



ST JOSEPH'S CATHOLIC HIGH SCHOOL

# *Year 8 Assessment Manual 2019*

Assessment is integral to the learning and teaching of students at St Joseph's Catholic High School. Assessment, both formal and informal enables teachers to gather evidence about student achievement, and evaluate the teaching and learning pedagogies utilised in the classroom. St Joseph's Catholic High School encourages our students to be engaged, informed, independent learners, willing to take up any challenge put to them.

Quality assessment assists students to become independent, motivated and self-directed learners. All assessment, both formal and informal is standards referenced and students should have a clear understanding of what is expected of them. Students will be engaging with learning intentions and success criteria's in their classroom linked to the Common Grade Scale. This allows students to see the 'why' in their learning.

Assessment may be either formal or informal. Formal tasks are those listed on the assessment schedule with a notification and must be designed to assess the outcomes identified for the task. These assessments are important preparation for our student's senior years of schooling.

Formal and informal assessments are used to inform teachers about student's ability to meet the relevant stage outcomes. This also allows students to demonstrate their understanding of course content and their ability to meet the outcomes numerous times throughout the course.

Students are encouraged to make every lesson count, challenge themselves to be engaged learners and do their best in every lesson.

*Miss Sarah-Jane Janson*  
*Curriculum Coordinator*

**This handbook has been developed to provide students and parents with information regarding assessment for Stage 4.**

### **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 NESA; and
- b) applied themselves with ***diligence and sustained effort*** to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

### **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 preparations for lessons. Failure to provide such evidence may result in non-completion of a course. In Year 8, parent/carers will be contacted to determine a suitable course of action.

## **Non-Completion or Failure to Submit Assessment Tasks**

If a student fails to complete an assessment task specified in the assessment schedule, without a valid and accepted reason, a zero mark will be recorded for that task. In such circumstances, students and parents/carers will be notified in writing.

## **Attendance Requirements**

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- a) All absences must be supported with an explanation from the parent/carer
- 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 explanation in writing must be received from parent/carer to substantiate the absence.
- c) Where a student's pattern of attendance interferes with their engagement with a substantial number of course outcomes, that student will be at risk of being awarded a non-completion for that course. A warning letter will be issued outlining the new requirements and 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. Where leave is applied for during an Examination period, an interview with parent/carer and the Principal must take place.
- e) The School does not encourage leave to be taken during school terms.

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

## **Stage 4 Assessment Policy**

---

Assessment Strategies are based on the course outcomes and weightings mandated by the NESA (NSW Education Standards Authority). Through the development of effective and informative assessment, teachers and students are able to identify specific learner strengths and needs whilst measuring achievement based on a wide range of syllabus outcomes and objectives. Students are entitled to be challenged, to take responsibility for their own learning, to be motivated to achieve their full potential and to receive meaningful feedback regarding their learning.

Assessment across the Key learning Areas of secondary schooling will vary considerably; however, they are all designed to assess a student's achievement according to standards known as the Common Grade Scale (A-E scale). Assessment plans aim to provide an overview of how student performance will be assessed, monitored and recorded during a school calendar year.

## **Assessment**

---

### **1.1 Assessment Task Notification**

The assessment schedule for all Stage 4, Year 8 courses can be found in this handbook. In addition to this, students will receive an assessment notification for each task at least 2 weeks prior to submission/due date. The notification will include the following information:

- a) weighting
- b) outcomes formally assessed
- c) task type
- d) proposed timing and duration
- e) actual date and time of submission (eg: by 9 am Wednesday 10 May, 2017 to the Curriculum Office)
- f) any specific requirements
- g) marking criteria

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing. It is the student's responsibility to keep themselves informed about the timing of assessment tasks. It is the responsibility of the KLA Coordinator and Class Teacher to ensure that all students receive relevant notification.

Assessment tasks, where practical, will not have a submission or completion date the week before or the week after a major examination period (ie; the Half-Yearly and Yearly Examinations), unless no exam has been scheduled for the exam period in a particular subject.

Assessment tasks can be assigned over holiday periods permitting that the 10 days notification period is also provided for the task.

Where possible, assessment tasks will not be due the first day back after a holiday period, so that students are not disadvantaged.

## **1.2 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 on the day an assessment task is due to be submitted.

The school is to be notified via a phone call on the morning of the task. The student MUST provide written documentation on the first day of their return to school. This documentation must be given to the relevant KLA Coordinator. This also applies for approved leave and school events (eg: sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

## **Failure to Meet Assessment Requirements**

### **1.3 Implications of Late or Missed Assessment Task**

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 they have completed the requirements of the course. Parents/Carers will be sent written notification in this instance.

### **1.4 Non-genuine attempt at an Assessment Task**

If a student does not make a genuine attempt in an assessment task, the classroom teacher will ask for the work to be resubmitted to a satisfactory standard. Parent/Carers will be notified in writing. A non-genuine attempt is where a student writes irrelevant or inappropriate comments or fails to seriously address the task and may result in a zero grade.

### **1.5 Malpractice**

Plagiarism and/or cheating in an assessment task will be deemed Malpractice and the student will receive a zero mark. Whilst collaboration between students will occur in regard to take-home tasks, it is an expectation that each student's assessment task will be distinctly individual. Where it is established that one student copied from another, this will be regarded a plagiarism and the student who copied will receive zero.

The award of a zero mark indicates a non-genuine attempt and contributes towards non-completion of the course. Written notification of malpractice will be provided to parents.

## **1.6 Technology Failure**

Failure to complete an assessment task on time due to technological problems eg: computer failure, printer problems, lost files 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. Google Drive should be used as a backup method. Submissions are only to be made online where defined in the assessment notification; otherwise, hard copies are to be submitted.

If you need assistance with the backing up of work, please speak with your classroom teacher or the IT Department.

## **1.7 Student Appeals Process**

Students who believe the assessment procedures have not been met must first approach the specific classroom teacher to discuss the issue. If the matter is unresolved, the student should then seek advice from the respective KLA Coordinator who will decide on a course of action and inform the Curriculum Coordinator of the decision. If clarification is needed the KLA Coordinator will consult the Curriculum Coordinator who will provide the student with an Appeal Form. An appeals meeting will be scheduled by the Curriculum Coordinator involving a panel of 3 Coordinators (outside of the faculty that the appeal is coming from), the student and their parent/s/carers to decide on the most appropriate course of action. At no time is the professional judgement of the teacher to be appealed against.

If the final decision made is not seen as appropriate, student may, through appointment, consult the Principal.

***There can be no Appeal to the NESAs against a teacher's judgement of a student's performance on a particular task. This must be dealt with at the school level at the time of return of an Assessment Task.***

## **1.8 Assessment Feedback**

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, grades, 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/grade awarded and tallied by a teacher for an individual assessment task at the time the task is returned.



## St Joseph's Catholic High School – Years 7-9 Illness/Misadventure Procedure

Hand-In Assessment Task or In-Class Examination

In the event that students fail to hand-in an Assessment Task on the due date or they fail to present at school for an in-class assessment the following procedure is to be adopted.

Where possible, if a completed task can be emailed, it should be emailed to the class teacher on the due date.

Class Teacher makes a parent notification in Sentral noting the missed task and reminds them that written explanation or a medical certificate is to be provided upon the students return to school. Notification is made to KLA Coordinator.

Failure to provide correct documentation within 3 days of returning from absence may result in a zero being awarded for that task.

Student returns to school with Medical certificate or written explanation from parent and provides this to the KLA Coordinator.

KLA Coordinator to generate a Learning Demerit/Failure to submit notification in Sentral – notifying Curriculum SSO. Letter will be emailed home to parents.

A Hand-in task that could not be emailed is to be submitted on the first day of return to school.  
  
KLA Coordinator will liaise with the class teacher to ensure completion of in-class assessments/examinations.

KLA Coordinator to issue a detention to student. At this detention student will work on the missed task to meet the outcomes being assessed. Detentions will be ongoing until the task is completed.

In the event that a student fails to submit 2 tasks, a meeting is to be held with Parent/KLA Coordinator and Class Teacher to discuss concerns and support strategies.

## **1.9 Grade Allocation**

NESA has developed a set of general performance descriptors that describe grades A to E as five levels of achievement. The following table gives an indication of how these help to assess a student's performance across all elements of each course.

<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

A range of formal and informal assessment experiences are used throughout the learning and teaching of a particular KLA or course during a semester to develop holistic understanding of how a student is performing. These experiences will be developed and evaluated using the standards-referenced approach, teacher professional collaboration and consistent teacher judgement. This process would also include where applicable, the establishment of shared understanding among teachers of a Year/grade or course of the definition of standards and the process of awarding final grades.



## **Course Assessment Outlines**

---

The following section contains assessment outlines for all Year 8 courses at St Joseph'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) Timing of each task

## Religion

**Course:** Year 8 (Stage 4)

**Assessment Period:** 2019

### 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	
			A	B
Wk. 4 <i>Diocesan Collaborative Assessment Task (CAT)</i> Term 2	A8-1, A8-2	<u>1. Research Task</u>	✓	✓
Wk. 3 Term 3	B8-1, B8-2	<u>2. Presentation</u>	✓	✓
Wk. 2 Term 4	E8-1, E8-2	<u>3. Examination</u> The lives of Saints who epitomise the Christian life.	✓	✓

### COMPONENTS

**A Knowledge**

**B Skills**

### OUTCOMES

Code	Descriptor. A student.....
<b>A8-1</b>	will explain Jesus' principal teachings
<b>A8-2</b>	will draw meaning from the actions and parables of Jesus and apply this to everyday living and Christian discipleship
<b>B8-1</b>	will describe the key characteristics of life in the early Christian communities
<b>B8-2</b>	will use a range of sources to investigate the significance of key people and events in the early Church
<b>E8-1</b>	will describe how Jesus changed the lives of the people he encountered
<b>E8-2</b>	will identify the core values shown and espoused by Jesus and apply them to contemporary life situations

## English

**Course:** Year 8 (Stage 4)

**Assessment Period:** 2019

### 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			
			A	B	C	D
Wk. 7 Term 1	EN4-1A, EN4-3B, EN4-4B, EN4-7D	<b>1.Creative Poetry Task</b>	✓	✓		
Wk. 5 Term 4	EN4-2A, EN4-6C, EN4-9E	<b>2.Speaking Task</b> Based on Visual Representation			✓	✓

### COMPONENTS

**A Reading**

**B Writing**

**C Speaking and Listening**

**D Viewing and Representing**

### OUTCOMES

Code	Descriptor. A student.....
<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>EN4-9E</b>	uses, reflects on and assesses their individual and collaborative skills for learning

**Suggested Informal Assessment of Learning Experiences;** Pre/Post Tests, Spelling Tests, Exit/Entry Cards, Oral Presentations, Class Discussions, Hot Seat Activities, Visual Representations, Listening Tasks, Creative Writing Tasks, TEEL Writing Tasks, Group Presentations, Interviews, Reading Conferences, Peer Editing and Feedback, Wide Reading Activities, Kahoot Quizzes, Graphic Organisers, Mind Maps.

## Mathematics

**Course:** Year 8 (Stage 4)

**Assessment Period:** 2019

### 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			
			A	B	C	D
Wk. 6 4th June Term 2	MA4-5NA, MA4-6NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-17MG, MA4-18MG	<u>1. Written Examination</u>	✓	✓	✓	✓
Wk. 5 12th Nov Term 4	MA4-11NA, MA4-6NA, MA4-7NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA4-19SP, MA4-20SP	<u>2. Written Examination</u>	✓	✓	✓	✓

### COMPONENTS

**A Working Mathematically**

**B Number and Algebra**

**C Measurement and Geometry**

**D Statistics and Probability**

### OUTCOMES

Code	Descriptor. A student.....
<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
<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 angles 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

**Suggested Informal Assessment of Learning Experiences;** Knowledge Pre-Test, Classroom activities and discussion, Personal response, Peer marking, Class quiz, Problem solving and demonstration, ICT quiz – Non-calculator activities, Open-book task, iPad project, Group work, Research Task – iPad/Newspaper article.

## Science

**Course:** Year 8 (Stage 4)  
**Assessment Period:** 2019

### 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		
			A	B	C
Wk. 10 Term 1	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	<u>1.Science Research Project</u>		✓	✓
Wk. 6 Term 2	SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-16CW, SC4-17CW	<u>2.Examination</u>	✓	✓	✓
Wk. 4 Term 4	SC4-7WS, SC4-8WS, SC4-9WS, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW	<u>3.Examination</u>	✓	✓	✓

### COMPONENTS

**A Demonstrates Knowledge and Understanding of the content of the units studied**

**B Plans and undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively**

**C Presents science ideas using appropriate scientific language, conventions and representations while applying scientific understanding and critical thinking skills to suggest possible solutions to identified problems.**

### OUTCOMES

Code	Descriptor. A student.....
SC4 - 1A	appreciates the importance of science in their lives and the role of scientific inquiry
SC4 - 2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4 - 3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
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

History					
<b>Course:</b> Year 8 (Stage 4)					
<b>Assessment Period:</b> 2019					
ASSESSMENT TASKS					
<ul style="list-style-type: none"> <li>Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.</li> </ul>					
Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
Wk. 8 Term 3	HT4-1, HT4-2, HT4-3, HT4-4, HT4-6, HT4-9, HT4-10	<b>1.Source Analysis</b> The Asian World – India & Khmer Rouge	✓	✓	✓
Wk. 5 Term 4	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10	<b>2.History Skills / Topic Test</b> Medieval Europe	✓	✓	✓
<b>A Historical knowledge</b>					
<b>B Research and historical inquiry skills</b>					
<b>C Communication</b>					
OUTCOMES					
Code	Descriptor. A student.....				
<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				

**Suggested Informal Learning Experiences;** idocoo, Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.

Geography					
<b>Course:</b> Year 8 (Stage 4)					
<b>Assessment Period:</b> 2019					
ASSESSMENT TASKS					
<ul style="list-style-type: none"> <li>Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.</li> </ul>					
Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
Wk. 8 Term 1	4.1, 4.3, 4.4, 4.6, 4.7, 4.8	<b><u>1.'Where I live' Research Report</u></b> Place and Liveability	✓	✓	✓
Wk. 6 Term 2	4.2, 4.3, 4.4, 4.6, 4.7, 4.8	<b><u>2.Skills Task</u></b> Interconnections	✓	✓	✓
COMPONENTS					
<b>A Communication</b>					
<b>B Geographical tools and skills</b>					
<b>C Geographical knowledge</b>					
OUTCOMES					
Code	Descriptor. A student.....				
<b>GE4.1</b>	locates and describes the diverse features and characteristics of a range of places and environments				
<b>GE4.2</b>	describes processes and influences that form and transform places and environments				
<b>GE4.3</b>	explains how interactions and connections between people, places and environments result in change				
<b>GE4.4</b>	examines perspectives of people and organisations on a range of geographical issues				
<b>GE4.5</b>	discusses management of places and environments for their sustainability				
<b>GE4.6</b>	explains differences in wellbeing				
<b>GE4.7</b>	acquires and processes geographical information by selecting and using geographical tools for inquiry				
<b>GE4.8</b>	communicates geographical information using a variety of strategies				

**Suggested Informal Learning Experiences;** *idoceo, Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.*



PDHPE						
<b>Course:</b> Year 8 (Stage 4)						
<b>Assessment Period:</b> 2019						
ASSESSMENT TASKS						
<ul style="list-style-type: none"> <li>Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.</li> </ul>						
Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			
			A	B	C	D
Wk 8-10 Term 1	4.6, 4.7, 4.9	<u>1. Multi Media Safety Campaign</u>			✓	✓
Ongoing	4.4, 4.5, 4.9, 4.10	<u>Ongoing Practical Assessment</u>		✓		
Term 4	4.2, 4.3, 4.6, 4.8	<u>2. NIMNY Magazine</u>	✓			✓
Ongoing	4.4, 4.5, 4.9, 4.10	<u>Ongoing Practical Assessment</u>				✓
COMPONENTS						
<b>Weight</b>						
<b>A Self and Relationships</b>						
<b>B Movement, Skill and Performance</b>						
<b>C Individual and Community Health</b>						
<b>D Lifelong Physical Activity</b>						
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					

**Suggested informal Experiences;** All practical lessons, class debate, creating fact sheets.

Technology Mandatory					
<b>Course:</b> Year 8 (Stage 4)					
<b>Assessment Period:</b> 2019					
ASSESSMENT TASKS					
<ul style="list-style-type: none"> <li>Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.</li> </ul>					
Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
Ongoing	4.2.1, 4.3.1, 4.3.2, 4.5.1, 4.5.2	<u>Ongoing Practical Skills</u>	✓	✓	✓
Wk. 5 Term 2 and Wk. 5 Term 4	4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.6.1	<u>Design Portfolio</u>	✓	✓	
COMPONENTS					
<b>Weight</b>					
A Knowledge					
B Understanding					
C Skills					
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				

**Suggested informal Experiences;** specialisation based practical skills development and refinement, WHS testing, expand knowledge and understanding through Short Quizzes, testing, stoplights, Exist Pass, classroom discussion. All practical lessons used to observe and establish skill development. PMI during design development – used to inform final grade.

Music					
<b>Course:</b> Year 8 (Stage 4)					
<b>Assessment Period:</b> 2019					
ASSESSMENT TASKS					
<ul style="list-style-type: none"> <li>Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.</li> </ul>					
Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		
			A	B	C
15 Weeks	4.1 - 4.10	<u>African Music</u>	✓	✓	✓
15 Weeks	4.1 – 4.10	<u>Rock Music</u>	✓	✓	✓
15 Weeks	4.1 – 4.10	<u>Music in Television Advertising</u>	✓	✓	✓
COMPONENTS					
<b>A Listening</b>					
<b>B Performing</b>					
<b>C Composing</b>					
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				

**Suggested informal Experiences;** Performance, listening tasks, composition, Garage Band.

Visual Arts				
<b>Course:</b> Year 8 (Stage 4)				
<b>Assessment Period:</b> 2019				
ASSESSMENT TASKS				
<ul style="list-style-type: none"> <li>Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.</li> </ul>				
Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component	
			A	B
Terms 1 & 2	4.1, 4.3, 4.4, 4.5, 4.6	<u><b>Wet n Wild</b></u> Creating water based collection of works with an emphasis on the qualities of fluid materials. Learning experiences could include: Drawing, Collage, Pen pattern work, Marbling, Painting and Mapping	✓	✓
	4.7, 4.9	Studies of a range of artists and responses to water oriented work – John Olsen. Learning experiences could include: examples of Olsen's work, information on artist practices, description, analysis and interpretation. Literacy studies: glossary of terms – Pre-test and post-test.	✓	✓
Terms 3 & 4	4.2, 4.3, 4.4, 4.5, 4.6	<u><b>Spirit in My World</b></u> Creating printed and painted work with an emphasis on Christian art: Learning experiences could include: Drawing, Lino/Foam Painting, Watercolour, Acrylic and Collage enhancement.	✓	
	4.7, 4.8, 4.9	Studies of a range of Christian art works. Learning experiences could include: Examples of historical works practices, description, analysis and interpretation. Literacy studies: glossary of terms. Pre-test and post-test.		✓
Term 4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	<u><b>Animals in 3D</b></u> Creating 3D works with an emphasis on the element of art. Learning experiences could include: Drawing studies, Collage, Pen pattern work, Photography, Digital responses, Painting.	✓	
	4.7, 4.8, 4.9, 4.10	Studies in a range of 3D artists work. Learning experiences could include: Examples of elements, information on artists practices, description, analysis and interpretation. Literacy studies: glossary of terms. Pre-test and post-test.		✓
COMPONENTS				
<b>A Artmaking</b>				
<b>B Critical and Historical Studies</b>				
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			



# ASSESSMENT COVER SHEET

*PLEASE ATTACH THIS COVER SHEET TO THE FRONT OF ALL HAND-IN ASSESSMENT TASKS.*

STUDENT NUMBER: .....

SUBJECT: .....

DATE OF SUBMISSION: .....

CLASS TEACHER: .....

TIME SUBMITTED: TO BE COMPLETED BY STAFF MEMBER

.....

I AGREE THAT I HAVE READ AND UNDERSTOOD THE SCHOOL ASSESSMENT POLICY WITH REGARD TO PLAGIARISM AND BY SIGNING BELOW I CONFIRM THAT THIS ASSESSMENT WAS WRITTEN BY ME AND IN MY OWN WORDS, EXCEPT FOR QUOTATIONS FROM PUBLISHED AND UNPUBLISHED SOURCES WHICH ARE CLEARLY INDICATED AND ACKNOWLEDGED AS SUCH.

STUDENT SIGNATURE: .....

DATE: .....