

**KOTARA HIGH SCHOOL**

*We Aim High*

**YEAR 8**

**Assessment Policy  
Subject Assessment Schedules**



**2024**

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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 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.

If an illness/misadventure is approved and it's impractical to administer a catch up task and/or it is more than 5 school days after the original due date an estimate mark is given. An estimate is based on the marks the student is awarded in all other assessments tasks for that course. Final marks will be calculated at the completion of all assessment tasks.

Failure to submit assessment tasks totaling 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).

## Academic Integrity

Academic Integrity is a collection of positive values that allow the thoughts and work of an individual to hold meaning through a commitment to **fairness** and **honesty** in all academic endeavours. It is an expectation that all students at Kotara High School will uphold these values.

### What does this look like at Kotara High?

#### TURNITIN

This is an internet based academic similarity detection service, that sits within Canvas. Our school is committed to using this as a tool to provide opportunities for students to ensure that their work submitted has been created fairly and honestly. It generates a Similarity Report and Artificial Intelligence Report that checks student work against an archive of internet documents, internet data and a repository of previously submitted papers. For Turnitin to create accurate reports, tasks must be submitted as one of the following file types: .doc/.docx, .txt, .pdf, .pptx, .xls/.xlsx. You **MAY NOT SUBMIT AN IMAGE OR SCREENSHOT OF YOUR WORK.**

#### ASSESSMENT NOTIFICATION

A schoolwide assessment notification appendix that references these values and relevant school wide policies.

#### Academic Integrity Notes:

- If you are absent **on the day** of an assessment task you must submit an illness/misadventure form signed by your parent/guardian and give to the Head Teacher of the faculty on the *first day back at school*. Non submission of an illness/misadventure form will result in zero award.
- If you are aware that you will be absent on the date of the task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence; this responsibility also includes completing an illness/misadventure form.
- An N- Award warning notification will be generated for failing to attempt a task.
- Students who breach academic integrity expectations through malpractice and/or plagiarism will be penalised according to the policy.
- Remember to manage your time effectively. Speak to your teacher if you have any questions.

#### APPROPRIATE RESPONSE

Responding appropriately to cases where students have not demonstrated fairness and honesty in the completion of their assessment task.

#### PROMOTING THE CULTURE

Candid and open conversation with the school community around Academic Integrity by making these values of fairness and honesty visible throughout the school and community. This also involves student participation in workshops designed to promote a school wide culture of Academic Integrity.

#### STAGE 6 'ALL MY OWN WORK'

Ensuring all Stage 6 students have completed NESA's 'All My Own Work' program.

## **Key Definitions:**

**Malpractice** is the act of behaving dishonestly to gain an unfair advantage in assessments is malpractice or cheating.

**Plagiarism** is the practice of taking someone else's work or ideas and passing them off as one's own.

## **In practise this looks like:**

### **Hand-In Tasks**

- Copying part or all of someone else's work and presenting it as your own, including work created by an Artificial Intelligence
- Collusion in completing tasks that was intended to be independent student work
- Not correctly referencing the ideas, thoughts and writings of others
- Submitting work that someone else, like a parent, tutor, subject expert of third party, substantially contributed to

### **In-Class Tasks**

- 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 a due date or being present on the day of a test.
- Helping another student to engage in malpractice

## **Procedures:**

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

## **Special Provisions**

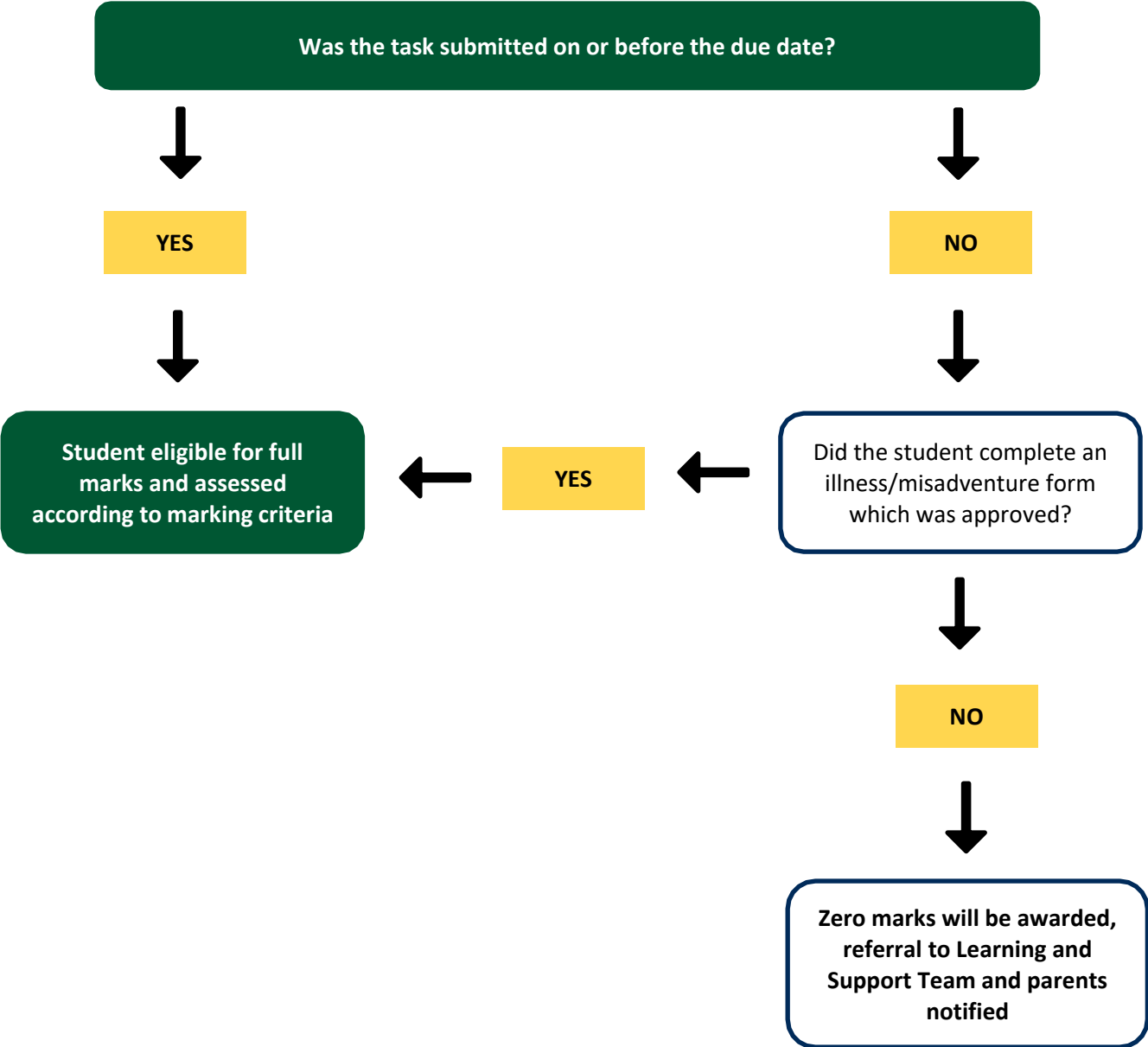
A student may be granted special provisions if they have:

- 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: \_\_\_\_\_



### KHS YEAR 8 ASSESSMENT CALENDAR 2024

| WEEK      | TERM 1, 2024   | TERM 2, 2024   | TERM 3, 2024                                  | TERM 4, 2024   |
|-----------|--|--|---|--|
| <b>1</b>  | <b>NO TASKS</b>  |  |   |  |
| <b>2</b>  |  | <b>NO TASKS</b>  |   | Future Foods<br>Rock Band  |
| <b>3</b>  |  |  |   | Science<br>Tech Mandatory  |
| <b>4</b>  |  | Creative Clay<br>HISIE<br>Timber<br>Future Foods<br>Photography<br>Science<br>Tech Mandatory |   | English<br>Engineering<br>Japanese<br>Mathematics<br>Metal Technology<br>Ocean Technology<br>Rock Band<br>Timber |
| <b>5</b>  |  | Mathematics<br>Metal Technology<br>Japanese<br>Ocean Technology<br>Engineering               |   | HSIE   |
| <b>6</b>  | Science  |  | Japanese<br>Mathematics<br>PDHPE              | <b>NO TASKS</b>  |
| <b>7</b>  | PDHPE  |  | Science                                       |  |
| <b>8</b>  | HSIE   |  | English<br>Ocean Technology<br>Sports Studies |  |
| <b>9</b>  | Japanese<br>Mathematics<br>Sports Studies  | English  | HISIE<br>Tech Mandatory<br>Timber             |  |
| <b>10</b> | Creative Clay<br>Photography<br>Tech Mandatory Food<br>Tech Mandatory Engineering<br>Future Foods<br>Timber      |  | Engineering<br>Metal Technology               |  |
| <b>11</b> | English<br>Engineering<br>Metal Technology<br>Tech Mandatory Food<br>(8TM10, 8TM9)<br>Timber<br>Ocean Technology |  |   |  |

# KHS YEAR 8 ASSESSMENT PLANNER 2024

|      | TERM 1, 2024 | TERM 2, 2024 | TERM 3, 2024 | TERM 4, 2024 |
|------|--------------|--------------|--------------|--------------|
| WK1  |              |              |              |              |
| WK2  |              |              |              |              |
| WK3  |              |              |              |              |
| WK4  |              |              |              |              |
| WK5  |              |              |              |              |
| WK6  |              |              |              |              |
| WK7  |              |              |              |              |
| WK8  |              |              |              |              |
| WK9  |              |              |              |              |
| WK10 |              |              |              |              |
| WK11 |              |              |              |              |

# BEGINNING PHOTOGRAPHY

## YEAR 8 – SEMESTER 1, 2024

### OVERVIEW OF COURSE CONTENT:

In Year 8 Beginning Photography students will explore darkroom and digital photographic processes through making and manipulating photographic images. They will also study professional photographers, their practice and write about images.

### SEMESTER TWO

| DATE |      | TASK   | OUTCOMES  | WEIGHTING  |
|------|------|--|---|------------|
| TERM | WEEK |  |   |            |
| 1    | 10   | PART A: Artmaking<br>PART B: Critical/Historical | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6<br>4.7, 4.8, 4.9, 4.10 | 20%<br>15% |
| 2    | 4    | PART A: Artmaking<br>PART B: Critical/Historical | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6<br>4.7, 4.8, 4.9, 4.10 | 50%<br>15% |

# CREATIVE CLAY

## YEAR 8 – SEMESTER 1, 2024

### OVERVIEW OF COURSE CONTENT:

In Year 8 Creative Clay students will make ceramic 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. Through the tactile and versatile medium of clay, students will explore the historical and cultural significance of ceramics while nurturing their own artistic expressions.

Students will also explore a variety of ceramic artists in their critical and historical studies of ceramics. Through this exploration, students will gain insight in the form and function of their own ceramic creations.

### SEMESTER TWO

| DATE |      | TASK                        | OUTCOMES                     | WEIGHTING |
|------|------|-----------------------------|------------------------------|-----------|
| TERM | WEEK |                             |                              |           |
| 1    | 10   | PART A: Artmaking           | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | 20%       |
|      |      | 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 | 50%       |
|      |      | PART B: Critical/Historical | 4.7, 4.8, 4.9, 4.10          | 15%       |

# ENGINEERING YEAR 8 - 2024

## 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    | 11   | Project progress | Refer to assessment task sheet | Mandatory |
| 2    | 5    | Folio research   | Refer to assessment task sheet | Mandatory |

## SEMESTER TWO

| DATE |      | TASK             | OUTCOMES                       | WEIGHTING |
|------|------|------------------|--------------------------------|-----------|
| TERM | WEEK |                  |                                |           |
| 3    | 10   | Project progress | Refer to assessment task sheet | Mandatory |
| 4    | 4    | Folio research   | Refer to assessment task sheet | Mandatory |

# ENGLISH

## YEAR 8 - 2024

### OVERVIEW OF COURSE CONTENT:

In Term One, students explore form 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 textual form on authorial purpose. In Term Two, students explore how poetry represents the significance of place in our experiences through 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 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 visual and written language through the picture book form and how it enhances 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    | 11   | Interview         | 2A, 6C, 7D<br>5C, 3B, 9E | 25%       |
| 2    | 9    | Critical Analysis | 1A, 8D, 9E               | 25%       |

### SEMESTER TWO

| DATE |      | TASK                | OUTCOMES   | WEIGHTING |
|------|------|---------------------|------------|-----------|
| TERM | WEEK |                     |            |           |
| 3    | 8    | Comprehension       | 5C, 3B, 9E | 25%       |
| 4    | 4    | Imaginative Writing | 1A, 4B, 5C | 25%       |

# FUTURE FOODS

## YEAR 8 - 2024

### 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    | 8    | Practical application | Refer to assessment task sheet | Mandatory |
| 4    | 2    | Folio progress        | Refer to assessment task sheet | Mandatory |

# HSIE

## YEAR 8 - 2024

### 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 Spanish Conquest of the Americas
- The Polynesian Expansion Across the Pacific
- The Asian Pacific World
- Water in the World
- Interconnections

### SEMESTER ONE

| DATE |      | TASK                      | OUTCOMES           | WEIGHTING |
|------|------|---------------------------|--------------------|-----------|
| TERM | WEEK |                           |                    |           |
| 1    | 8    | Research Task             | HT4-5 4-6 4-8 4-10 | 25%       |
| 2    | 4    | End of Course Examination | HT4-5 4-6 4-8 4-10 | 25%       |

### SEMESTER TWO

| DATE |      | TASK                      | OUTCOMES                   | WEIGHTING |
|------|------|---------------------------|----------------------------|-----------|
| TERM | WEEK |                           |                            |           |
| 3    | 9    | Research and Written Task | GE4-1 GE4-2 GE4-7<br>GE4-8 | 25%       |
| 4    | 5    | End of Course Examination | GE4-2 GE4-3 GE4-5<br>GE4-7 | 25%       |



# JAPANESE YEAR 8 - 2024

## OVERVIEW OF COURSE CONTENT:

In this course Japanese understanding, communicating, and interacting 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. Students gain familiarity with everyday routines in the Japanese classroom. They learn to recognise and write hiragana and some katakana characters, as well as common *kanji*. The year culminates with the study of Japanese food. Students become familiar with language used for ordering whilst developing knowledge of Japanese food and manners. The important interrelationship between language and culture is emphasized throughout course

## SEMESTER ONE

| DATE |      | TASK                           | OUTCOMES     | WEIGHTING |
|------|------|--------------------------------|--------------|-----------|
| TERM | WEEK |                                |              |           |
| 1    | 9    | Task 1: The Japanese Classroom | ML4-UND-01   | 30%       |
| 2    | 5    | Task 2: New Friends            | ML4 – CRT-01 | 20%       |

## SEMESTER TWO

| DATE |      | TASK                  | OUTCOMES   | WEIGHTING |
|------|------|-----------------------|------------|-----------|
| TERM | WEEK |                       |            |           |
| 3    | 6    | Task 3: Host Families | ML4-INT-01 | 20%       |
| 4    | 4    | Task 4: Let's Eat     | ML4-UND-01 | 30%       |

# MATHEMATICS

## YEAR 8 – 2024

### 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    | 9    | Term 1 Summary Sheet Examination                                | MA4-8NA<br>MA4-9NA<br>MA4-10NA                                       | 20%       |
| 2    | 5    | Semester 1 Examination - Test on all content and skills covered | MA4-10NA<br>MA4-12MG<br>MA4-13MG<br>MA4-14MG<br>MA4-15MG<br>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<br>MA4-2WM              | 20%       |
| 4    | 4    | Semester 2 Examination - Test all content and skills covered since the Semester 1 Examination  | MA4-7NA<br>MA4-11NA<br>MA4-17MG | 30%       |

# METAL TECHNOLOGY

## YEAR 8 - 2024

### 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    | 5    | Folio research   | Refer to assessment task sheet | Mandatory |

### SEMESTER TWO

| DATE |      | TASK             | OUTCOMES                       | WEIGHTING |
|------|------|------------------|--------------------------------|-----------|
| TERM | WEEK |                  |                                |           |
| 3    | 10   | Project progress | Refer to assessment task sheet | Mandatory |
| 4    | 4    | Folio research   | Refer to assessment task sheet | Mandatory |

# OCEAN TECH - HSIE

## YEAR 8 – 2024

### 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%       |

### SEMESTER TWO

| DATE |      | TASK                           | OUTCOMES             | WEIGHTING |
|------|------|--------------------------------|----------------------|-----------|
| TERM | WEEK |                                |                      |           |
| 3    | 8    | Research and Presentation Task | OT4-1 OT4-2 OT 4-3   | 50%       |
| 4    | 4    | End of Course Examination      | OT 4-4 OT 4-5 OT 4-6 | 50%       |

# PDHPE

## YEAR 8 - 2024

### 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 Task                                      | PD4-6, PD4-7 | 20%       |
| 2    | 7    | 2. Ongoing Movement Performance & Participation Observation | PD4-4, PD4-5 | 30%       |

### SEMESTER TWO

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

# ROCK BAND

## YEAR 8 - 2024

### 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 ensemble and individual performance opportunities, plus listening and analysis tasks.

### SEMESTER TWO

| DATE |      | TASK        | OUTCOMES            | WEIGHTING |
|------|------|-------------|---------------------|-----------|
| TERM | WEEK |             |                     |           |
| 4    | 2    | Examination | 4.7, 4.8, 4.9. 4.10 | 30%       |
| 4    | 4    | Performance | 4.1, 4.2, 4.3       | 70%       |

# SCIENCE

## YEAR 8 - 2024

### 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    | 4    | Semester 1 Examination  | Knowledge and Understanding: 13ES, 14LW<br>Skills: 5WS, 7WS and/or some of 6WS, 8WS, 9WS | 25%<br>(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    | 3    | Semester 2 Examination                           | Knowledge and Understanding: 13ES, 14LW, 16/17CW<br>Skills: 5WS, 7WS and/or some of 6WS, 8WS, 9WS | 25%<br>(20% knowledge, 5% skills) |

# SPORT STUDIES

## YEAR 8 – 2024

### 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    | 9    | 1. Research Task  | PASS5-2, PASS5-10 | 50%       |
| 2    | 7    | 2. Ongoing Movement Performance & Participation Observation | PASS5-5, PASS5-9  | 50%       |

### SEMESTER TWO

| DATE |      | TASK  | OUTCOMES          | WEIGHTING |
|------|------|---|-------------------|-----------|
| TERM | WEEK |   |                   |           |
| 3    | 8    | 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 - 2024

### 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    | 10/11 | 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    | 3    | Folio progress     | Refer to assessment task sheet | Mandatory |

# TIMBER FUNDAMENTALS

## YEAR 8 - 2024

### 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    | 11   | Project progress | Refer to assessment task sheet | Mandatory |
| 2    | 4    | Folio research   | Refer to assessment task sheet | Mandatory |

### SEMESTER TWO

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