Demonstrates understanding of key aspects of Chinese writing conventions.
<b>LCH4-7U</b>	Applies features of Chinese grammatical structures and sentence patterns to convey information and ideas.
<b>LCH4-8U</b>	Identifies variations in linguistic and structural features of texts.
<b>LCH4-9U</b>	Identifies that language use reflects cultural ideas, values and beliefs.

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Cultural Understanding Project	LCH4-9U   LCH4-3C   LCH4-6U	Term 1 Week 8	15%
2	Language Skills	LCH4-2C   LCH4-5U   LCH4-7U	Ongoing	15%
3	Half Yearly Examination	LCH4-1C   LCH4-3C   LCH4-4C   LCH4-8U	Term 2 Week 5	20%
Yearly				
4	Cultural Understanding Project	LCH4-7U   LCH4-1C   LCH4-8U	Term 3 Week 8	15%
5	Language Skills	LCH4-2C   LCH4-5U   LCH4-7U   LCH4-3C	Ongoing	15%
6	Yearly Examination	LCH4-1C   LCH4-2C   LCH4-3C   LCH4-4C	Term 4 Week 2	20%
TOTAL				100%
TOTAL				100%

Languages cover the four language skills:

### LISTENING | READING | SPEAKING | WRITING

#### Course Description

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. The outcomes described for Stage 4 should be regarded as the basis for the further development of knowledge, understanding and skills in the target language.

#### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

## KOREAN

### Outcomes

<b>LKO4-1C</b>	Uses Korean to interact with others to exchange information, ideas and opinions, and make plans.
<b>LKO4-2C</b>	Identifies main ideas in, and obtains information from texts.
<b>LKO4-3C</b>	Organises and responds to information and ideas in texts for different audiences.
<b>LKO4-4C</b>	Applies a range of linguistic structures to compose texts in Korean, using a range of formats for different audiences.
<b>LKO4-5U</b>	Applies Korean pronunciation and intonation patterns.
<b>LKO4-6U</b>	Demonstrates understanding of key aspects of Korean writing conventions.
<b>LKO4-7U</b>	Applies features of Korean grammatical structures and sentence patterns to convey information and ideas.
<b>LKO4-8U</b>	Identifies variations in linguistic and structural features of texts.
<b>LKO4-9U</b>	Identifies that language use reflects cultural ideas, values and beliefs.



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Cultural Understanding Project	LKO4-5U   LKO4-6U   LKO4-9U	Term 1 Week 8	15%
2	Language Skills	LKO4-2C   LKO4-4C   LKO4-7U	Ongoing	15%
3	Half Yearly Examination	LKO4-1C   LKO4-2C   LKO4-3C   LKO4-4C	Term 2 Week 5	20%
Yearly				
4	Cultural Understanding Project	LKO4-5U   LKO4-7U   LKO4-9U	Term 3 Week 8	15%
5	Language Skills	LKO4-3C   LKO4-4C   LKO4-8U	Ongoing	15%
6	Yearly Examination	LKO4-1C   LKO4-2C   LKO4-3C   LKO4-4C	Term 4 Week 2	20%
TOTAL				100%

Languages cover the four language skills:

**LISTENING | READING | SPEAKING | WRITING**

### Course Description

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. The outcomes described for Stage 4 should be regarded as the basis for the further development of knowledge, understanding and skills in the target language.

### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Outcomes	
5.1	Assesses their own and others' capacity to reflect on and respond positively to challenges
5.2	Researches and appraises the effectiveness of health information and support services available in the community
5.4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
5.5	Appraises and justifies choices of actions when solving complex movement challenges
5.6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
5.7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
5.10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
5.11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Bookwork and writing		Term 1 Week 7	10%
2	Practical Task	5.4   5.10	Term 2 Week 5	20%
3	ALARM Task	5.1   5.2	Term 2 Week 10	20%
Yearly				
6	Bookwork and writing		Term 3 Week 7	10%
4	Composition & Performance Task	5.5   5.11	Term 3 Week 7 - 10	20%
5	Food and nutrition	5.6   5.7	Term 4 Week 3	20%
TOTAL				100%

### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Students cover the following units; Emotion Commotion, Move it or Lose It, You are What you Eat and Can't We All Just Get Along. Students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. In practical lessons, students engage in Invasion Games, Net and Court, Target Games and Striking and Fielding units and learn tactical awareness, strategies, analysis of movement and the value of physical activity. Students are assessed on both theory and practical outcomes.

## TECHNOLOGY

### Mandatory

Outcomes	
<b>TE4-1DP</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
<b>TE4-2DP</b>	Plans and manages the production of designed solutions
<b>TE4-3DP</b>	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
<b>TE4-4DP</b>	Designs algorithms for digital solutions and implements them in a general-purpose programming language
<b>TE4-5AG</b>	Investigates how food and fibre are produced in managed environments
<b>TE4-6FO</b>	Explains how the characteristics and properties of food determine preparation techniques for healthy eating
<b>TE4-7DI</b>	Explains how data is represented in digital systems and transmitted in networks
<b>TE4-8EN</b>	Explains how force, motion and energy are used in engineered systems
<b>TE4-9MA</b>	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
<b>Rotation 1: Specialisation Area</b>				
1	Mandatory Writing Task		Term 1 Week 6	10%
2	Safety Poster	TE4-1DP	Term 1 Week 6	10%
3	Design Folio	TE4-2DP   TE4-3DP   TE4-10DP	Term 1 Week 10	30%
4	Practical Project	TE4-2DP   TE4-3DP   TE4-10DP	Term 2 Week 2	50%
<b>TOTAL</b>				<b>100%</b>
Yearly				
<b>Rotation 2: Specialisation Area</b>				
5	Mandatory Writing Task		Term 2 Week 9	10%
6	Safety Poster	TE4-2DP   TE4-3DP   TE4-10DP	Term 3 Week 3	10%
7	Design Folio	TE4-2DP   TE4-3DP   TE4-10DP	Term 3 Week 7	30%
8	Practical Project	TE4-2DP   TE4-3DP   TE4-10DP	Term 3 Week 9	50%
<b>TOTAL</b>				<b>100%</b>

### In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Students will be assessed during their initial cycle on the design specialisation area they are undertaking. This will be reported in Half-Yearly Report. A mark out of 100 will be awarded and calculated as per the assessment schedule for Rotation 1. Ranks will be based on class group. Yearly School report will be based on the assessment carried out in second rotation cycle and include 80 % from total of Rotation 2 marks as well as 20% marks from rotation 3. The teacher assessing Rotation 2 will be responsible for the completion of Yearly Reports. Ranks will be based on whole Year cohort group and include an overall achievement grade (A– E). All reports will have an overall Effort (1-5) as well.

### Rotations Specialist Area

Cycle 1: Week 1, Term 1 to Week 4, Term 2 (15 weeks)

Cycle 2: Week 5, Term 2 to Week 8, Term 3 (14 weeks)

Cycle 3: Week 9, Term 3 to Week 10, Term 4 (12 weeks)

# ASSESSMENT CALENDAR 2022

## TERM 1 2022

Week	Subject	Task	Weighting
1			
2			
3			
4			
5			
6	Literacy	Writing Task	25%
	Science	Independent Research Task	25%
	Visual Arts	Research Task	10%
	Technology – Mandatory	Mandatory Writing Task	10%
	Technology – Mandatory	Safety Poster	10%
7	PDHPE	Bookwork & Writing	10%
8	English	Comprehension Task	25%
	Mathematics	Written Test	15%
	Chinese	Cultural Understanding Project	15%
	Korean	Cultural Understanding Project	15%
9	Music	Composition	20%
	History	Historical Inquiry on a Historical Mystery	30%
10	Technology – Mandatory	Design Folio	30%
11			





## TERM 2 2022

Week	Subject	Task	Weighting
1	Literacy	Half Yearly Examination	25%
2	Visual Arts Technology - Mandatory	Artmaking Practical Project	35% 50%
3	Mathematics	Written Test	20%
4	Science	Half Yearly Examination	20%
5	English Chinese Korean PDHPE	In-Class Ongoing Assessment Half Yearly Examination Half Yearly Examination Practical Task	10% 20% 20% 20%
6	English	Extended Written Response	25%
7			
8			
9	History Technology - Mandatory	In-Class Extended Response Mandatory Writing Task	30% 10%
10	PDHPE	ALARM Task	20%
11			

### TERM 3 2022

Week	Subject	Task	Weighting
1			
2			
3	Technology – Mandatory	Safety Poster	10%
4	English	Multimodal Presentation	30%
	Mathematics	Written Test	10%
	Science	Practical / Skills Examination	25%
	Visual Arts	Research Task	10%
5			
6			
7	PDHPE	Bookwork & Writing	10%
	Technology – Mandatory	Design Folio	30%
7 – 10	PDHPE	Composition & Performance Task	20%
8	Literacy	Reading Task	25%
	Chinese	Cultural Understanding Project	15%
	Korean	Cultural Understanding Project	15%
9	Mathematics	Written Test	10%
	Music	Composition	20%
	History	Yearly Examination	40%
	Technology – Mandatory	Practical Project	50%
10			
11			

## TERM 4 2022

Week	Subject	Task	Weighting
1	Literacy	Yearly Examination	25%
2	Mathematics	Written Test	20%
	Visual Arts	Artmaking	35%
	Chinese	Yearly Examination	20%
	Korean	Yearly Examination	20%
3	PDHPE	Food & Nutrition	20%
4	English	In-Class Ongoing Assessment	10%
	Music	Listening & Musicianship Examination	20%
5	Science	Yearly Examination	30%
6			
7			
8			
9			
10			
11			

**TERM 1 2022**

<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	

**TERM 2 2022**

<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	

**TERM 3 2022**

<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	

**TERM 4 2022**

<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	

