



# YEAR 8

---

# 2024

## *Assessment Handbook*



*Recte Et Fortiter - Upright and Strong*

Safety | Learning | Respect

HOMEBUSH BOYS HIGH SCHOOL

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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 handbook.

### *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 handbook.

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
- Bookmark

#### **Formal Assessment**

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

### *NSW Education Standards Authority (NESA) Website*

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



# ASSESSMENT POLICY

## STAGE 4

*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 Illness/Misadventure Appeal form. This must be completed and handed to the relevant Head Teacher 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 submit an Illness/Misadventure Appeal form to the relevant Head Teacher on their return to school, 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.



# ASSESSMENT POLICY

## STAGE 4

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.

### *Illness / Misadventure Appeal*

To apply for an exemption the student must fill out an Illness/Misadventure Appeal form. This must be submitted to the relevant Head Teacher on their next school day of attendance, after the due date of the missed assessment task.

A If the Illness/Misadventure Appeal is **accepted**, then the teacher of that course will:

- arrange for the student to attempt the task in the next class lesson; or
- 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 Illness/Misadventure Appeal 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 Head Teacher's decision by lodging an appeal form with the Deputy Principal **within three (3) school days of initial determination**.

The Deputy 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 (use of Chat-GPT)*

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 NES. 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.



# ASSESSMENT POLICY

## STAGE 4

### *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.

# SCHOOL WRITING STRATEGY

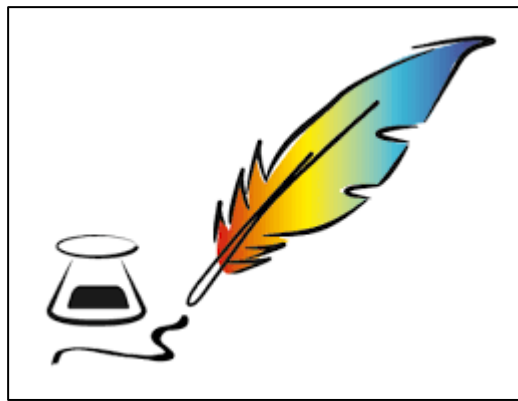
Writing has been identified as a key issue across the school. In Year 8, the focus is on *accurate writing for a purpose*.

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.







# 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 Head Teacher immediately on your return to school after the due date of the assessment. If the Head Teacher is absent, this form must be submitted to the Deputy Principal.**

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

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

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

Assessment Task No: \_\_\_\_\_ Weighting: \_\_\_\_\_ Assessment Date Due: \_\_\_\_\_

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

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

Tick Option:  
 Task missed  Task attempted / completed

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: \_\_\_\_\_

**OFFICE USE ONLY**

Date Appeal submitted: \_\_\_\_\_

Approved  Declined

Outcome of Appeal: \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Deputy Principal Signature: \_\_\_\_\_

- Head Teacher receives Illness/Misadventure Appeal on student's return to school
- Head Teacher discusses with Deputy Principal and a determination is made
- Head Teacher to sign off on Illness/Misadventure Appeal and given to Deputy Principal to sign
- School Administration Officer to enter details on SENTRAL and generate outcome letter for parent(s)
- Deputy Principal to sign outcome letter and then to be mailed to parent(s) by School Administration Officer
- A copy of outcome letter along with Illness/Misadventure Appeal to be placed on the student's file



# HOMEBUSH BOYS HIGH SCHOOL

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<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

Dear [Addressee]

## **ILLNESS / MISADVENTURE APPEAL DETERMINATION [Reference No. XXXXXXX]**

Your son <insert student name>, lodged an Illness Misadventure Form which was submitted on <insert date> requesting the school's consideration related to Assessment <insert description> for <insert subject>.

In accordance with our School Assessment Policy, which reflects NSW Education Standards Authority requirements, the appeal has been <insert approved / declined>. The outcome being <insert outcome>.

If you would like further information, please contact the school quoting the reference number above.

Yours sincerely

<insert Deputy Principal Name>

Deputy Principal



# COURSE OUTLINES

## *Stage 4*

# LITERACY

## Outcomes

### WRITING

#### Informative text indicators

##### Crafting Ideas

- writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically
- uses classification to organise ideas and information
- writes texts with forms and features combined strategically for purpose
- uses evidence and references
- writes succinct short-answer explanatory texts as well as complex, multi-staged extended texts

##### Text Forms and Features

- maintains tone appropriate to the audience and text-type
- uses extended noun phrases including adjectival phrases
- judiciously uses language and multimodal resources to emotionally or intellectually affect audience

##### Vocabulary

- uses complex abstractions

#### Generic indicators

- spells a range of challenging words correctly

#### Persuasive text indicators

##### Crafting Ideas

- writes sustained, robust arguments on complex learning area topics
- anticipates reader knowledge and possible bias and accommodates these in development of arguments
- uses structural features flexibly to organise ideas strategically
- positions the reader effectively by previewing the arguments
- develops a cohesive argument with an effective conclusion
- strategically selects multimodal resources to position the reader/viewer

##### Text Forms and Features

- uses evaluative language devices such as allusion, evocative vocabulary and metaphor
- uses language devices for persuasive effect
- uses sophisticated evaluative language
- judiciously uses language and multimodal resources to emotionally or intellectually affect audience

##### Vocabulary

- uses vocabulary for precision

# LITERACY

## Outcomes

### Generic indicators

- spells a range of challenging words correctly

### Imaginative text indicators

#### Crafting Ideas

- writes sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

#### Text Forms and Features

- uses stylistic features for effect
- uses recurring imagery for cohesion
- uses a range of literary techniques such as personification
- uses language to create humour
- uses complementary noun and verb groups

#### Vocabulary

- uses vocabulary for precision
- uses figurative language to create subtle and complex meaning

### Generic indicators

- spells a range of challenging words correctly

*The National Literacy Progression at the level of Year 8 will be used to determine outcomes in summative assessment tasks*

# LITERACY

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Half Yearly Examination	National Literacy Progression	Term 2 Weeks 2 & 3	<b>50%</b>
Yearly				
2	Yearly Examination	National Literacy Progression	Term 4 Week 2 & 3	<b>50%</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. 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.

# ENGLISH

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	<b>Comprehension Task</b>	EN4-1A   EN4-3B   EN4-6   EN4-7D	Term 1 Week 8	<b>35%</b>
2	<b>Extended Written Response</b>	EN4-1A   EN4-4B   EN4-5C   EN4-8D	Term 2 Week 6	<b>30%</b>
Yearly				
3	<b>Multimodal Presentation</b>	EN4-2A   EN4-4B   EN4-5C   EN4-9	Term 3 Week 4	<b>35%</b>
<b>TOTAL</b>				<b>100%</b>

## Reporting

The English Faculty's assessment program is comprised of three formal assessment tasks – two in Semester 1 and one in Semester 2. The Half Yearly report mark will be made up by two assessment tasks and will include a class rank only. The mark in the Yearly report will be made up of all three assessment tasks. The Year rank and grade for Semester 2 will be based on all three assessment tasks.





## 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.

# MATHEMATICS

	Assessment Task	Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written Test No.1	MA4-16MG   MA4-4NA   MA4-21SP	Term 1 Week 8	<b>15%</b>
2	Written Test No.2	MA4-8NA   MA4-17MG   MA4-18MG	Term 2 Week 5	<b>20%</b>
3	Class Mark No.1	Mathletics Exercise/class Effort	Ongoing	<b>7.5%</b> <b>7.5%</b>
Yearly				
4	Written Test Working Mathematically	MA4-1WM   MA4-2WM   MA4-3WM   MA4-13MG   MA4-14MG   MA4-10NA	Term 3 Weeks 4 & 9	<b>15%</b> <b>5%</b>
5	Written Test No.3	MA4-13MG   MA4-14MG   MA4-10NA   MA4-11NA   MA4-7NA	Term 4 Week 5	<b>20%</b>
6	Class Mark No.1	Mathletics Exercise/class Effort	Ongoing	<b>5%</b> <b>5%</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. 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.
<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.

## SCIENCE

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	<b>Independent Research Task</b> Chapter 1- Working with Scientific Data Chapter 4 – Energy Literacy Task 1 – Grade only	SC4-4WS SCLS-7WS	Term 1 Week 6  Week 8	<b>25%</b>
2	<b>Half Yearly Examination</b> (Topics will be notified in the Chapter 2 – Cells Chapter 3 – Body Systems	SC4-14LW	Term 2 Week 3	<b>20%</b>
Yearly				
3	<b>Practical / Skills Examination</b> Chemistry & Biology Literacy Task 2 – Grade only	SCLS-5WS	Term 3 Week 6 Week 8	<b>25%</b>
4	<b>Yearly Examination</b> Chapter 6: Elements, Compounds and Mixtures Chapter 7: Physical and Chemical Changes Chapter 8: Rocks and Minerals VALID Year 8 Compulsory Science Test External Exam (Not included in Report)	SCLS-7WS SC4-17CW SC4-11PW	Term 4 Week 4  Weeks 2 & 3	<b>30%</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. 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.

# MUSIC

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

## VISUAL ARTS

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

# HISTORY

	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	<b>30%</b>
Yearly				
2	<b>Examination</b> The Ancient World Exam	HT4-2   HT4-4   HT4-5   HT 4-10	Term 2 Week 9	<b>30%</b>
3	<b>Historical Inquiry on the Medieval World</b> The Western and Islamic World – Medieval Europe	HT4-3   HT4-4   HT4-9,  HT4-10	Term 3 Week 9	<b>40%</b>
<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.

# CHINESE

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

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

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. 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.

# KOREAN

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Cultural Understanding Project	LKO4-5U   LKO4-6U   LKO4-9U	Term 1 Week 8	<b>15%</b>
2	Language Skills	LKO4-2C   LKO4-4C   LKO4-7U	Ongoing	<b>15%</b>
3	Half Yearly Examination	LKO4-1C   LKO4-2C   LKO4-3C   LKO4-4C   LKH4-7U	Term 2 Week 5	<b>20%</b>
Yearly				
4	Cultural Understanding Project	LKO4-5U   LKO4-7U   LKO4-9U	Term 3 Week 8	<b>15%</b>
5	Language Skills	LKO4-3C   LKO4-4C   LKO4-7U   LKO4-8U	Ongoing	<b>15%</b>
6	Yearly Examination	LKO4-1C   LKO4-2C   LKO4-3C   LKO4-4C   LKH4-7U	Term 4 Week 2	<b>20%</b>
<b>TOTAL</b>				<b>100%</b>

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

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. This is a good opportunity to test for content.

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION****Outcomes**

<b>4.2</b>	Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.
<b>4.4</b>	Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
<b>4.5</b>	Transfers and adapts solutions to complex movement challenges.
<b>4.6</b>	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.
<b>4.7</b>	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.
<b>4.8</b>	Plans for and participates in activities that encourage health and a lifetime of physical activity.

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Narrative: Alcohol and other drugs	4.2   4.6	Term 1 Week 10	25%
2	Ongoing Practical	4.4	Term 2 Week 6	25%
Yearly				
3	Modified Games Task	4.5	Term 3 Weeks 7 - 10	25%
4	Yearly Examination	4.7   4.8	Term 4 Week 4	25%
<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. This is a good opportunity to test for content. In Personal Development, Health and Physical Education students cover the following units: Bullying, Personal Safety, Drug Use, Mental Health and Adolescence and Change. Students analyse health issues that impact on young people, learn how to access and assess health information, develop an understanding of inclusivity and diversity as well as explore positive relationships and strategies that enhance their ability to cope and feel supported. 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

<b>Outcomes</b>	
<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.

## TECHNOLOGY MANDATORY

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
<b>Rotation 1: Specialisation Area</b>				
1	Mandatory Literacy Writing Task		Term 1 Week 6	5%
2	Safety Poster	TE4-1DP	Term 1 Week 6	5%
3	Design Folio	TE4-2DP   TE4-3DP   TE4-10TS	Term 1 Week 10	15%
4	Practical Project	TE4-2DP   TE4-3DP   TE4-10TS	Term 2 Week 2	25%
Yearly				
<b>Rotation 2: Specialisation Area</b>				
5	Mandatory Literacy Writing Task		Term 3 Week 9	5%
6	Safety Poster	TE4-1DP	Term 3 Week 3	5%
7	Design Folio	TE4-2DP   TE4-3DP   TE4-10TS	Term 3 Week 7	15%
8	Practical Project	TE4-2DP   TE4-3DP   TE4-10TS	Term 3 Week 7	25%
<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. 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 (14 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 2024

## TERM 1 2024

Week	Subject	Task	Weighting
1			
2			
3			
4			
5			
6	Science Visual Arts Technology Mandatory Technology Mandatory	Independent Research Task Research Task Mandatory Literacy Writing Task Safety Poster	25% 10% 5% 5%
7			
8	English Mathematics Science Chinese Korean	Comprehension Task Written Test No.1 Literacy Task 1 Cultural Understanding Project Cultural Understanding Project	35% 15%  15% 15%
9	Music History	Composition Historical Inquiry on a Historical Mystery	20% 30%
10	PDHPE Technology Mandatory	Narrative: Alcohol & Other Drugs Design Folio	25% 15%
11			



# ASSESSMENT CALENDAR 2024

## TERM 2 2024

Week	Subject	Task	Weighting
1			
2	Literacy Music Technology Mandatory	Half Yearly Examination Artmaking Practical Project	50% 35% 25%
3	Literacy Science	Half Yearly Examination Half Yearly Examination	50% 20%
4			
5	Mathematics Chinese Korean	Written Test No.2 Half Yearly Examination Half Yearly Examination	20% 20% 20%
6	English PDHPE	Extended Written Response Ongoing Practical	30% 25%
7			
8			
9	History	Examination	30%
10			



# ASSESSMENT CALENDAR 2024

## TERM 3 2024

Week	Subject	Task	Weighting
1			
2			
3	Technology Mandatory	Safety Poster	5%
4	English	Multimodal Presentation	35%
	Mathematics	Written Test: Working Mathematically	15%
	Visual Arts	Research Task	10%
5			
6	Science	Practical / Skills Examination	25%
7	PDHPE	Modified Games Task	25%
	Technology Mandatory	Design Folio	15%
	Technology Mandatory	Practical Project	25%
8	Science	Literacy Task 2	
	Chinese	Cultural Understanding Project	15%
	Korean	Cultural Understanding Project	15%
	PDHPE	Modified Games Task	25%
9	Mathematics	Written Test: Working Mathematically	5%
	Music	Composition	20%
	History	Historical Inquiry on the Medieval World	40%
	PDHPE	Modified Games Task	25%
	Technology Mandatory	Mandatory Literacy Writing Task	5%
10	PDHPE	Modified Games Task	25%



# ASSESSMENT CALENDAR 2024

## TERM 4 2024

Week	Subject	Task	Weighting
1			
2	Literacy Science Visual Arts Chinese Korean	Yearly Examination VALID Year 8 Compulsory Science Test (External Exam) Artmaking Yearly Examination Yearly Examination	50%  35% 20% 20%
3	Literacy Science Music	Yearly Examination VALID Year 8 Compulsory Science Test (External Exam) Listening & Musicianship Examination	50%  20%
4	Science PDHPE	Yearly Examination Yearly Examination	30% 25%
5	Mathematics	Written Test No.3	20%
6			
7			
8			
9			
10			



# YEAR 8 ASSESSMENT TASK PLANNER 2024

## TERM 1 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

## TERM 2 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	



# YEAR 8 ASSESSMENT TASK PLANNER 2024

## TERM 3 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

## TERM 4 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

