

Broken Hill High School



Year 8 Assessment Schedules 2022



Be Respectful
Be Responsible
Be Cooperative

Broken Hill High School Assessment Policy Years 7 to 10

Rationale

Assessment is the ongoing process of gathering information about student achievement in relation to predetermined objectives and outcomes. Each faculty will use this information to:

- determine the extent to which the student has achieved the objectives and the outcomes of the course
- provide feedback to the students so that they may improve their performance
- provide information to parents about the progress of their child
- assist in the evaluation of teaching programs and methods.

Student assessment is:

- a continuous process
- reflective of the school assessment policy
- based on reliable and valid information
- clearly related to and providing information about one or more course outcomes
- varied to give all students the opportunity to demonstrate achievement
- presented in a way that furthers student development and learning.

When Formal Assessment Tasks are given, the following procedures will apply:

- the task will have a school assessment task cover sheet
- all students will receive an assessment schedule/overview for all subjects outlining assessment tasks at the beginning of the year. The Assessment Schedule/Overview will include:
 - the type of task (exam, portfolio, research task, performance project etc.)
 - weighting of the task (no task will be worth less than 10%)
 - approximate due date of the task (week 5 term 2 etc.) NB: an exact due date will be given when the task is handed out.

Procedural fairness

To ensure all students receive fair treatment, the following must be adhered to:

- A minimum of two weeks notification be given of the due date.
- The classroom teacher marks on the roll that the students have received and submitted tasks.
- Class teachers to provide a comprehensive explanation of the task when distributing the task and support to students as they attempt the task.
- Each task to contain specific information on mark allocation (i.e., marking scale) check marking to occur.
- If a common yearly exam is set, then there will be input from all teachers of the year group.


Late submissions

The following procedures relate to all students:

- Assessment tasks not submitted by the due date in Years 9 and 10 will be awarded **zero**.
- Assessment tasks not submitted by the due date in Years 7 and 8 will cause the following deduction of marks to occur:
 - One day late: A deduction of **25%** of their total mark.
 - Two days late: A deduction of **50%** of their total mark.
 - Three days late: A mark of **zero** will be awarded.
- Student work considered to be a non-serious attempt will be awarded zero. Students will be required to re-submit work.
- A student will receive a report descriptor for any work that is late. However, they will not receive a mark towards their formal assessment. Students must still hand in the task so that syllabus outcomes can be reported on.
- If there is a computer/printing problem and a task is late then the student must produce their handwritten notes and research as proof of work being undertaken. If notes etc. are not submitted, then the above points will apply. If using a computer, a back-up copy should be able to be produced.

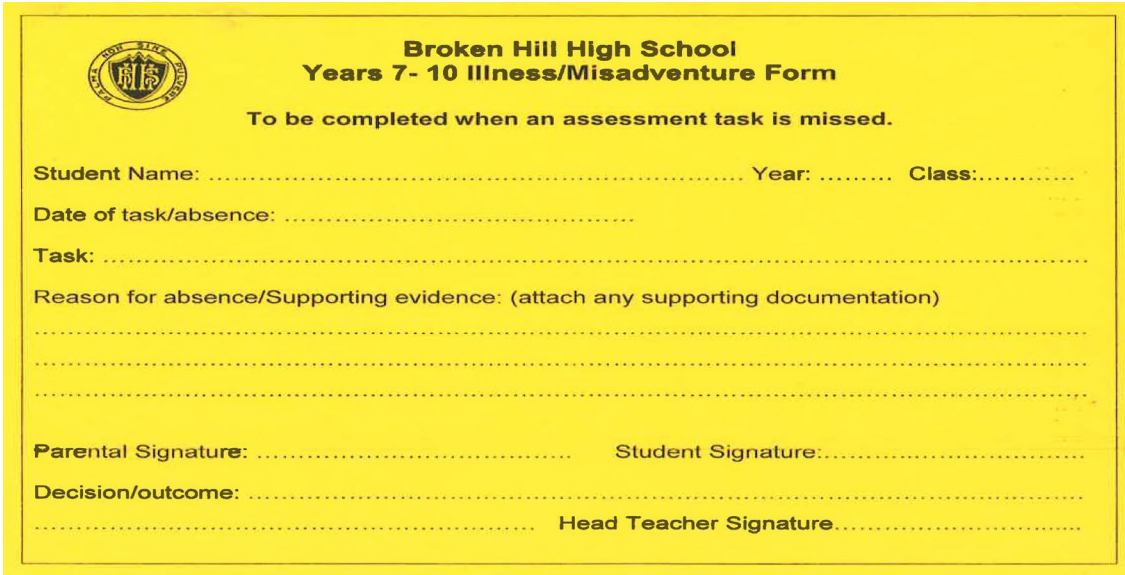
Student ill/sick on the day a task is due

If a student is ill/sick on the day the task is due, then a written note from home stating that fact must be handed in with the task. The task must be handed in the day the student returns to school from illness **not** the next lesson that they have that class (If this occurs then the student **will** receive zero). The reason for this is that they were at school and failed to submit the task. They will receive a descriptor for their report outcome. Students must complete and illness/misadventure form (shown below).

	
Broken Hill High School	
Years 7- 10 Illness/Misadventure Form	
To be completed when an assessment task is missed.	
Student Name:	Year: Class:.....
Date of task/absence:	
Task:	
Reason for absence/Supporting evidence: (attach any supporting documentation)	
.....	
.....	
.....	
Parental Signature:	Student Signature:.....
Decision/outcome:	
..... Head Teacher Signature.....	

Students absent from exam

If students are absent from exams, they must contact their Head Teacher on their first day back. An arrangement will be made to complete the exam at the earliest possible time. If they fail to do so they may be awarded zero. Student must complete an illness/misadventure form (shown below).



The form is titled "Broken Hill High School Years 7-10 Illness/Misadventure Form" and includes a school crest. It is intended to be completed when an assessment task is missed. The form contains fields for Student Name, Year, Class, Date of task/absence, Task, Reason for absence/Supporting evidence, Parental Signature, Student Signature, Decision/outcome, and Head Teacher Signature.

Broken Hill High School
Years 7- 10 Illness/Misadventure Form

To be completed when an assessment task is missed.

Student Name: Year: Class:.....

Date of task/absence:

Task:

Reason for absence/Supporting evidence: (attach any supporting documentation)
.....
.....
.....

Parental Signature: Student Signature:.....

Decision/outcome: Head Teacher Signature.....

Procedures if a Formal Assessment Task is not submitted – Years 7 and 8

- Official faculty warning letter sent to parent.
- Phone call home to parent from classroom teacher to discuss failure to submit task.

Procedures if a Formal Assessment Task is not submitted – Years 9 and 10

- First official New South Wales Education Standards Authority (NESA) warning letter indicating failure to submit task.
- Phone call home to parent from classroom teacher to discuss failure to submit task.
- Second official NESA warning letter indicating failure to submit task if the task has still not been handed in.

Note: For a Formal Assessment Task no faculty warning letter will be issued before the NESA letter to indicate failure to submit the task. This process can recommence at any point if a student fails to submit a series of assessment tasks.

Procedures for the incompleteness of Informal Tasks (e.g., homework, class work) – Years 7 and 8

- A faculty letter should be sent to indicate to parents that the task is not completed.
- Phone home to inform parents of seriousness of incompleteness of tasks.
- If the task is still not submitted, then a second faculty letter is to be sent home.

Procedures for the incompleteness of Informal Tasks (e.g., homework, class work) - Years 9 and 10

The processes explained above, in relation to non-submission of formal assessment tasks, can also be undertaken if a student is not applying themselves with **due diligence and sustained effort** to all aspects of the course including class work and homework and if a student has long term or regular absences from school.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- a) **Followed** the course developed or endorsed by the Boards of Studies.
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the schools.
- c) **Achieved** some or all the course outcomes.

What is meant by 'Unfair Advantage'/'Malpractice' in examinations/Assessment Tasks?

Every effort is made to ensure all students have the same advantage. To guarantee this, students sitting any examination or completing any task must follow procedures and rules to stop any unfair advantage. The following information applies in all exams:

Exam Information

Exams include major school exams and class tests/assessment tasks:

- Students may not borrow any equipment from any person during an examination.
- No student may communicate or attempt to communicate with any other person, except the supervising teachers, during an examination.
- A 3-strike penalty system applies in the exam hall. Students may receive loss of marks or a zero for their exam if they continue to display poor behaviour in the exam.
- If you wish to ask a question during an examination, please raise your hand and a teacher will come to you. Do not leave your seat.
- Action will be taken against any student who disrupts or attempts to disrupt any part of any examination in any way.
- Mobile phones are not to be brought to examinations.

The above rules apply from the time the student enters the exam room until all papers are handed in and the student has been formally dismissed.

What is meant by 'Unfair Advantage'/'Malpractice' in assessment tasks?

If a student has been found to have gained an unfair advantage by:

- a) Plagiarism.
- b) Gaining help from another student/s or person.
- c) Submitting work of others as their own.

Or for any reasons contained in the exam information, a **zero '0' mark will be awarded**.

Report Performance Descriptors

The General Performance Descriptors

The General Performance Descriptors were developed by the NESA Syllabus Committees to develop specific performance descriptors for each subject. These Course Performance Descriptors are based on the knowledge and skills objectives of courses and will assist schools in awarding grades in all subjects.

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student can apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in these processes and skills.
E	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

Year 8 Assessment Schedule 2022

Subject: English

		Semester One		Semester Two		
Task		Task 1	Task 2	Task 3	Task 4	Task 5
Course Component		Picture Book And Reflection	Media Newspaper Article	Novel Review	Creative Writing Fantasy	Yearly Examination
Due Date		Term 1, Week 8	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4	Term 4, Weeks 5/6
Outcomes Assessed		EN4-1A, EN4-2A, EN4-5C, EN4-9E	EN4-4B, EN4-9E	EN4-1A, EN4-3B, EN4-8C	EN4-2A, EN4-6C	EN4-1A, EN4-7D
Life skills Outcomes		ENLS – 1A, 2A, 3A, 4A, 8A, 10B, 12C, 13C	ENLS – 11B, 12E	ENLS – 1A, 2A, 3A, 4A, 8A, 11B, 12C, 13C	ENLS – 5A, 6A, 7A, 9A, 12C, 13C	ENLS – 1A, 2A, 3A, 4A, 8A, 14D, 15D
Assessment Component	Weighting					
Reading.	30%		5%	10%	5%	10%
Writing.	30%	10%	5%	10%		5%
Listening/ Speaking.	10%		5%		5%	
Viewing/ representing.	30%	10%	5%		10%	5%
Weighting %	100%	20%	20%	20%	20%	20%

English Outcomes

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

English Life Skills Outcomes

- ENLS-1A** Listens and responds in familiar contexts.
- ENLS-2A** Communicates for a variety of purposes, audiences and contexts.
- ENLS-3A** Selects and uses language to communicate according to purpose, audience and context.
- ENLS-4A** Views and responds to a range of visual texts, media and multimedia
- ENLS-5A** Recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts.
- ENLS-6A** Reads and responds to a range of written texts in familiar contexts.
- ENLS-7A** Uses strategies to obtain meaning from and interpret a range of texts.
- ENLS-8A** Writes short texts for everyday purposes.
- ENLS-9A** Composes texts for a variety of purposes and audiences.
- ENLS-10B** Explores the ways in which language forms, features and structures of texts vary according to purpose, audience and context.
- ENLS-11B** Composes, publishes and presents texts appropriate to purpose and audience in a range of contexts.
- ENLS-12C** Responds to texts in ways that are imaginative and interpretive.
- ENLS-13C** Engages critically with texts using personal experiences.
- ENLS-14D** Explores how the use of language affects personal roles and relationships with others.
- ENLS-15D** Responds to and composes texts that explore personal, social and world issues.
- ENLS-16D** Explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia text.
- ENLS-17E** Uses individual and collaborative skills in the learning process.

Year 8 Assessment Schedule 2022

Subject: Mathematics

Task	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Task Description	In-Class Topic Test	In-Class Topic Test	Semester 1 Exam	In-Class Topic Test	In-Class Topic Test	Yearly Examination
Due Date	Term 1, Week 5	Term 1, Week 10	Junior Exam Period	Term 3, Week 5	Term 3, Week 10	Junior Exam Period
Outcomes Assessed	MA3-9MG MA3-10MG MA3-11MG MA4-1WM MA4-2WM MA4-3WM MA4-12MG MA4-13MG MA4-14MG	MA4-17MG MA4-18MG MA4-16MG	MA3-9MG MA3-10MG MA3-11MG MA4-1WM MA4-2WM MA4-3WM MA4-12MG MA4-13MG MA4-14MG MA4-17MG MA4-18MG MA4-16MG MA4-5NA	MA4-1WM MA4-2WM MA4-3WM MA4-5NA MA4-6NA	MA4-19SP MA4-20SP MA4-21SP	All outcomes
Weighting %	10%	10%	25%	10%	10%	35%

Note: Task 1, Task 2, Task 4 and Task 5 will be in-class summative assessments (30-minute test) based on the work covered during each topic. The results from these tasks will be combined with their Semester 1 and Semester 2 examination to determine their final grade.

Mathematics Outcomes

- MA3-9MG** Selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length.
- MA3-10MG** Selects and uses the appropriate unit to calculate areas. Including areas of squares, rectangles and triangles.
- MA3-11MG** Selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity.
- MA4-1WM** Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols NESA Stage Statements and Outcomes Programming Tool K–10 50 of 90.
- 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.
- MA4-11NA** 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.
- MA4-16MG** 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 angle 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.

Key: **WM** = Working Mathematically, **NA** = Number and Algebra, **MG** = Measurement and Geometry, **SP** = Statistics and Probability

Year 8 Assessment Schedule 2022

Subject: Science

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Research Task	Practical Task Practical Project	Practical and Problem Solving	Yearly Examination
Due Date		Term 1, Weeks 7 - 9	Term 2, Weeks 9/10	Term 3, Weeks 5/6	Term 4, Weeks 5/6
Outcomes Assessed		SC4-6WS SC4-9WS SC4-13ES	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-7WS SC4-8WS SC4-9WS SC4-11PW SC4-12ES SC4-13ES SC4-14LW SC4-15LW SC4-16CW SC4-17CW
Assessment Component	Weighting				
Demonstrates a knowledge and understanding of the concepts, applications and practice of science.	25%		5%		20%
Plans, prepares and analyses the results of practical investigations.	30%		15%	15%	
Demonstrates the ability to research information and communicate information.	25%	20%	5%		
Demonstrates the ability to select strategies to solve identified problems.	20%	5%		10%	5%
Weighting %	100%	25%	25%	25%	25%

Science Outcomes

- 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.

Year 8 Assessment Schedule 2022

Subject: Geography

Task		Task 1 Skills Task	Task 2 Research Report
Course Component		Landscapes and Landforms	Interconnections
Due Date		Term 3, Weeks 7/8	Term 4, Weeks 3/4
Outcomes Assessed	Weighting	GE4-1: Locates and describes the diverse features and characteristics of a range of places and environments. GE4-7: Acquires and processes geographical information by selecting and using geographical tools for inquiry. GE4-8: Communicates, geographical information using a variety of strategies.	GE4-2: Describes processes and influences that form and transform places and environments. GE4-4: Examines perspectives of people and organisations on a range of geographical issues. GE4-5: Discusses management of places and environments for their sustainability.
Weighting %	100%	50%	50%

Year 8 Assessment Schedule 2022

Subject: History

Task		Task 1 Research Study	Task 2 Source Analysis
Course Component		Depth Study 4: The Western and Islamic World – Medieval Europe	Depth Study 6: Expanding Contacts – Aboriginal and indigenous Peoples, Colonisation and Contact History
Due Date		Term 1, Weeks 8/9	Term 2 Weeks 3/4
Outcomes Assessed	Weighting	HT4-8: Locates, selects and organizes 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.	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.
Weighting	100%	50%	50%

Year 8 Assessment Schedule 2022

Subject: Personal Development, Health and Physical Education (PD/H/PE)

Task		Task 1	Task 2	Task 3	Task 4
Course Component		It's Complicated	Multicultural Australia	Do I? or Don't I? Eating for Health	Ongoing Practical
Due Date		Term 1, Week 10	Term 3, Week 10 (During NAIDOC Week)	Term 4, Week 4	Terms 1 – 4
Outcomes Assessed		PD4-6, PD4-7, PD4-8	PD4-3, PD4-8, PD4-10	PD4-6, PD4-7, PD4-9	PD4-4, PD4-5, PD4-8, PD4-11
Assessment Component	Weighting	In- Class Task	PBL – NAIDOC Week	Yearly Examination	In Class Practical Assessment
It's Complicated.	15%	15%			
Do I? or Don't I?	15%		15%		
Multicultural Australia.	25%			25%	
Practical Skills and Knowledge.	45%			5%	40%
Weighting %	100%	15%	15%	30%	40%

PD/H/PE Outcomes

- PD4-1** Examines and evaluates strategies to manage current and future challenges.
- PD4-2** Examines and demonstrates the role help- seeking strategies and behaviours play in supporting themselves and others.
- PD4-3** Investigates effective strategies to promote inclusivity, equality and respectful relationships.
- PD4-4** Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
- PD4-5** Transfers and adapts solutions to complex movement challenges.
- PD4-6** Recognises hoe contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.
- PD4-7** Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.
- PD4-8** Plans for and participates in activities that encourage health and a lifetime of physical activity.
- PD4-9** Demonstrates self- management skills to effectively manage complex situations.
- PD4-10** Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.

Year 8 Assessment Schedule 2022

Subject: Visual Arts

Task		Task 1 Elements 1	Task 2 Elements 2	Task 3 Design Activities	Task 4 Development Techniques
Due Date		Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4, Week 6
Outcomes Assessed		4.1, 4.2, 4.4, 4.8	4.6, 4.7	4.5, 4.9, 4.10	4.2, 4.3
Course Component	Weighting				
Artmaking.	70%		Practical and Journal work 35%		Practical and Journal work 35%
Critical and Historical Studies Assignments.	30%		Digital Diary – Artists and Theory 20%	Digital Diary – Artists and Theory 10%	
Weighting %	100%		55%	10%	35%

Visual Arts Outcomes

- 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.

Year 8 Assessment Schedule 2022

Subject: Mandatory Technology – Semester 1

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 2, Week 5	Term 2, Week 5
Outcomes Assessed		TE4-1DP, TE4-3DP, TE4-5AG, TE4-6FO	TE4-2DP, TE4-5AG, TE4-6FO, TE4-10TS
Assessment Component	Weighting		
Mandatory Technology.	50%	30%	20%
Weighting %	50%	30%	20%

Note: Students will study Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

Mandatory Technology Outcomes

- TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- TE4-2DP** Plans and manages the production of designed solutions.
- TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
- TE4-5AG** Investigates how food and fibre are produced in managed environments.
- TE4-6FO** Explains how the characteristics and properties of food determine preparation techniques for healthy eating.
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future.

Related Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-6AG, TELS7FO, TELS-11TS.

- TELS-1DP** Communicates ideas and solutions to authentic problems or opportunities.
- TELS-2DP** Participates in planning for the production of designed solutions.
- TELS-3DP** Participates in the production of designed solutions.
- TELS-4DP** Follows safe practices in the use of tools, materials and processes for design projects.
- TELS-6AG** Describes how food and fibre are produced.
- TELS-7FO** Designs or prepares solutions for healthy eating.
- TELS-11TS** Investigates how technology has contributed to improvements in our way of life.

Year 8 Assessment Schedule 2022

Subject: Mandatory Technology – Semester 2

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 4, Week 5	Term 4, Week 5
Outcomes Assessed		TE4-1DP, TE4-3DP, TE4-5AG, TE4-6FO	TE4-2DP, TE4-5AG, TE4-6FO, TE4-10TS
Assessment Component	Weighting		
Mandatory Technology.	50%	30%	20%
Weighting %	50%	30%	20%

Note: Students will study Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

Mandatory Technology Outcomes

- TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- TE4-2DP** Plans and manages the production of designed solutions.
- TE4-4DP** Designs algorithms for digital solutions and implements them in a general-purpose programming language.
- TE4-7DI** Explains how data is represented in digital systems and transmitted in networks.
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future.

Related Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS

- TELS-1DP** Communicates ideas and solutions to authentic problems or opportunities.
- TELS2-DP** Participates in planning for the production of designed solutions.
- TELS-3DP** Participates in the production of designed solutions.
- TELS-5DP** Follows simple algorithms in a range of contexts.
- TELS-8DI** Identifies how information is communicated by digital systems.
- TELS-11DS** Investigates how technology has contributed to improvements in our way of life.

Electives

Year 8 Assessment Schedule 2022

Subject: Commerce

Task		Task 1	Task 2	Task 3	Task 3
Course component		Research Task Promoting and Selling	Topic Test Law in Action	Research Task Travel	Business Plan Running a Business
Due date		Term 1, Week 10	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4
Outcomes Assessed		COM4-1 COM4-4 COM4-5	COM4-1 COM4-2 COM4-3	COM4-4 COM4-7 COM4-8	COM4-5 COM4-6 COM4-7 COM4-9
Weighing %	100%	25%	25%	20%	30%

Commerce Outcomes

- COM4-1** Uses appropriate terminology in consumer, financial, economic, business, legal, political and employment contexts.
- COM4-2** Describes the rights and responsibilities of individuals within consumer, financial, economic, business, legal, political and employment contexts.
- COM4-3** Identifies the role of the law in society.
- COM4-4** Describes key factors affecting decisions.
- COM4-5** Identifies and describes options for solving problems and issues.
- COM4-6** Identifies and explains plans for achieving goals.
- COM4-7** Selects and organises information from a variety of sources.
- COM4-8** Communicates information using a variety of forms.
- COM4-9** Works independently and collaboratively to meet goals within specified timeframes.

Year 8 Assessment Schedule 2022

Subject: Sports Science

Task		Task 1	Task 2	Task 3
Course Component		Australia's Sporting Identity	Enhancing Performance – Strategies and Techniques	Ongoing Practical
Due Date		Term 1, Week 10	Term 2, Week 9	Terms 1 – 2
Outcomes Assessed		PASS 5-3, PASS5-4, PASS5-10	PASS 5-7, PASS5-8 PASS5-9 PASS5-10	PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10
Assessment Component	Weighting	Research Task	In-Class Task	In Class Assessment
Australia's Sporting Identity.	25%	25%		
Enhancing performance-strategies and techniques.	25%		25%	
Practical Skills and Knowledge.	50%			50%
Weighting %	100%	25%	25%	50%

Sports Science Outcomes

- PASS5-1** Discusses factors that limit and enhance the capacity to move and perform.
- PASS5-2** Analyses the benefits of participation and performance in physical activity and sport.
- PASS5-3** Discusses the nature and impact of historical and contemporary issues in physical activity and sport.
- PASS5-4** Analyses physical activity and sport from personal, social and cultural perspectives.
- PASS5-5** Demonstrates actions and strategies that contribute to active participation and skilful performance.
- PASS5-6** Evaluates the characteristics of participation and quality performance in physical activity and sport.
- PASS5-7** Works collaboratively with others to enhance participation, enjoyment and performance.
- PASS5-8** Displays management and planning skills to achieve personal and group goals.
- PASS5-9** Performs movement skills with increasing proficiency.
- PASS5-10** Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Year 8 Assessment Schedule 2022

Subject: Dance

Task		Task 1	Task 2
Course Component		Group Work Performance	Class Activities and Performance
Due Date		Term A, Semester 1, Week 5	Term B, Semester 2, Week 5
Outcomes Assessed		4.1.1, 4.2.1, 4.3.1, 4.4.1	4.2.2, 4.3.1, 4.3.2, 4.4.1
Assessment Component	Weighting		
Practical.	60%	Group Work Performance – 30% Technique Development – 5%	Performance Technique Development Composition 25%
Theory.	20%	Class Case Studies 10%	Class Case Studies 10%
Assignments.	20%	Assignment 10%	Composition Theory 10%
Weighting %	100%	55%	45%

Dance Outcomes

- 4.1.1** Demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances.
- 4.1.2** Demonstrates aspects of the elements of dance in dance performance.
- 4.1.3** Demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances.
- 4.2.1** Identifies and explores aspects of the elements of dance in response to a range of stimuli.
- 4.2.2** Composes dance movement, using the elements of dance that communicates ideas.
- 4.3.1** Describes dance performances through the elements of dance.
- 4.3.2** Identifies that dance works of art express ideas.
- 4.4.1** Values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.

Year 8 Assessment Schedule 2022

Subject: Music

Task		Task 1 The History of Rock Music	Task 2 Styles of Popular Music
Due Date		Term 2, Week 3	Term 4, Week 4
Outcomes Assessed		4.1, 4.7, 4.8, 4.10, 4.12	4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.11
Course Component	Weighting		
Performance.	50%	Group/solo performance of song in the chosen style of Rock 25%	Group/solo performance of song in the chosen style of Rock 25%
Aural/ musicology.	25%		Composition/recording of Popular Song 25%
Composition.	25%	Listening/Aural test 25%	
Weighting %	100%	50%	50%

Music Outcomes

- 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, organizing, 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, analyzing, 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.

Year 8 Assessment Schedule 2022

Subject: Visual Arts

Task		Task 1	Task 2
Course Component		Painting	Place
Due Date		Term 2, Week 6	Term 4, Week 6
Outcomes Assessed		4.1, 4.3, 4.6, 4.7, 4.10	4.2, 4.4, 4.5, 4.8, 4.9
Assessment Component	Weighting		
Artmaking.	70%	Practical and Journal work 35%	Practical and Journal work 35%
Critical and Historical Studies Assignments.	30%	Study 1 15%	Study 2 15%
Weighting %	100%	50%	50%

Visual Arts Outcomes

- 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.

Year 8 Assessment Schedule 2022

Subject: Agriculture

Task		Task 1	Task 2	Task 3	Task 4
		Industries in Agriculture: Research Task	Animal Handling: Practical	Current Ag Problem: Research Task	Vegetable Garden: Practical
Due Date		Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4
Outcomes		AG4-1, AG4-2, AG4-3	AG4-4, AG4-13, AG4-14	AG4-1, AG4-2, AG4-3	AG4-4, AG4-13, AG4-14
Assessment Component	Weighting				
Knowledge and understanding of course content.	40%	15%	5%	15%	5%
Practical Application and Skills.	30%		15%		15%
Communication of understanding in appropriate forms.	30%	10%	5%	10%	5%
Weighting %	100%	25%	25%	25%	25%

Agriculture Outcomes

- AG4-1** Describes a range of plant species and animal breeds used in agricultural enterprises.
- AG4-2** Outlines the interactions within and between agricultural enterprises and systems.
- AG4-3** Identifies and explains interactions between the agricultural sector and Australia's economy, culture and society.
- AG4-4** Implements responsible production of plant and animal products.
- AG4-13** Follows safety and hygiene instructions when using chemicals, tools and agricultural machinery in accordance with Work Health and safety requirements.
- AG4-14** Demonstrates plant and/or animal management practices safely and in collaboration with others.

Year 8 Assessment Schedule 2022

Subject: Food Technology

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Nutrition Research	Recipe Book	Theory Booklets	Practical Work
Due Date		Term 2, Week 2	Term 2, Week 4	Term 4, Week 4	Term 4, Week 4
Outcomes Assessed		FT4-3, FT4-6, FT4-7, FT4-8, FT4-9	FT4-7, FT4-8, FT4-9, FT4-11	FT4-1, FT4-3, FT4-5, FT4-6, FT4-10	FT4-1, FT4-5, FT4-10, FT4-11
Assessment Component	Weighting				
Theory Booklet.	50%		5%	20%	25%
Nutrition Research.	50%	20%	5%		25%
Weighting %	100%	20%	10%	20%	50%

Note: Year 8 Elective Food Technology is a one year subject.

Food Technology Outcomes

- FT4-1** Demonstrates hygienic handling of food to ensure a safe and appealing product.
- FT4-2** Describes and manages the risks of injury and WHS issues associated with handling food.
- FT4-3** Lists the basic components of a variety of foods.
- FT4-4** Describes changes which occur during processing, preparation and storage of food.
- FT4-5** Applies appropriate methods of food preparation.
- FT4-6** Relates the nutritional value of foods to health.
- FT4-7** Identifies the factors that influence food habits and relates them to food choices.
- FT4-8** Collects, interprets and uses information from a variety of sources.
- FT4-9** Communicates ideas and information using a range of media and appropriate terminology.
- FT4-10** Uses appropriate techniques and equipment for a variety of food-specific purposes.
- FT4-11** Plans, prepares, presents and evaluates practical food activities.
- FT4-12** Outlines the influence of technology and society on food supply.
- FT4-13** Recognises the impact of food and related activities on the individual, society and the environment.

Year 8 Assessment Schedule 2022

Subject: Industrial Technology – Metal

Task		Task 1 Project 1	Task 2 Project Folio	Task 1 Project 1	Task 2 Project Folio
Course Component		Practical Project	Design and Communication	Practical Project	Design and Communication
Due Date		Term 2, Week 5	Term 2, Week 5	Term 4, Week 5	Term 4, Week 5
Outcomes Assessed		IND4-1, IND4-3, IND4-5, IND4-6, IND4-7, IND4-9	IND4-1, IND4-2, IND4-4, IND4-5, IND4-7, IND4-8, IND4-10	IND4-1, IND4-3, IND4-5, IND4-6, IND4-7, IND4-9	IND4-1, IND4-2, IND4-4, IND4-5, IND4-7, IND4-8, IND4-10
Assessment Component	Weighting				
Metal 1.	100%	35%	15%	35%	15%
Weighting %	100%	35%	15%	35%	15%

Industrial Technology – Metal Outcomes

- IND4-1** Identifies and applies fundamental WHS principles when working with tools, materials and machines.
- IND4-2** Applies a design process in the modification of projects.
- IND4-3** Identifies and uses a range of hand and machine tools to produce quality practical projects.
- IND4-4** Selects and uses a range of relevant materials for specific purposes.
- IND4-5** Selects and uses communication techniques when designing, making and evaluating projects and ideas.
- IND4-6** Participates in collaborative work practices in the learning environment.
- IND4-7** Applies skills, processes and materials to a variety of contexts and projects.
- IND4-8** Evaluates products in terms of functional use and aesthetics.
- IND4-9** Identifies a range of technologies and their intended uses.
- IND4-10** Describes the impact of technology on society, the environment and cultural issues locally and globally.

Year 8 Assessment Schedule 2022

Subject: Industrial Technology – Timber

Task		Task 1 Project 1	Task 2 Project Folio	Task 3 Project 2	Task 4 Project Folio
Course Component		Practical Project	Design and Communication	Practical Project	Design and Communication
Due Date		Term 2, Week 5	Term 2, Week 5	Term 4, Week 5	Term 4, Week 5
Outcomes Assessed		IND4-1, IND4-3, IND4-5, IND4-6, IND4-7, IND4-9	IND4-1, IND4-2, IND4-4, IND4-5, IND4-7, IND4-8, IND4-10	IND4-1, IND4-3, IND4-5, IND4-6, IND4-7, IND4-9	IND4-1, IND4-2, IND4-4, IND4-5, IND4-7, IND4-8, IND4-10
Assessment Component	Weighting				
Timber 1.	100%	35%	15%	35%	15%
Weighting %	100%	35%	15%	35%	15%

Industrial Technology – Timber Outcomes

- IND4-1** Identifies and applies fundamental WHS principles when working with tools, materials and machines.
- IND4-2** Applies a design process in the modification of projects.
- IND4-3** Identifies and uses a range of hand and machine tools to produce quality practical projects.
- IND4-4** Selects and uses a range of relevant materials for specific purposes.
- IND4-5** Selects and uses communication techniques when designing, making and evaluating projects and ideas.
- IND4-6** Participates in collaborative work practices in the learning environment.
- IND4-7** Applies skills, processes and materials to a variety of contexts and projects.
- IND4-8** Evaluates products in terms of functional use and aesthetics.
- IND4-9** Identifies a range of technologies and their intended uses.
- IND4-10** Describes the impact of technology on society, the environment and cultural issues locally and globally.