

**KOTARA HIGH SCHOOL**

*We Aim High*

**YEAR 8**

**Assessment Policy  
Subject Assessment Schedules**



**2021**

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## Section 1: Assessment Information

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Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student's understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are suitable basis for future learning

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspect of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time

Students at Kotara High School will undertake formal assessment of their performance in all subject areas throughout the school year. The tasks will all vary in nature and are detailed within the assessment schedules in Section 3 of this policy.

Student progress and achievement will be reported formally and distributed at the end of Semester 1 and Semester 2 and informally at the Parent/Teacher evenings throughout the year. Parents are encouraged to contact their child's class teachers to discuss aspects of their progress in particular subjects, or Year Advisers if they would like to organise feedback on current progress.

### Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher either before 9am or during the designated period time on the assessment task notification. In the event of the teacher being unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal.

In the case of all written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

### Electronic Submission of Assessment Tasks

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, the classroom teacher or Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. **Any such instructions will be made clear on the assessment task notification.**

When electronic submission does occur, the following rules will apply:

- 1) The school will not be responsible for unreadable, unusable or virus infected files or media.
- 2) The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
- 3) The assessment task should be readily identifiable.
- 4) An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
- 5) The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

### **Procedures for illness, late or non-submission and dishonesty**

#### **Student's responsibilities when absent:**

If there is an unforeseen illness or misadventure on the day which has presented the submission of the assessment task, the student will complete an illness/misadventure form on the first day back at school. The student must submit the task on his/her return to school and will be informed of the result of the illness/misadventure form once it has been processed by the Head Teacher. The illness/misadventure form must be accompanied by a written explanation from a parent/carer or medical professional.

If a student knows about an absence prior to the due date then he/she needs to have already applied for an extension/alternate date with their classroom teacher and/or Head Teacher. If it has been granted, the task is able to be submitted on the new due date without penalty.

Acceptable reasons for failing to present/undertake a formal assessment task are unforeseen events which occur immediately before or on the day and prevent a student from performing a task on or by the scheduled time. Such events include significant illness, accidents or misadventures and must be supported by a written explanation from a parent/carer or some formal documentation for other absences. Exceptions will not be given for trivial reasons, outlined in the NSW DoE Attendance Policy.

#### **Late submissions**

*The following procedures relate to all students:*

Assessment tasks not submitted by the due date with no approved explanation in Years 7, 8 and 9 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

A Head Teacher may accept late submissions of assessments without penalty if the student is absent from school with an acceptable reason on the submission date.

If circumstances prevent the administering of a substitute task the Head Teacher may give approval for an estimate mark to be given. An estimate is based on the marks the student is awarded in all other assessment tasks for that course. Final marks will be calculated at the completion of all assessment tasks.

Failure to submit assessment tasks totalling 50% or more of the final course assessment will require the Principal to certify that the course has not been studied satisfactorily. This can have implications regarding the student's eligibility for a Record of School Achievement (ROSA).

## **Alleged Malpractice in Assessment Tasks or Examinations**

Behaving dishonestly to gain unfair advantage in assessments is malpractice or cheating.

Malpractice includes:

- Copying part or all of someone else's work and presenting it as your own
- Using material directly from books, journals, CDs, or the internet without giving its source
- Building on someone else's ideas without giving their source
- Buying, stealing or borrowing someone else's work and presenting it as your own
- Submitting work that someone else, like a parent, tutor, or subject expert, substantially contributed to
- Using someone else's words, ideas, designs or works in projects and performance tasks without giving their source
- Paying someone to write or prepare material
- Breaching school exam rules
- Cheating in an exam
- Using non-approved aids in an assessment task
- Giving false reasons for not handing in work by the due date
- Helping another student to engage in malpractice

Allegations of plagiarism or other forms of malpractice will be reported to the Deputy Principal and Principal who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarized.

## **Special Provisions**

A student may be granted special provisions if they have:

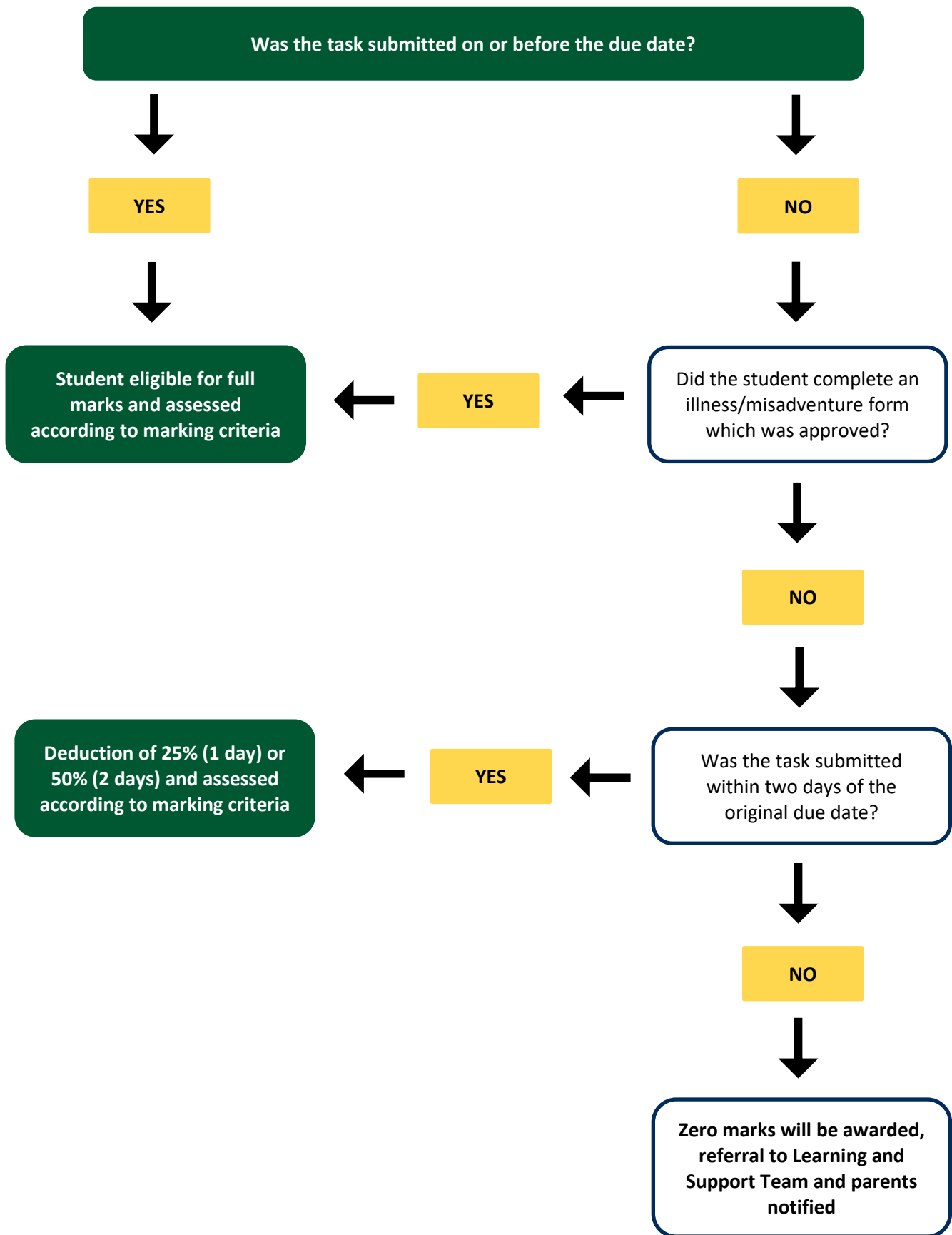
- Visual or auditory difficulties;
- Learning difficulties;
- Fine motor difficulties;
- Illnesses such as diabetes;
- Ongoing injuries that will impact on your ability to complete an assessment task;
- Psychological difficulties.

(Parents/guardians are responsible for providing all documentation to support a special provisions application or consideration).

Successful applicants will be granted provisions that are appropriate as determined by the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NSW Education Standards Authority (NESA), then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

**Flowchart – Procedures for submitting assessments at Kotara High School (Years 7-9)**



**Section 2: Assessment Task Illness/Misadventure Form**



**Kotara High School  
Illness/Misadventure Form**

**Student Section**

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Subject: \_\_\_\_\_

Task: \_\_\_\_\_ Date of Task: \_\_\_\_\_

Reason: (attach any documentary evidence to support your request)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby request (a) extension of time (b) estimate (circle)

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Classroom Teacher Section**

I have noted the above request and recommend the following action:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher Section**

I have noted the above request and recommend the following action:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Deputy Principal/Principal Section**

Based on the above recommendations I have granted the student:

- Estimate based on all other assessment tasks.
- Extension of time granted until \_\_\_\_\_
- Zero mark to be given.
- Show as non-attempt. 'N' Award Warning to be issued
- Other

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Deputy Principal/Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section 3: Year 8 Assessment Calendar

KHS YEAR 8 ASSESSMENT CALENDAR 2021				
WEEK	TERM 1, 2021	TERM 2, 2021	TERM 3, 2021	TERM 4, 2021
1	NO TASKS	NO TASKS		
2				
3		BEGINNING PHOTOGRAPHY ENGINEERING HANDS ON MUSIC INTERIOR DESIGN SCIENCE		BIOMECHANICS OF SPORT FUTURE FOODS HSIE JAPANESE MATHEMATICS VISUAL ARTS
4		FUTURE FOODS HSIE JAPANESE MATHEMATICS		ENGINEERING ENGLISH HANDS ON MUSIC INTERIOR DESIGN PDHPE SCIENCE TECHNOLOGY MANDATORY
5		DRAMA FILM & MULTIMEDIA PDHPE SPORT STUDIES TECHNOLOGY MANDATORY		NO TASKS
6	HANDS ON MUSIC SCIENCE	OCEAN TECH	JAPANESE MATHEMATICS VISUAL ARTS	
7	MATHEMATICS		HANDS ON MUSIC SCIENCE	
8	BEGINNING PHOTOGRAPHY INTERIOR DESIGN		BIOMECHANICS OF SPORT HSIE	
9	DRAMA FILM & MULTIMEDIA FUTURE FOODS HSIE JAPANESE OCEAN TECH	ENGLISH	ENGINEERING ENGLISH INTERIOR DESIGN PDHPE TECHNOLOGY MANDATORY	
10	ENGINEERING ENGLISH PDHPE SPORT STUDIES TECHNOLOGY MANDATORY		FUTURE FOODS	
11				



# KHS YEAR 8 ASSESSMENT PLANNER 2021

	TERM 1, 2021	TERM 2, 2021	TERM 3, 2021	TERM 4, 2021
WK1				
WK2				
WK3				
WK4				
WK5				
WK6				
WK7				
WK8				
WK9				
WK10				
WK11				

# ENGLISH

## YEAR 8 - 2021

### OVERVIEW OF COURSE CONTENT:

In Term One, students explore the concept of survival. They will read and view a range of nonfiction texts and analyse their purpose and how they convey meaning. Students will focus on ways of representing a significant idea in a variety of contexts including feature articles, documentaries and websites. Students will critically engage with differing perspectives of this concept in a range of language modes. In Term Two, students explore how poetry represents the importance of place in our experiences, particularly through the use of imagery. They will be encouraged to engage with poetry on a personal level with a particular focus on understanding the use of poetry to explore the world around them. Term Three focuses on context and intertextuality through the study of the transformation of a written text into film. Students will learn how composing and responding are enriched when one text draws on another. In particular, students focus on the impact of changing context on textual form and purpose. Term Four explores how significant ideas are represented through picture books. Students explore the correlation between text and visuals and how to enhance meaning. They will use visual stimulus to deepen their knowledge of how to create and shape meaning through skilful use of stylistic devices in creative writing.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Comprehension and Reflection	5C, 3B, 9E	25%
2	9	Critical Essay and Reflection	1A, 8D, 9E	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Interview and Reflection	2A, 6C, 7D	25%
4	4	Creative Writing and Reflection	1A, 4B, 5C	25%

# HSIE

## YEAR 8 - 2021

### OVERVIEW OF COURSE CONTENT:

Year 8 HSIE gives students the opportunity to study both Geography and History on a semester basis.

Geography is the study of places and the relationships between people and environments. It enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments.

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It provides the skills for students to answer the questions 'How do we know?'

Students will study:

- Water in the World
- Interconnections
- The Medieval World
- The Polynesian Expansion Across the Pacific
- The Asian Pacific World

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Water in the World Design & Research Task	GE4-1 4-2 4-3 4-5 4-8	25%
2	4	Course Examination	GE4-2 4-3 4-5 4-7	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Research Task Medieval Europe	HT4-5 4-6 4-8 4-10	25%
4	3	Course Examination	HT4-5 4-6 4-8 4-10	25%

# JAPANESE

## YEAR 8 - 2021

### OVERVIEW OF COURSE CONTENT:

In this course, basic Japanese language skills are developed. Students are introduced to the order and phonetics of the Japanese alphabet. Attention is paid to greetings and providing and extracting useful personal information such as name, age and phone numbers. Students gain a familiarity with everyday routines in the Japanese classroom and the use of titles. Students learn to recognise and write hiragana and katakana characters, as well as common *kanji*. The important interrelationship between language and culture is emphasized throughout course

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Task 1: Japanese Fundamentals	LJA4-2C, LJA4-6U	25%
2	4	Task 2: Self-introduction and script	LJA4 - 1C, LJA4 – 4C, LJA4 - 6U	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	Task 3: Family Album	LJA4 – 4C, LJA4-6U, LJA4 - 7U	25%
4	3	Task 4: Restaurant Scene	LJA4 – 2C, LJA4 – 3C, LJA4 - 5U	25%

# MATHEMATICS

## YEAR 8 – 2021

### OVERVIEW OF COURSE CONTENT:

This course continues the development of knowledge and skills already established in Stage 4. The three main strands of study are: Number and Algebra (NA) Measurement and Geometry (MG) Statistics and Probability (SP) Each strand is further divided into topic areas which are programmed for 2 - 5 weeks duration. The Working Mathematically (WM) components Communicating, Problem Solving, Reasoning, Understanding and Fluency are important processes which have been embedded into each topic. Students are required to bring a pen, 5mm grid exercise book, laptop, ruler, protractor, set of compasses and calculator to each lesson. The recommended calculator is the Casio fx-82AU Plus and is available to purchase from the school canteen for \$24. Access to a laptop computer is also recommended. Homework expectations are typically 3 hours per week.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Term 1 Summary Sheet Examination	MA4-8NA MA4-9NA MA4-10NA	20%
2	4	Semester 1 Examination - Test on all content and skills covered	MA4-8NA MA4-9NA MA4-10NA MA4-12MG MA4-13MG MA4-14MG MA4-15MG MA4-16MG	30%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	PBL Assignment - Take home task requiring students to plan and develop their own theme park. *Students then attend Luna Park in early Term 4	MA4-2WM	20%
4	3	Semester 2 Examination - Test all content and skills covered since the Semester 1 Examination	MA4-5NA MA4-6NA MA4-7NA MA4-11NA MA4-17MG MA4-20SP	30%

# PDHPE

## YEAR 8 - 2021

### OVERVIEW OF COURSE CONTENT:

Year 8 PDHPE provides students with the opportunity to enhance and develop empathy, resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity.

Through Year 8 PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts, including: Gymnastics, Soccer, Netball, Dance, Basketball, Cricket and Softcross.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	1. Analysis Report	PD4-6, PD4-7	20%
2	5	2. Part A: Ongoing Movement Performance & Participation Observation	PD4-4, PD4-5	15%
		2. Part B: Skills Test	PD4-11	15%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	3. Reducing Risk Research Task	PD4-2, PD4-6	30%
4	4	4. Ongoing Movement Performance & Participation	PD4-4, PD4-5	20%

# SCIENCE

## YEAR 8 - 2021

### OVERVIEW OF COURSE CONTENT:

Students use scientific inquiry by actively engaging in, using and applying the processes of working scientifically to develop their knowledge about Science. They identify questions and problems that they can test or research scientifically. Students select and use appropriate strategies, understanding and skills to generate creative plausible solutions to identified problems.

Term 1 – Student Research Project: Working Scientifically Skills (5 weeks), Tomorrow’s World (5 weeks)

Term 2 – Cells and Systems

Term 3 – Matter

Term 4 – Off the Planet

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	6	Semester 1 Skills in Working Scientifically Task – Student Research Project	Skills (some or all of): 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25%
2	3	Semester 1 Examination	Knowledge and understanding: 13ES, 14LW Skills: 5WS, 7WS and/or some of 6WS, 8WS, 9WS	25% (20% knowledge, 5% skills)

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Semester 2 Skills in Working Scientifically Task	Skills (some or all of): 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25%
4	4	Semester 2 Examination	Knowledge and understanding: 13ES, 14LW, 16/17CW Skills: 5WS, 7WS and/or some of 6WS, 8WS, 9WS	25% (20% knowledge, 5% skills)

# TECHNOLOGY MANDATORY

## YEAR 8 - 2021

### OVERVIEW OF COURSE CONTENT:

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Practical application	Refer to assessment task sheet	Mandatory
2	5	Folio progress	Refer to assessment task sheet	Mandatory

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Practical progress	Refer to assessment task sheet	Mandatory
4	3	Folio progress	Refer to assessment task sheet	Mandatory



# BEGINNING PHOTOGRAPHY

## YEAR 8 – SEMESTER 1, 2021

### OVERVIEW OF COURSE CONTENT:

This course is an introduction of Photography. It explores ideas relating to “Light, Shadows and Reflections”. Students will gain experience taking photographs using digital cameras, manipulating and editing these images using Photoshop. Students will also experiment with processes in the Darkroom.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	Critical/Historical	4.7, 4.8, 4.9, 4.10	20%
2	3	Artmaking	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	80%

# BIOMECHANICS OF SPORT

## YEAR 8 – SEMESTER 2, 2021

### OVERVIEW OF COURSE CONTENT:

Sports biomechanics allows detailed analysis of sports movements. It studies the effects of forces and motion on sport performance. It allows students hands-on experience in investigating how the body best moves and performs. Using laws and principles grounded in physics that apply to human movement, students design training activities that match the mechanical demands of sport and fitness. This course combines the field of sports and fitness with the fields of biology and physiology and it applies mechanical principles to the human body in order to understand how and why it moves in the way it does.

Students will study the theory and science behind biomechanics and apply it in practical lessons based around sport, fitness, training and movement.

Areas covered may include:

- Muscular & Skeletal system
- Stresses & Strains on the body throughout exercise (skeletal & muscular system)
- Applying and Absorbing Force & Momentum in sport and fitness
- Work, Power, and Energy in sport and fitness

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	1. Video Analysis	PASS5.1, PASS5.10	50%
4	3	2. Joint Model Design & Rationale	PASS5.1, PASS5.6	50%

# DRAMA

## YEAR 8 – SEMESTER 1, 2021

### OVERVIEW OF COURSE CONTENT:

Students learn about the Elements of Drama to develop role/character, dramatic tension, focus, movement and sound.

They structure a dramatic performance using the Elements of Production in collaboration with others for an invited audience.

Students learn the background and context of a theatrical form/style (for example Radio Play), rehearse and perform scripted material for a public performance.

They learn the skills to compete in a Theatresports Competition in Weeks 6 – 10.

During each unit students are observed when participating in practical workshops and are required to write log book entries using the Elements of Drama to reflect on and discuss experiential learning.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Staged performance of a Picture Book	4.1.1 4.1.2 4.1.3 4.1.4 4.3.3	60%
2	5	Scripted Radio Play Performance  Theatre Sports	4.1.3 4.2.1 4.2.3 4.3.2 4.3.3	40%

# ENGINEERING YEAR 8 - 2021

## OVERVIEW OF COURSE CONTENT:

The Engineering elective provides opportunities for students to develop knowledge, understanding and communication skills in relation to engineering and its associated industries. Practical projects allow students to develop knowledge and skills in the use of a range of materials, tools and manufacturing techniques. Students may have the opportunity to study a range of topics such as; race car design, robotics and control technology, mechanical toys and war machines (catapults). This course will give the students the opportunity to develop skills in problem solving, communication and the chance to apply mathematics and science into real life experiences.

## SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Project and folio	Refer to assessment task sheet	Mandatory
2	3	Project and folio	Refer to assessment task sheet	Mandatory

## SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Project and folio progress	Refer to assessment task sheet	Mandatory
4	4	Project and folio progress	Refer to assessment task sheet	Mandatory

# FILM AND MULTIMEDIA

## YEAR 8 – SEMESTER 1, 2021

### OVERVIEW OF COURSE CONTENT:

Students learn about the Elements of Drama to develop role/character, dramatic tension, focus, movement and sound.

They structure a dramatic performance using the Elements of Production in collaboration with others for an invited audience.

Students learn the background and context of a theatrical form/style (for example Radio Play), rehearse and perform scripted material for a public performance.

They learn the skills to compete in a Theatresports Competition in Weeks 6 – 10.

During each unit students are observed when participating in practical workshops and are required to write log book entries using the Elements of Drama to reflect on and discuss experiential learning.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Lip synch staged performance of a Picture Book	4.1.1 4.1.2 4.1.3 4.1.4 4.3.3	60%
2	5	Scripted Radio Play Performance  Theatresports	4.1.3 4.2.1 4.2.3 4.3.2 4.3.3	40%

# FUTURE FOODS

## YEAR 8 - 2021

### OVERVIEW OF COURSE CONTENT:

With the world's population expected to reach almost 10 billion people by 2050, the production and provision of sufficient, nutritious food is a global challenge. This food practical course explores food product development, healthy food choices and the impact of agriculture on climate change. Student will explore food selections and what effects this has on changing food cultures and how to make better choices in food consumption and monitor healthy eating through digital health guides. Further opportunities will investigate how technological advances are changing the food system and explore solutions for enabling changes.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Practical application	Refer to assessment task sheet	Mandatory
2	4	Folio progress	Refer to assessment task sheet	Mandatory

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	10	Practical application	Refer to assessment task sheet	Mandatory
4	3	Folio progress	Refer to assessment task sheet	Mandatory

# HANDS ON MUSIC

## YEAR 8 - 2021

### OVERVIEW OF COURSE CONTENT:

The Year 8 semester course is designed to get students on the instruments of their choice as quickly as possible. Students get to experience a variety of musical styles through performance, composition and listening.

Students will gain opportunities to play in groups, learn a variety styles and learn a different composition techniques. Topics such as Australian Music, popular music and the blues affords the students a diversity of assessment and opportunities to collaborate on group tasks.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	6	Performance and Composition task (on devices)	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.11, 4.12	Composition 30% Performance 20%
2	3	Performance and In-class aural exam (on devices)	4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	Listening 30% Performance 20%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Performance and Composition task (on devices)	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.11, 4.12	Composition 30% Performance 20%
4	4	Performance and In-class aural exam (on devices)	4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	Listening 30% Performance 20%

# INTERIOR DESIGN

## YEAR 8 - 2021

### OVERVIEW OF COURSE CONTENT:

Students will design and make fashionable clothing and interior items and learn about the technology of colour in dyeing and printing fabrics and explore production techniques using both machine and hand methods of construction.

Individual designs will also incorporate elements of E-textiles technology. E-textiles incorporates the use of soft circuits as a system that can be applied to interior and clothing items.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	Practical samples and folio	Refer to assessment task sheet	Mandatory
2	3	Design Proposal	Refer to assessment task sheet	Mandatory

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	10	Practical progress	Refer to assessment task sheet	Mandatory
4	3	Folio progress	Refer to assessment task sheet	Mandatory



# OCEAN TECH - HSIE

## YEAR 8 – SEMESTER 1, 2021

### OVERVIEW OF COURSE CONTENT:

Ocean Tech is a STEM elective based on the Marine and Aquaculture Technology syllabus.

Students will be given the opportunity to engage in problem solving STEM activities, including; designing and creating solar watercraft, programming robots to propel vessels.

Students will have the opportunity to participate in excursions to local waterways to test their structures and engage in fishing and water safety activities.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Research and Presentation Task	OT4-1 OT4-2 OT 4-3	50%
2	6	End of Course Examination	OT 4-4 OT 4-5 OT 4-6	50%

# SPORT STUDIES

## YEAR 8 – SEMESTER 1, 2021

### OVERVIEW OF COURSE CONTENT:

Sports Studies is an extension to the present Personal Development, Health and Physical Education course. It aims to develop students' special interests and abilities in various sports. The course extends students' knowledge in rules, strategies and tactics in these sports. The course also endeavours to provide experiences which will enhance quality of movement through these specialised areas. Assessment of these areas will be based on improvement in skill levels, consistent effort and participation, along with a research task.

Areas covered may include:

- Sport Coaching
- Game play and tactics
- Rules and regulations of various sports
- Technology in sport

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	1. Research Task	PASS5-2, PASS5-10	50%
2	5	2. Ongoing Movement Performance & Participation Observation	PASS5-5, PASS5-9	50%

# VISUAL ARTS

## YEAR 8 – SEMESTER 2, 2021

### OVERVIEW OF COURSE CONTENT:

In Year 8 Visual Arts will make 2D and 3D artworks that explore different themes in their artmaking. They will research and reflect on a variety of artistic practices with a focus on technical refinement.

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	Part A: Artmaking Part B: Critical/Historical	4.1, 4.2, 4.3, 4.4, 4.5, 4.6 4.7, 4.8, 4.9, 4.10	40%  10%
4	3	Part A: Artmaking Part B: Critical/Historical	4.1, 4.2, 4.3, 4.4, 4.5, 4.6 4.7, 4.8, 4.9, 4.10	40%  10%