

**KOTARA HIGH SCHOOL**

*We Aim High*

**YEAR 8**

**Assessment Policy  
Subject Assessment Schedules**



**2025**

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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 latesubmission.

### 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.

## **Non-Completion of Assessment Tasks – Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task**

Work for assessment must be submitted on time. If a student fails to do an assessment task or fails to submit an assessment task on time without a valid reason, a zero mark must be recorded for that task.

The student is still required to complete the task to meet course requirements. No mark will be awarded for a late task. If a student's attempt at a particular task demonstrates very little or no effort, then it is a matter for the teacher's professional judgment whether the attempt is a genuine one. The school may, where appropriate, substitute a task or in extreme circumstances moderate a student's marks based on other assessment evidence.

Work placement, excursions and extra-curricular activities are not a valid reason for non-completion of an assessment task. Assessment tasks take priority over all other extra-curricular activities.

### **Request for extension of a due date**

If a student requires additional time to complete a task, students must apply in writing well before the due date using the "Illness/Misadventure" form with supporting evidence. This form is used when a student has a **satisfactory** reason to request an extension of time for an assessment task and it must be signed by a parent or guardian. The subject Head Teacher and Deputy Principal will decide if the application is upheld or declined.

### **Absence from an Assessment Task or Examination and Other Cases of Misadventure**

Students must make every effort possible to be present at an assessment task or examination.

#### **Absence due to injury/illness**

If students are absent on the day of an assessment task or examination, they must phone and notify the school of the absence before 9.00am.

Students must bring a valid medical certificate and completed illness/misadventure form immediately upon return to verify absence due to illness. Certificates must not be back-dated and must be submitted to the relevant Head Teacher or Deputy Principal. The certificate must clearly state the condition that made it impossible for the student to present for the assessment task or examination. Certificates can be obtained from a doctor, pharmacy or online doctors appointment. Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

\*Please note, illness due to COVID-19 or symptoms related, students must follow regular Kotara High School procedures as they would for any other illness, in line with current NSW Health and DOE guidelines.

#### **Other cases of misadventure**

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

An Illness/Misadventure form with supporting evidence must be submitted to the relevant Head Teacher or Deputy Principal, indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task. The Head Teacher and Deputy Principal will determine if the application is upheld or declined.

These documents should be submitted to the Head Teacher or Deputy Principal **on the day of return to school**, or earlier in the case of a prolonged absence.

### **Other circumstances relating to illness or misadventure.**

When students present for an examination or assessment task while ill or fall ill during the course of the examination or assessment task, they may make a claim for illness/misadventure. Students must obtain a doctor's certificate covering the day of the assessment. This should be submitted to the Head Teacher or Deputy Principal on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their application, the following procedure will be followed:

1. The paper will be marked as normal.
2. The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
3. If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken.
4. If the new mark is significantly below expectations, an adjustment may be made relative to typical performance in like tasks.

Illness/misadventure BEFORE an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation.

### **Late attendance for an assessment task or examination**

Students who arrive late for an assessment task due to circumstances beyond their control should immediately report to their classroom teacher or the Head Teacher concerned. An illness/misadventure application will need to be submitted with supporting evidence to the Deputy Principal and Head Teacher in order to determine an appropriate course of action.

### **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**

##### **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

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

### **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** in 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**

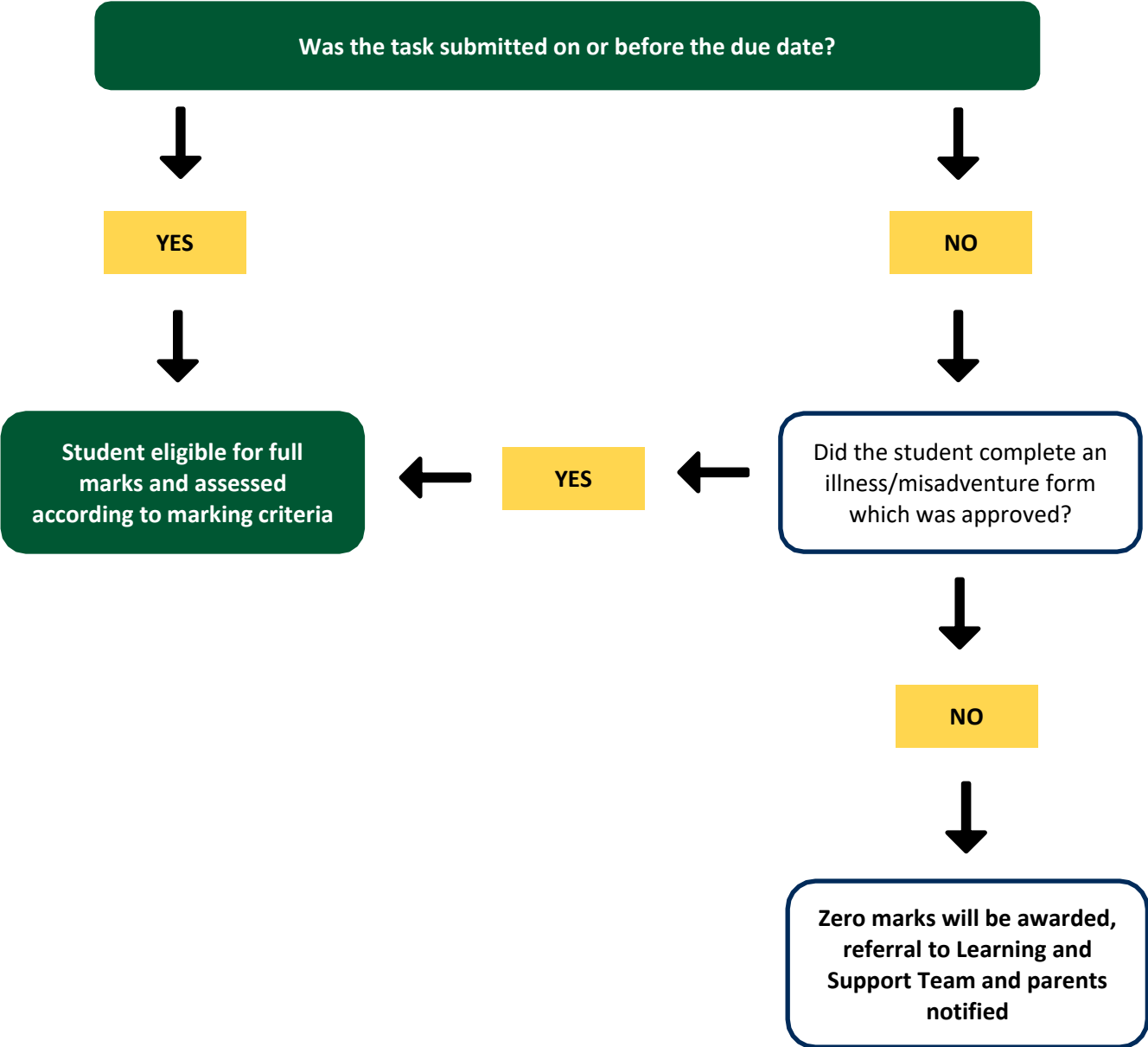
A student may be granted special provisions if they have:

- 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 2025**

<b>WEEK</b>	<b>TERM 1, 2025</b>	<b>TERM 2, 2025</b>	<b>TERM 3, 2025</b>	<b>TERM 4, 2025</b>
<b>1</b>	<b>NO TASKS</b>	Engineering Timber Fundamentals		Interior Design Timber Fundamentals
<b>2</b>		Beginning Photography Creative Clay		Creative Clay Science Visual Arts Rock Band
<b>3</b>		Mathematics Engineering Future Foods Timber Fundamentals		Mathematics Future Foods Interior Design Timber Fundamentals
<b>4</b>		HSIE Science Technology Mandatory Beginning Photography Creative Clay		Creative Clay HSIE Technology Mandatory Metal Technology Ocean Technology Sports Studies Visual Arts Rock Band
<b>5</b>		Japanese PDHPE Metal Technology Ocean Technology Drama	Japanese	English Japanese PDHPE
<b>6</b>		Sports Studies	Science	<b>NO TASKS</b>
<b>7</b>	Science		Mathematics PDHPE	
<b>8</b>			HSIE Ocean Technology Sports Studies	
<b>9</b>	HSIE Sports Studies	English	English	
<b>10</b>	English Japanese Mathematics PDHPE Drama		Metal Technology	
<b>11</b>	Metal Technology Ocean Technology			

# KHS YEAR 8 ASSESSMENT PLANNER 2025

	TERM 1, 2025	TERM 2, 2025	TERM 3, 2025	TERM 4, 2025
WK1				
WK2				
WK3				
WK4				
WK5				
WK6				
WK7				
WK8				
WK9				
WK10				
WK11				

# BEGINNING PHOTOGRAPHY

## YEAR 8 – SEMESTER 1, 2025

### 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 and respond to the practice of professional photographers.

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
2	2	Critical/Historical	4.7, 4.8, 4.9, 4.10	30%
2	4	Artemaking	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	70%

# CREATIVE CLAY

## YEAR 8 – SEMESTERS 1 & 2, 2025

### 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.

### SEMESTER ONE COHORT

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
2	2	Critical/Historical	4.7, 4.8, 4.9, 4.10	30%
2	4	Artmaking	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	70%

### SEMESTER TWO COHORT

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
4	2	Critical/Historical	4.7, 4.8, 4.9, 4.10	30%
4	4	Artmaking	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	70%

# DRAMA

## YEAR 8 – SEMESTER 1, 2025

### OVERVIEW OF COURSE CONTENT:

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

They create a performance using the Dramatic Elements in collaboration with others for an invited audience.

Students learn the background and context of a theatrical form/style, 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	10	Staged performance of a Picture Book	DR4-MAK-01 DR4-PER-01 DR4-APP-01	60%
2	5	Performance	DR4-MAK-01 DR4-PER-01 DR4-APP-01	40%

# ENGINEERING YEAR 8 - 2025

## 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			
2	1	Practical project progress	Refer to assessment task sheet	Mandatory
2	3	Folio research	Refer to assessment task sheet	Mandatory

# ENGLISH

## YEAR 8 - 2025

### 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) and Strategic Reading underpin all modules.

### SEMESTER ONE

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

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Discursive Article	5C, 3B, 9E	25%
4	5	Visual Analysis	1A, 4B, 5C	25%



# FUTURE FOODS

## YEAR 8 - 2025

### 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&2	Progressive	Progressive 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&4	Progressive	Progressive practical application	Refer to assessment task sheet	Mandatory
4	3	Folio progress	Refer to assessment task sheet	Mandatory

# HISTORY

## YEAR 8 - 2025

### OVERVIEW OF COURSE CONTENT:

Year 8 HSIE gives students the opportunity to study History.

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:

- What is History?
  - The Ancient World: Egypt and China
  - The Medieval World
- The Spanish Conquest of the Americas
- The Polynesian Expansion Across the Pacific

### SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Writing Task	HT4-1 4-2 4-3 4-4 4-9 4-10	25%
2	4	Skills/Source Based	HT4-5 4-7 4-6 4-8 4-10	25%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Research and Written Task	HT4-8, HT4-4, 4-8, 4-9, 4-10	25%
4	4	End of Course Examination	HT4-5 4-6 4-7 4-8	25%

# INTERIOR DESIGN

## YEAR 8 - 2025

### 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			
4	1	Practical project progress	Refer to assessment task sheet	Mandatory
4	3	Folio research	Refer to assessment task sheet	Mandatory

# JAPANESE YEAR 8 - 2025

## 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	10	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	5	Task 3: Host Families	ML4-CRT-01	20%
4	5	Task 4: Part A Let's Eat Task 4: Part B Let's Chat	ML4-UND-01 ML4-INT-01	20% 10%

# MATHEMATICS

## YEAR 8 – 2025

### 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	10	Term 1 Examination	MAO-WM-01, MA4-ALG-C-01, MA4-EQU-C-01	20%
2	3	Semester 1 Examination	MAO-WM-01, MA4-ALG-C-01, MA4-EQU-C-01, MA4-PYT-C-01	30%

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	PBL Assignment	MAO-WM-01, MA4-FRC-C-01, MA4-RAT-C-01	20%
4	3	Semester 2 Examination	MAO-WM-01, MA4-RAT-C-01, MA4-LIN-C-01, MA4-LEN-C-01, MA4-ARE-C-01	30%

\*Task outcomes may vary at the time of assessment notification

# METAL TECHNOLOGY

## YEAR 8 - 2025

### 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 TECHNOLOGY - HSIE

## YEAR 8 – 2025

### OVERVIEW OF COURSE CONTENT:

Ocean Technology 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 - 2025

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

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	3. Formative Task	PD4-2, PD4-6	30%
4	5	4. Ongoing Movement Performance & Participation	PD4-4, PD4-5	20%



# ROCK BAND

## YEAR 8 – 2025, SEMESTER 2

### 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 - 2025

### 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	7	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 Skills: 5WS, 7WS and/or some of 6WS, 8WS, 9WS	25% (20% knowledge, 5% skills)

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	Semester 2 Skills in Working Scientifically Task	Skills (some or all of): 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25%
4	2	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)

# SPORTS STUDIES

## YEAR 8 – SEMESTER 1 & 2 2025

### 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	6	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 - 2025

### 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&2	Progressive	Progressive practical application	Refer to assessment task sheet	Mandatory
2	4 19/5/25	Folio progress	Refer to assessment task sheet	Mandatory

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3&4	Progressive	Progressive practical application	Refer to assessment task sheet	Mandatory
4	4 3/11/25	Folio progress	Refer to assessment task sheet	Mandatory

# TIMBER FUNDAMENTALS

## YEAR 8 - 2025

### 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			
2	1	Progressive 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			
4	1	Project progress	Refer to assessment task sheet	Mandatory
4	3	Folio research	Refer to assessment task sheet	Mandatory

# VISUAL ARTS

## YEAR 8 – SEMESTER 2, 2025

### OVERVIEW OF COURSE CONTENT:

In Year 8 Visual Arts students will make 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. Critical and Historical Studies will complement artmaking activities.

### SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
4	2	Critical/Historical	4.7, 4.8, 4.9, 4.10	30%
4	4	Artmaking	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	70%