

St Paul's Catholic College, Manly



**Year 8**  
**Assessment**  
**Handbook**  
**2018**

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# 1 Formal assessment program introduction

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This handbook has been developed to provide students and parents with information regarding assessment for Year 8 courses.

## 1.1 Course completion criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) studied the course developed or endorsed by the NSW Education Standards Authority (NESA); and
- (b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
- (c) achieved some or all of the course outcomes.

### 1.1.1 Non-completion of a course

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions and preparation for lessons. Failure to provide such evidence may result in non-completion of a course. In Year 8, parents/caregivers will be contacted to determine a suitable course of action.

### 1.1.2 Non-completion or failure to submit assessment tasks

If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, a **zero** mark will be recorded for that task.

## 1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory. There are four main areas that need to be clarified with regard to absenteeism.

- (a) All absences must be supported with a letter, an email or phone call from the parent or caregiver.
- (b) Where absence coincides with either:
  - (i) the due date of an assessment task, or
  - (ii) the date an assessment task is to be held, an AIM form must be submitted to substantiate the absence.
- (c) Where a student's pattern of attendance interferes with his engagement with a substantial number of course outcomes, that student will be at risk of being awarded a **non-completion** for that course. (Refer to Section 1.1.1 for information on non-completion of a course). In Stage 4 parents/caregivers will be contacted to negotiate a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met.
- (d) **Approved Leave:** This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. However, this does NOT exempt a student from completing assessment tasks. An AIM form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.

## 1.3 What happens if I am deemed to have not satisfactorily completed a course?

If at any time it appears that a student is at risk of being awarded a non-completion of a course determination, the Principal must give the student and parent or caregiver written warning. The purpose of the warning letter is to formally acknowledge when a student has not satisfied the requirements of a course. The warning letter outlines the action required by the student to address the situation by a revised date. If a student does not heed the warning letter and continues to not follow course requirements, then a second and third and final warning letter will be sent. The Principal will then award the student a non-completion award in that course which will appear on their Record of School Achievement.

If a student is deemed to have not satisfactorily completed a course the Principal will meet with the student and his parents / caregiver to determine an appropriate course of action.

## 2 What do I need to know about assessment tasks?

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### 2.1 What is assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During Stage 4 courses the NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement.

Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

#### 2.1.1 How am I notified about assessment tasks?

Details of specific assessment tasks for each course have been provided later in this handbook. The approximate date of each task is also provided. It is the student's responsibility to keep himself informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **written confirmation** of the:

- (a) weighting (e.g. 15%),
- (b) actual date and time (e.g. Period 3, Wednesday, 10 May 2018 – Week 3 Term 2),
- (c) place – *if appropriate* (e.g. Long Reef headland), and
- (d) specific requirements

for each assessment task. This information must be given a minimum of **two weeks** prior to the task.

### 2.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must apply in writing at least ONE week before the scheduled date of the task. (See 'AIM Form' in Section 3)

#### 2.2.1 Applying for an extension

- (a) Obtain an "*Application for Illness and Misadventure Form*" (refer to copy in this handbook Section 3).
- (b) Complete the form and return it to the relevant KLA Leader at least a week prior to the scheduled due date.
- (c) The application will be considered by the KLA Leader and the Coordinator of Teaching and Learning.
- (d) The student will be notified of the decision and if the extension is:
  - (i) **granted**, a new submission date will be given
  - (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Coordinator of Teaching and Learning and relevant KLA / teacher.

## 2.3 What happens if I am sick or some other unforeseen circumstance happens?

### 2.3.1 Illness or misadventure

If, due to illness, misadventure or compassionate grounds a student either:

- (a) misses an assessment task, or
- (b) is unable to complete an assessment task by the due date, or
- (c) is absent from school just prior to an assessment task being due or
- (d) his performance in a task is affected, or
- (e) is absent on the day an assessment task is due to be submitted.

In Year 8 student must submit a completed “*Application for Illness/Misadventure Form*” (AIM Form - refer to Section 3 of this handbook) with an explanation of their absence. This must also be completed for a school event (e.g. Sport) and if the student is on approved leave (e.g. holiday). When applicable, the task must still be completed by the due date or submitted the day before the due task. The outcome of the AIM Form will stipulate the decision.

The completed ‘AIM form’, with any necessary supporting documentation must be returned to the relevant KLA Leader within two days of the student returning to school.

The application will be considered by the KLA Leader and the Coordinator of Teaching and Learning. The student will be notified of the decision and if the application is:

- (iii) **granted**, the student will be notified of the outcome
- (iv) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Coordinator of Teaching and Learning and relevant KLA leader.

### 2.3.2 Absence from school prior to an assessment task

Students who are absent from school / classes prior to an assessment task may gain an unfair advantage. If a student is absent the day before a task is due his reasons must be valid and justified. If the student has no valid reason for his absence a zero mark will be awarded, however, the task still must be completed.

If the absence is due to **illness or misadventure**, complete an AIM Form – refer to Section 3 of this handbook.

## 2.4 What happens if I hand in an assessment task late or miss it completely?

### 2.4.1 Implications of late or missed assessment tasks

If an assessment task is missed or handed in late without a valid reason it will be **awarded a zero mark**. The assessment task must still be submitted so that the student can demonstrate he has completed the requirements of the course.

### 2.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g. beginning of Period 3 Wednesday 10 May 2018. The task must be ready to submit as soon as the lesson begins. Arriving late to school or going to the IRC to print off a task during the period will result in a zero. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the teacher cannot be found students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher’s pigeon hole.

## 2.5 What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will **NOT** be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

No assessment task is to be submitted on Google Drive, Dropbox, USB drive or e-mailed to the College (unless specified by the teacher). Only hard copies will be accepted. If a task is required to be e-mailed, sending to an incorrect e-mail address will **NOT** be deemed acceptable reasons for a non-submission. It is the student's responsibility to ensure the correct e-mail address is used.

## 2.6 What happens in the case of malpractice in an assessment task?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals, CDs or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice

A panel comprising the Coordinator of Teaching and Learning and relevant KLA Leader will review any cases of suspected malpractice. If malpractice is proven a zero mark will be awarded.

### 2.6.1 Is the late submission of a task or a non-serious attempt considered malpractice?

Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt.

## 2.7 What do I do if I require disability provisions?

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra examination time etc.) it is his responsibility to apply to the Learning Support Coordinator to establish his eligibility. The student must apply well in advance to allow sufficient time for the disability special provisions that are required to be put in place.

## **2.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?**

If a student transfers into the school after the commencement of the Stage 4 Course assessment he:

- (a) will sit all the remaining assessment tasks as prescribed in the assessment outline
- (b) may be required to complete alternative tasks for any assessments missed
- (c) will have their final assessment mark and position in the group determined by their performance in all common assessment tasks and any alternative tasks they have been required to complete

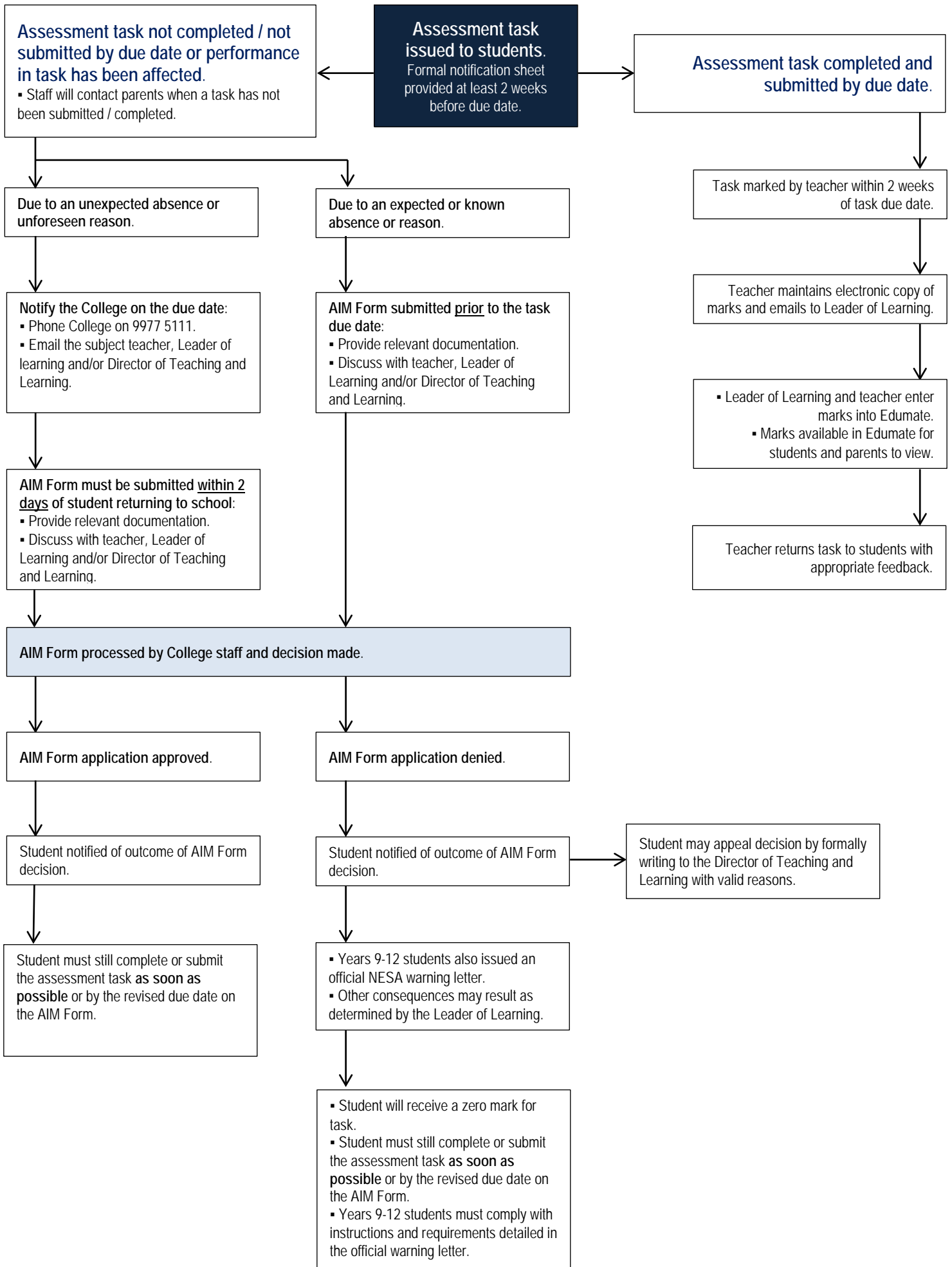
## **2.9 What type of assessment feedback will I receive?**

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks awarded and tallied by a teacher for an individual assessment task at the time the task is returned. Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the concepts examined in the task. Remember that the main purpose of assessment is to improve learning.

## **2.10 Procedure for the completion of assessment tasks**

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically it provides information on what procedures and outcomes occur when assessment tasks are not completed or submitted on the due date as well as the procedures followed when tasks are submitted by their due date.





### 3 Formal Assessment: Absence–Illness–Misadventure (AIM) Form

This form is to be used when a student is absent for a formal assessment task or unable to submit a task by its due date or time due to illness, misadventure, approved Principal leave or approved involvement in a College event. Where absences are foreseen, the form must be submitted prior to the due date of the task. For unforeseen absences it is to be submitted within two days of the student returning to the College, accompanied by supporting documentation (where applicable).

Student name:			
Year group:			
Subject:			
Teacher:			
Task requiring consideration:	▪ Task number: ..... ▪ Task description: .....		
Date task is / was due:	..... / ..... / .....	Date task was issued:	..... / ..... / .....
Date(s) absent from school:	..... / ..... / ..... to ..... / ..... / .....		
Reason for this absence:	<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Principal leave <input type="checkbox"/> College event <input type="checkbox"/> Other		
Specific details / evidence for this absence: (attach any supporting documents to this form, e.g. medical certificate)			
.....			
.....			
.....			
Has the task been completed / submitted?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

.....  
Student signature

.....  
Parent / Caregiver signature

Please return this form to staff in DM8 and ensure all sections above have been completed before submitting.

College use only

#### Director of Teaching and Learning decision

The student's reason for being absent from sitting / submitting this assessment task has been deemed:

- Justified       Unjustified

As a result, the action to be taken is as follows:

.....

.....

.....

.....  
Director of Teaching and Learning signature

..... / ..... / .....  
Date

Received stamp
Date received: ..... / ..... / .....

- Copies of completed form to:
- Student (collects from DM8)       Leader of Learning       AIMS database       Subject teacher       Director of T & L (original)

## 4. Course assessment outlines

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The following section contains assessment outlines for all Year 8 courses at St Paul's in 2018. Each assessment outline indicates the:

- (a) course category
- (b) syllabus outcomes
- (c) assessment components and component weightings
- (d) focus outcomes assessed in each task
- (e) assessment components for each task
- (f) nature of each task (i.e. what students will be engaged in)
- (g) weighting for each task
- (h) timing of each task

# English

**Course:** Year 8 (Stage 4)  
**Assessment Period:** 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)				Weight	Your Mark
			A	B	C	D		
Wk. 8 Term 1	2A, 3B, 6C	<b>Comparative essay response</b> Genre in film: Jaws and Blink.		✓		✓	25	
Wk. 5/6 Term 2	3B, 6C, 7D	<b>Speaking task</b> Protest songs and poetry.	✓		✓		25	
Wk. 9 Term 3	1A, 2A, 8D, 9E	<b>Representation and writing task</b> Innocence in darkness: Boy in the Striped Pyjamas and Erica's Story.	✓	✓		✓	25	
Wk. 6/7 Term 4	1A, 3B, 4B, 5C	<b>Creative writing task</b> The lives of others: Trash.	✓	✓			25	
<b>TOTAL</b>							<b>100</b>	

## COMPONENTS

A Reading

B Writing

C Speaking and listening

D Viewing and representing

## OUTCOMES

Code	Descriptor. A student ...
1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
2A	effectively uses a wide range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technology
3B	uses and describes language forms, features, and structures of texts appropriate to a range of purposes, audiences and contexts
4B	makes effective language choices to shape meaning with accuracy, clarity and coherence
5C	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
6C	identifies and explains connections between and among texts
7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
8D	identifies, considers and appreciates cultural expression in texts
9E	uses, reflects on and assesses their individual and collaborative skills for learning

# Geography

**Course:** Year 8 (Stage 4)  
**Assessment Period:** 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)			Weight	Your Mark
			A	B	C		
Wk. 9 Term 3	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8	<u>ICT research task</u> Interconnections unit.	✓	✓	✓	50	
Wk. 7 Term 4	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8	<u>Yearly Examination</u> Interconnections and Water in the World units.	✓	✓	✓	50	
<b>TOTAL</b>						<b>100</b>	

## COMPONENTS

A Communication

B Geographical tools and skills

C Geographical knowledge

## OUTCOMES

Code	Descriptor. A student ...
4.1	identifies and gathers geographical information
4.2	organises and interprets geographical information
4.3	uses a range of written, oral and graphic forms to communicate geographical information
4.4	uses a range of geographical tools
4.5	demonstrates a sense of place about global environments
4.6	describes the geographical processes that form and transform environments
4.7	identifies and discusses geographical issues from a range of perspectives
4.8	describes the interrelationships between people and environments
4.9	describes differences in life opportunities throughout the world
4.10	explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship

# History

Course: Year 8 (Stage 4)  
 Assessment Period: 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)			Weight	Your Mark
			A	B	C		
Wk. 8 Term 1	HT4-1, HT4-2, HT4-3, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10	<u>ICT research task</u> Medieval Europe.	✓	✓	✓	50	
Wk. 6/7 Term 2	HT4-3, HT4-4, HT4-5, HT4-8, HT4-9, HT4-10	<u>Research task</u> Japan under the Shoguns.	✓	✓	✓	50	
TOTAL						100	

## COMPONENTS

A Historical knowledge

B Research and historical inquiry skills

C Communication

## OUTCOMES

Code	Descriptor. A student ...
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

# Japanese

Course: Year 8 (Stage 4)  
 Assessment Period: 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)			Weight	Your Mark
			A	B	C		
Wk. 9 Term 1	4.UL.1, 4.UL.2, 4.UL.4, 4.MLC.2, 4.MBC.1, 4.MBC.2	<b>Learning portfolio A</b> Students will develop skills in learning how to learn a language through online tasks, a teaching challenge and an in class topic test.	✓	✓	✓	20	
Wk. 6 Term 2	4.UL.1, 4.UL.2, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	<b>Learning portfolio B</b> Students will develop skills in learning how to learn a language through online tasks, hiragana level quizzes and an in class topic test.	✓	✓	✓	25	
Wk. 7 Term 3	4.UL.3, 4.MBC.1, 4.MBC.2	<b>Speaking portfolio</b> Two speaking tasks: one interview, one speech introducing yourself. Cultural study.	✓		✓	20	
Wk. 6 Term 4	4.UL.1, 4.UL.2, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	<b>Learning portfolio C</b> Students will develop skills in learning how to learn a language through online tasks, hiragana level quizzes and an in class topic test.	✓	✓	✓	35	
<b>TOTAL</b>						<b>100</b>	

## COMPONENTS

- A Using language
- B Making linguistic connections
- C Moving between cultures

## OUTCOMES

Code	Descriptor. A student ...
4.UL.1	demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
4.UL.2	demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
4.UL.3	establishes and maintains communication in familiar situations
4.UL.4	applies a range of linguistic structures to express own ideas in writing
4.MLC.1	demonstrates understanding of the importance of appropriate use of language in diverse contexts
4.MLC.2	explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Japanese
4.MBC.1	demonstrates understanding of the interdependence of language and culture
4.MBC.2	demonstrates knowledge of key features of the culture of Japanese-speaking communities

# Mathematics

Course: Year 8 (Stage 4)  
Assessment Period: 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)				Weight	Your Mark
			A	B	C	D		
Wk. 7 Term 1	MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-1WM, MA4-2WM, MA4-3WM	<b>Written in class test</b> Fractions, decimals, percentages and financial mathematics; ratios and rates.	✓	✓			15	
Wk. 5 Term 2	MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-18MG, MA4-17MG, MA4-8NA, MA4-9NA, MA4-1WM, MA4-2WM, MA4-3WM	<b>Half Yearly Examination</b> NAPLAN style numeracy; fractions, decimals, percentages and financial mathematics; ratios and rates; angle relationships and properties of geometrical figures; algebraic techniques and indices.	✓	✓	✓		30	
Wk. 7 Term 3	MA4-21SP, MA4-10NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA4-1WM, MA4-2WM, MA4-3WM	<b>Written in class test</b> Probability; equations; measurement and Pythagoras' Theorem.	✓	✓	✓	✓	20	
Wk. 6 Term 4	MA4-21SP, MA4-10NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA4-11NA, MA4-17MG, MA4-19SP, MA4-20SP, MA4-1WM, MA4-2WM, MA4-3WM	<b>Yearly Examination</b> NAPLAN style numeracy; probability; equations; measurement and Pythagoras' Theorem; linear relationships; transformation and congruence; data collection; representation and analysis.	✓	✓	✓	✓	35	
<b>TOTAL</b>							<b>100</b>	

## COMPONENTS

- A Working mathematically
- B Number and algebra
- C Measurement and geometry
- D Statistics and probability

## OUTCOMES

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

# Music

**Course:** Year 8 (Stage 4)  
**Assessment Period:** 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)			Weight	Your Mark
			A	B	C		
S1: Wk. 10 Term 1 S2: Wk. 9 Term 3	4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11, 4.12	<u>Composition</u> Film music composition.		✓		30	
S1: Wk. 5 Term 2 S2: Wk. 6 Term 4	4.1, 4.2, 4.3, 4.10, 4.11, 4.12	<u>Performance</u> Aussie rock group performance.	✓			30	
S1: Wk. 6 Term 2 S2: Wk. 7 Term 4	4.7, 4.8, 4.9, 4.10, 4.11, 4.12	<u>Listening</u> Aural identification of a range of repertoire.			✓	40	
<b>TOTAL</b>						<b>100</b>	

## COMPONENTS

A Performing

B Composing

C Listening

## OUTCOMES

Code	Descriptor. A student ...
4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	performs music demonstrating solo and/or ensemble awareness
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	notates compositions using traditional and/or non-traditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



# Personal Development, Health and Physical Education

Course: Year 8 (Stage 4)  
 Assessment Period: 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)				Weight	Your Mark
			A	B	C	D		
Wk. 10 Term 1	4.4, 4.5, 4.14	<u>Practical assessment</u> Striking sports.		✓		✓	25	
Wk. 5/6 Term 2	4.2, 4.3, 4.16	<u>Portfolio</u> Semester 1 (Rows 1 – 2) ongoing task: Bullying, abuse and power, conflict, accessing and assessing health services.	✓		✓		25	
Wk. 10 Term 3	4.6, 4.7, 4.8, 4.12	<u>Portfolio</u> Semester 2 (Rows 3 – 5) ongoing task: Alcohol, accessing and assessing health services.	✓		✓		25	
Wk. 6/7 Term 4	4.4, 4.10, 4.14	<u>Practical assessment</u> Fitness.		✓		✓	25	
<b>TOTAL</b>							<b>100</b>	

## COMPONENTS

A Self and relationships

B Movement, skills and performance

C Individual and community health

D Lifelong physical activity

## OUTCOMES

Code	Descriptor. A student ...
4.1	describes and analyses the influences on a sense of self
4.2	identifies and selects strategies that enhance their ability to cope and feel supported
4.3	describes the qualities of positive relationships and strategies to address the abuse of power
4.4	demonstrates and refines movement skills in a range of contexts and environments
4.5	combines the features and elements of movement composition to perform in a range of contexts and environments
4.6	describes the nature of health and analyses how health issues may impact on young people
4.7	identifies the consequences of risk behaviours and describes strategies to minimise harm
4.8	describes how to access and assess health information, products and services
4.9	describes the benefits of a balanced lifestyle and participation in physical activity
4.10	explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
4.11	selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations
4.12	assesses risk and social influences and reflects on personal experience to make informed decisions
4.13	demonstrates cooperation and support of others in social, recreational and other group contexts
4.14	engages successfully in a wide range of movement situations that displays an understanding of how and why people move
4.15	devises, applies and monitors plans to achieve short-term and long-term goals
4.16	clarifies the source and nature of problems and draws on personal skills and support networks to resolve them

# Religious Education

Course: Year 8 (Stage 4)  
 Assessment Period: 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)					Weight	Your Mark		
			A	B	C	D	E				
Wk. 6 Term 2	S4.1b, S4.2a, S4.2b, S4.3a, S4.2a, S4.5a, S4.5b	<u>Research creative recount</u> Life and times of Jesus.	✓	✓	✓		✓	30			
Wk. 6 Term 3	S4.1b, S4.3a, S4.3b, S4.5a, S4.5b	<u>Visual project and oral report</u> Birth of the Church: Focus on Paul.	✓		✓	✓	✓	30			
Wk. 6/7 Term 4	S4.1a, S4.1b, S4.2a, S4.2b, S4.3a, S4.4b	<u>Yearly Examination</u> Covering all content studied in the year.	✓	✓	✓	✓	✓	40			
TOTAL										100	

## COMPONENTS

A God, revelation and human destiny

B Jesus, human and divine

C Church and discipleship

D Prayer and sacraments

E Sacred scripture

## OUTCOMES

Code	Descriptor. A student ...
S4.1.a	identifies and describes the Catholic understanding of the mystery of God
S4.1.b	describes ways God invites people to respond
S4.2.a	identifies the cultural and historical influences on Jesus of Nazareth
S4.2.b	interprets the teachings of Jesus and applies them to a contemporary setting
S4.3.a	identifies and describes ways people respond to the call to discipleship
S4.3.b	describes how Christian life requires informed moral decisions and appropriate actions
S4.4.a	explains the significance of the Sacraments of Initiation
S4.4.b	determines and describes features of a Catholic community
S4.5.a	locates and explains a range of Scripture passages relevant to Biblical and contemporary life
S4.5.b	identifies influences on a number of Biblical authors

# Science

Course: Year 8 (Stage 4)  
 Assessment Period: 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)						Weight	Your Mark								
			A	B	C	D	E	F										
Wk. 9 Term 1	SC4-7WS, SC4-9WS, SC4-16CW, SC4-17CW	<u>Multimedia presentation</u> Chemistry timeline.	✓			✓		✓	20									
Wk. 5/6 Term 2	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS, SC4-14LW, SC4-15LW	<u>Science skills task</u> Working scientifically in the laboratory.	✓	✓	✓	✓	✓	✓	25									
Wk. 8 Term 3	SC4- 4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS SC4- 12ES, SC4-14LW	<u>Science Research Project</u> Colony on Mars.	✓	✓	✓	✓	✓	✓	25									
Wk. 6/7 Term 4	SC4-5WS, SC4-7WS, SC4-9WS, SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES	<u>Yearly Examination</u> Working scientifically, Resources Beyond Earth and Australian bushfires.	✓	✓	✓	✓	✓	✓	30									
<b>TOTAL</b>																	100	

## COMPONENTS

A Knowing and understanding

B Questioning and predicting

C Planning and conducting investigations

D Processing and analysing data and information

E Problem-solving

F Communicating

## OUTCOMES

Code	Descriptor. A student ...
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

# Technology

Course: Year 8 (Stage 4)  
 Assessment Period: 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)						Weight	Your Mark	
			A	B	C	D	E	F			
Wk. 3 Term 2	4.1.1, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1, 4.6.2	<u>Project</u> Media Technologies: "FilmFest" short film and related design journal (project based assessment for 13 weeks).	✓	✓	✓	✓	✓	✓	25		
Wk. 5 Term 3	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1	<u>Project</u> Food Technologies: "Recipe to Riches" and related design journal (project based assessment for 12 weeks).	✓	✓	✓	✓	✓	✓	25		
Wk. 6 Term 4	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1	<u>Project</u> Timber Technologies: CO <sub>2</sub> car challenge and related design journal (project based assessment for 11 weeks).	✓	✓	✓	✓	✓	✓	25		
Wk. 6/7 Term 4	All outcomes possible	<u>Yearly Examination</u> Covering all content studied in the year.	✓					✓	✓	25	
<b>TOTAL</b>									<b>100</b>		

## COMPONENTS

A Design concepts and processes

B Producing quality design solutions

C Creativity, innovation and enterprise

D Communicating, managing and producing

E Designers and responsible designing

F Design, technology and society

## OUTCOMES

Code	Descriptor. A student ...
4.1.1	applies design processes that respond to needs and opportunities in each design project
4.1.2	describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
4.1.3	identifies the roles of designers and their contribution to the improvement of the quality of life
4.2.1	generates and communicates creative design ideas and solutions
4.2.2	selects, analyses, presents and applies research and experimentation from a variety of sources
4.3.1	applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
4.3.2	demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
4.4.1	explains the impact of innovation and emerging technologies on society and the environment
4.5.1	applies management processes to successfully complete design projects
4.5.2	produces quality solutions that respond to identified needs and opportunities in each design project
4.6.1	applies appropriate evaluation techniques throughout each design project
4.6.2	identifies and explains ethical, social, environmental and sustainability considerations related to design projects

# Visual Arts

Amended: 30 April 2018

Course: Year 8 (Stage 4)  
 Assessment Period: 2018

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)		Weight	Your Mark
			A	B		
S1: Wk. 11 Term 1 S2: Wk. 10 Term 3	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	<b>Artmaking task</b> No Man's Sky: Sculpture and associated artworks.	✓		35	
S1: Wk. 6 Term 2 S2: Wk. 6 Term 4	4.7, 4.8, 4.9, 4.10	<b>In class written task</b> Critical and historical studies: In class written task covering short questions, key terms, spelling words and artist practice, frames and the conceptual framework.		✓	40	
S1: Wk. 7 Term 2 S2: Wk. 7 Term 4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	<b>Artmaking task</b> Journeys: Concertina and Visual Arts diary.	✓		25	
<b>TOTAL</b>					<b>100</b>	

## COMPONENTS

A Artmaking

B Critical and historical studies

## OUTCOMES

Code	Descriptor. A student ...
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	explores the function of and relationships between artist – artwork – world – audience
4.3	makes artworks that involve some understanding of the frames
4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
4.7	explores aspects of practice in critical and historical interpretations of art
4.8	explores the function of and relationships between the artist – artwork – world – audience
4.9	begins to acknowledge that art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings