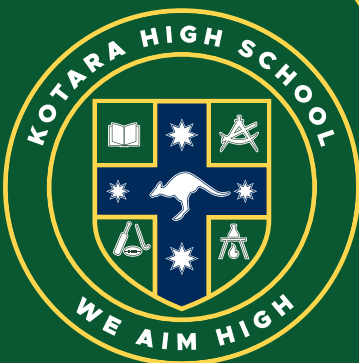


KOTARA HIGH SCHOOL

We Aim High

YEAR 8

Assessment Policy Subject Assessment Schedules



2023

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Section 1: Assessment Information

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 or a maximum of 5 school days, whichever is sooner. 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

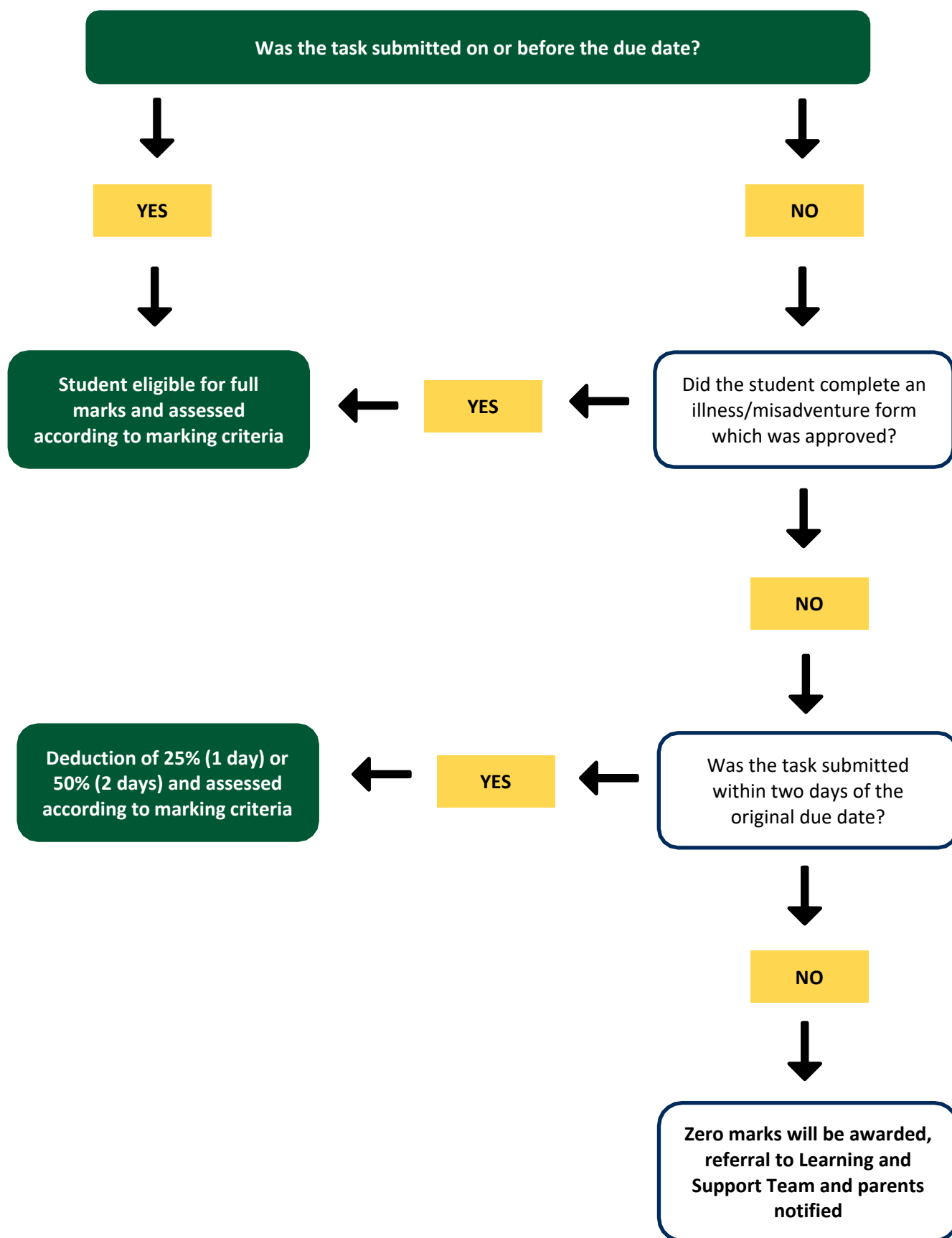
A student may be granted special provisions if they have:

- 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.



Section 2: Assessment Task Illness/Misadventure Form



Kotara High School Illness/Misadventure Form

all forms must be returned on the first day of a child's return or a maximum of 5 school days, whichever is sooner

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 2023 | | | | |
|-------------------------------------|---|---|--|--|
| WEEK | TERM 1, 2023 | TERM 2, 2023 | TERM 3, 2023 | TERM 4, 2023 |
| 1 | NO TASKS | | | |
| 2 | | Music (Rock Band) Science | | |
| 3 | | Future Foods | | Film Future Foods Minecraft Machinations |
| 4 | | Beginning Photography Technology Mandatory Metal Technology Timber Fundamentals Visual Arts | | Engineering English Interior Design Music (Rock Band) Sports Studies Technology Mandatory PDHPE Science |
| 5 | | HSIE Japanese Mathematics Ocean Technology | | HSIE Mathematics Japanese |
| 6 | Science | Music (Rock Band) PDHPE Sports Studies | Mathematics | |
| 7 | Mathematics PDHPE | | Music (Rock Band) Science | NO TASKS |
| 8 | Film | | Film HSIE Japanese Minecraft Machinations PDHPE | |
| 9 | Drama | | Engineering English Interior Design Music (Rock Band) Sports Studies Technology Mandatory | |
| 10 | Beginning Photography English Japanese Music (Rock Band) Sports Studies Technology Mandatory Timber Fundamentals Visual Arts | English | Future Foods | |
| 11 | HSIE Future Foods Metal Technology Ocean Technology | | | |

KHS YEAR 8 ASSESSMENT PLANNER 2023

| | TERM 1, 2023 | TERM 2, 2023 | TERM 3, 2023 | TERM 4, 2023 |
|------|--------------|--------------|--------------|--------------|
| WK1 | | | | |
| WK2 | | | | |
| WK3 | | | | |
| WK4 | | | | |
| WK5 | | | | |
| WK6 | | | | |
| WK7 | | | | |
| WK8 | | | | |
| WK9 | | | | |
| WK10 | | | | |
| WK11 | | | | |

BEGINNING PHOTOGRAPHY

YEAR 8 – SEMESTER 1, 2023

OVERVIEW OF COURSE CONTENT:

This course is an introduction of Photography. 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 and explore the works of different photographers.

SEMESTER ONE

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|--------------------------------|------------------------------|-----------|
| TERM | WEEK | | | |
| 1 | 10 | PART A: Artmaking | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | 30% |
| | | PART B: Critical/Historical | 4.7, 4.8, 4.9, 4.10 | 15% |
| 2 | 4 | PART A: Artmaking | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | 40% |
| | | PART B: Critical/Historical | 4.7, 4.8, 4.9, 4.10 | 15% |

DRAMA

YEAR 8 – SEMESTER 1, 2023

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 Physical Theatre), rehearse and perform scripted material for a public performance.

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

SEMESTER ONE

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|-------------|----------------------------------|-----------|
| TERM | WEEK | | | |
| 1 | 9 | Performance | 4.1.1 4.1.2 4.2.2 4.3.3 | 60% |
| 2 | 5 | Performance | 4.1.3 4.2.3 4.3.3 | 40% |

ENGINEERING

YEAR 8 - 2023

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 TWO

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|------------------|--------------------------------|-----------|
| TERM | WEEK | | | |
| 3 | 9 | Project progress | Refer to assessment task sheet | Mandatory |
| 4 | 4 | Folio research | Refer to assessment task sheet | Mandatory |

ENGLISH

YEAR 8 - 2023

OVERVIEW OF COURSE CONTENT:

In Term One, students explore 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. In Term Two, students explore how poetry represents the significance of place in our experiences. 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 examining nonfiction texts to foster critical thinking. Students will become constructive and critical thinkers in the ways they make meaning in and through nonfiction texts. Students will critically analyse a range of nonfiction texts and evaluate how they convey meaning. 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. ALARM (A Learning and Responding Matrix) underpins all modules.

SEMESTER ONE

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|-------------------|--------------------------|-----------|
| TERM | WEEK | | | |
| 1 | 10 | Interview | 2A, 6C, 7D 5C, 3B, 9E | 25% |
| 2 | 10 | Critical Analysis | 1A, 8D, 9E | 25% |

SEMESTER TWO

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|---------------------|------------|-----------|
| TERM | WEEK | | | |
| 3 | 9 | Comprehension | 5C, 3B, 9E | 25% |
| 4 | 4 | Imaginative Writing | 1A, 4B, 5C | 25% |

FILM

YEAR 8 – SEMESTER 2, 2023

OVERVIEW OF COURSE CONTENT:

Students will watch and analyse select movies to assist in their understanding about how techniques are used to create films. Students will learn about storytelling devices used by filmmakers, camera shots and techniques, how to use a drone and editing software to enhance film's purpose.

The combination of the theoretical study of films, the practical knowledge of filming and using editing software will be combined when students produce their own short films.

SEMESTER TWO

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|-----------------------------------|----------------|-----------|
| TERM | WEEK | | | |
| 3 | 8 | Film technique and script writing | 4.3.1 4.1.3 | 40% |
| 4 | 3 | Short film | 4.2.2 4.2.3 | 60% |

FUTURE FOODS

YEAR 8 - 2023

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 | 11 | Practical application | Refer to assessment task sheet | Mandatory |
| 2 | 3 | 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 |

HSIE

YEAR 8 - 2023

OVERVIEW OF COURSE CONTENT:

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

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?'

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.

Students will study:

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

SEMESTER ONE

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|---|--------------------|-----------|
| TERM | WEEK | | | |
| 1 | 11 | Research And Writing Task | HT4-5 4-6 4-8 4-10 | 25% |
| 2 | 5 | Source Based Skills and Knowledge Examination | HT4-5 4-6 4-8 4-10 | 25% |

SEMESTER TWO

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|----------------------------------|----------------------------|-----------|
| TERM | WEEK | | | |
| 3 | 8 | Research Task | GE4-1 GE4-2 GE4-7 GE4-8 | 25% |
| 4 | 3 | Skills and Knowledge Examination | GE4-2 GE4-3 GE4-5 GE4-7 | 25% |

INTERIOR DESIGN

YEAR 8 - 2023

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 TWO

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|-----------------------|--------------------------------|-----------|
| TERM | WEEK | | | |
| 3 | 9 | Practical application | Refer to assessment task sheet | Mandatory |
| 4 | 4 | Design proposal | Refer to assessment task sheet | Mandatory |

JAPANESE

YEAR 8 - 2023

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, some 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 | 10 | Task 1: Japanese Fundamentals | LJA4-2C, LJA4-6U, LJA - 9U | 20% |
| 2 | 5 | Task 2: Self-introduction and Hiragana Belts and Books | LJA4 - 1C, LJA4-5U, LJA4 - 6U | 30% |

SEMESTER TWO

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|------------------------------|-------------------------------|-----------|
| TERM | WEEK | | | |
| 3 | 8 | Task 3: Family Album | LJA4 – 4C, LJA4-6U, LJA4 - 7U | 20% |
| 4 | 5 | Task 4: Understanding a menu | LJA4-3C, LJA4-6U | 30% |

MATHEMATICS

YEAR 8 – 2023

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 | 5 | Semester 1 Examination - Test on all content and skills covered | 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 | MA4-6NA MA4-2WM | 20% |
| 4 | 5 | Semester 2 Examination - Test all content and skills covered since the Semester 1 Examination | MA4-7NA MA4-11NA MA4-17MG | 30% |

METAL TECHNOLOGY

YEAR 8 - 2023

OVERVIEW OF COURSE CONTENT:

The Metal 1 elective develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication.

Practical projects reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies.

These may include:

- Fabricated projects
- Sheet metal products

SEMESTER ONE

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|------------------|--------------------------------|-----------|
| TERM | WEEK | | | |
| 1 | 11 | Project progress | Refer to assessment task sheet | Mandatory |
| 2 | 4 | Folio research | Refer to assessment task sheet | Mandatory |

MINECRAFT MACHINATIONS

YEAR 8 - 2023

OVERVIEW OF COURSE CONTENT:

Enter the realm of Minecraft Education and explore worlds, times and spaces that have only existed in your wildest dreams. Play and experiment with geographical, historical and scientific ideas in virtual environments. Bring out your creative, problem solving mind and delve into the how and Wow and Minecraft.

Students will be given the opportunity to explore, create and manipulate worlds and structures using Minecraft Education, solving real world problems using other world solutions.

Opportunities also exist for students to:

- Explore the world of virtual reality and augmented reality, using new technologies; for example, Merge Cube
- Write simple JavaScript and control a programmable world.

NB: This is a semester course. Students will sit two tasks across the course.

SEMESTER TWO

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|--|----------------------------|-----------|
| TERM | WEEK | | | |
| 3 | 8 | Research and Presentation Problem Solving Task | TE4-1DP TE4-2DP TE4-4DP | 25 |
| 4 | 3 | Personal Minecraft World Project | TE4-1DP TE4-2DP TE4-4DP | 25 |

OCEAN TECH - HSIE

YEAR 8 – 2023

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 | 11 | Research and Presentation Task | OT4-1 OT4-2 OT 4-3 | 50% |
| 2 | 5 | End of Course Examination | OT 4-4 OT 4-5 OT 4-6 | 50% |

PDHPE

YEAR 8 - 2023

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 | 7 | 1. Healthy Eating Campaign | PD4-6, PD4-7 | 20% |
| 2 | 6 | 2. Ongoing Movement Performance & Participation Observation | PD4-4, PD4-5 | 30% |

SEMESTER TWO

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|---|--------------|-----------|
| TERM | WEEK | | | |
| 3 | 8 | 3. Reducing Risk Research Task | PD4-2, PD4-6 | 30% |
| 4 | 4 | 4. Ongoing Movement Performance & Participation | PD4-4, PD4-5 | 20% |

ROCK BAND

YEAR 8 - 2022

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 of styles and learn different composition techniques. Exploring topics such as Australian Music, popular music and the blues provides the students with diversity of assessment and opportunities to collaborate on group tasks.

SEMESTER ONE COHORT

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|-------------|---------------------|-----------|
| TERM | WEEK | | | |
| 1 | 10 | Performance | 4.1, 4.2, 4.3 | 35% |
| 2 | 2 | Examination | 4.7, 4.8, 4.9. 4.10 | 30% |
| 2 | 6 | Composition | 4.4, 4.6 | 35% |

SEMESTER TWO COHORT

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|-------------|---------------------|-----------|
| TERM | WEEK | | | |
| 3 | 7 | Performance | 4.1, 4.2, 4.3 | 35% |
| 3 | 9 | Examination | 4.7, 4.8, 4.9. 4.10 | 30% |
| 4 | 4 | Composition | 4.4, 4.6 | 35% |

SCIENCE

YEAR 8 - 2023

OVERVIEW OF COURSE CONTENT:

The content of the *Science Years 7–10 Syllabus* is organised by the strands:

- **Skills:** Working Scientifically (WS)
- **Knowledge and Understanding:** 1. Physical World (PW), 2. Earth and Space (ES), 3. Living World (LW), 4. Chemical World (CW).

The following units of work studied this year will be completed during one term:

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

Term 2 – Cells and Systems

Term 3 – Matter

Term 4 – Off the Planet

Students use scientific inquiry by actively engaging in, using and applying the processes of working scientifically to develop their knowledge about Science. Students communicate Science ideas, findings and information using appropriate scientific language, text types and representations.

Each semester students will complete two assessment tasks – one skills based practical task and one examination predominantly assessing knowledge and understanding with a skills section.

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 | 2 | 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) |

SPORT STUDIES

YEAR 8 – SEMESTER 1 & 2 2023

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 | 4 | 2. Ongoing Movement Performance & Participation Observation | PASS5-5, PASS5-9 | 50% |

SEMESTER TWO

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|---|-------------------|-----------|
| TERM | WEEK | | | |
| 3 | 7 | 1. Research Task | PASS5-2, PASS5-10 | 50% |
| 4 | 4 | 2. Ongoing Movement Performance & Participation Observation | PASS5-5, PASS5-9 | 50% |

TECHNOLOGY MANDATORY

YEAR 8 - 2023

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 | 4 | 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 | 4 | Folio progress | Refer to assessment task sheet | Mandatory |

TIMBER FUNDAMENTALS

YEAR 8 - 2023

OVERVIEW OF COURSE CONTENT:

Woodworking Fundamentals / Timber Skills

Learning to design and construct items are essential skills used in our built environment. Students will focus on the development of skills when working with the timber resources, equipment and machinery. These skills will provide students with an introduction to the workshop and an opportunity to pursue further studies and specialisations in Stage 5 and 6 and possible professional endeavours in the future.

Students will focus on fundamental skills in the use of a range of materials, tools and manufacturing techniques used in the timber industry which will enable them to create individual and useful projects.

SEMESTER ONE

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|------------------|--------------------------------|-----------|
| TERM | WEEK | | | |
| 1 | 10 | Project progress | Refer to assessment task sheet | Mandatory |
| 2 | 4 | Folio research | Refer to assessment task sheet | Mandatory |

VISUAL ARTS

YEAR 8 – SEMESTER 1, 2023

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 ONE

| DATE | | TASK | OUTCOMES | WEIGHTING |
|------|------|-----------------------------|------------------------------|-----------|
| TERM | WEEK | | | |
| 1 | 10 | PART A: Artmaking | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | 30% |
| | | PART B: Critical/Historical | 4.7, 4.8, 4.9, 4.10 | 15% |
| 2 | 4 | PART A: Artmaking | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | 40% |
| | | PART B: Critical/Historical | 4.7, 4.8, 4.9, 4.10 | 15% |