



**Irrawang High School
Year 8
2020 Assessment Information Booklet**

Dear Parents/Carers and Students of Year 8,

The Year 8 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This Handbook includes the Irrawang High School Assessment Policy, an outline of assessment tasks and their due dates as well as the outcomes that students will be assessed on. For each assessment task, students will be notified 2 weeks prior to the task being due.

At Irrawang High School, we value student assessment and see students learning being rewarded for the sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in variety of ways.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Irrawang High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.

Paul Baxter

Principal

Introduction

This Assessment Handbook provides Year 8 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference. The following teachers are able to assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

Deputy Principal

Mrs Liana Gill

Year 8 Advisers

Mr Taylor Ross and Miss Cassandra Bangle

Faculty Head Teachers

CAPA	- Ms Adele Robinson
English	- Mrs Hollie Sheriff Rlv
HSIE	- Mr Todd Hopper Rlv
Mathematics	- Mrs Sarah Bailey
PDHPE	- Mr Peter Hosking
Science	- Mrs Talia Gruschka Rlv
Support	- Mrs Natalie Moore
TAS	- Mr Michael Groth
Admin	- Mr David Pearson
Wellbeing	- Mr Justin Tonks

NESSA REQUIREMENTS FOR AWARD OF THE NSW RECORD OF SCHOOL ACHIEVEMENT

The NSW Record of School Achievement (ROSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

Eligibility Requirements

To be eligible for the award of the NSW ROSA, you are required to attend a government School or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. You must follow and complete the pattern of courses required by the Board of Studies.

To complete a course of study for the NSW Record of School Achievement, you must have a satisfactory record of application (effort).

While formal ROSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results. Only students who leave school and who satisfy eligibility requirements for the ROSA will receive the formal credential.

Students who leave school and who are not eligible for a ROSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the ROSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online. Students who receive their HSC will be able to receive a ROSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Mandatory Curriculum Requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Attendance

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Responsibilities

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Faculty Head Teacher but will include information about the extent to which a student has performed against the assessment outcomes.

Student Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Irrawang High School, we use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Students may participate in a variety of informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, classwork) in a calendar year.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

Notification

Through this handbook students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESA

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is

not flexible under normal circumstances.

Staff at Irrawang High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Completion / Submission

Submission

NESA (NSW Education Standards Authority)

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted (Year 10 and 11) for all courses in which they are enrolled.

Submission of tasks at Irrawang High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date and or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late).

Task Non Completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or misadventure) the student will be deducted 10% per day after the due date and a zero mark will be awarded for a task that has not been submitted 5 school days after the due date. Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. The student will receive feedback about their task regardless of the task being handed in by the due date or after.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10) will be issued.

Malpractice

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a **zero** result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing a false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a **zero** mark may be awarded for the task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an Academic Concern or N Warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration.

Appeals / Misadventure

A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.

Students absent (due to illness, misadventure or approved leave) from school on the day an assessment task, test or examination is due to be completed, must complete and submit a Student Misadventure Form **within two days after** their return to school. The Student Misadventure Form can be collected from the Deputy Principal and once completed must include the signature of their Class Teacher, Faculty Head Teacher and parent/carer. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher prior to the date to complete the task at an agreed time. The advice to the Head Teacher should be made at least two calendar weeks before the assessment is due.

If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Classroom Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant Deputy Principal within two school days of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.

- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.

This is a serious situation, which in the event of an illness or misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.

An appeals panel will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and / or to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10).

In relation to the Student Misadventure Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise

“Technological” breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. (Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher.)

Note:

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- A note will be required from the parent / caregiver that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Leave

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that he/she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.

Students may engage in alternate approved school based activities (eg school representative sport) so long as the student has communicated and appealed the task, before the date of the assessment, to the classroom teacher or head teacher administering the task.

Extensions

Extensions may be granted before the due date only. Only the Faculty Head Teacher may recommend an extension. Students are required to submit a Student Misadventure Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. The concern could be about an act, missing information, a situation or a decision. If a student feels something is unfair, discriminatory or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.

APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures**.

An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days.

Student Name: _____

Date: _____

Task: _____

Subject: _____

Due Date: _____

Year Group (please circle): Year 7-10 Year 11 Year 12

CIRCUMSTANCES (Tick a box):

Illness/Misadventure

School Business

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

Doctors Certificate Attached: YES/NO (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**

(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: _____

Head Teacher Signature: _____

Parent/Guardian Signature: _____

Student Signature: _____

Student needs to complete the task on the first day or first subject specific period back from absence.

- Has the task been completed? YES/NO Date to be completed _____
- Comment – *submission, format, alternative task, extension*

Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.

OFFICE USE ONLY

Application for Misadventure Panel Decision

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

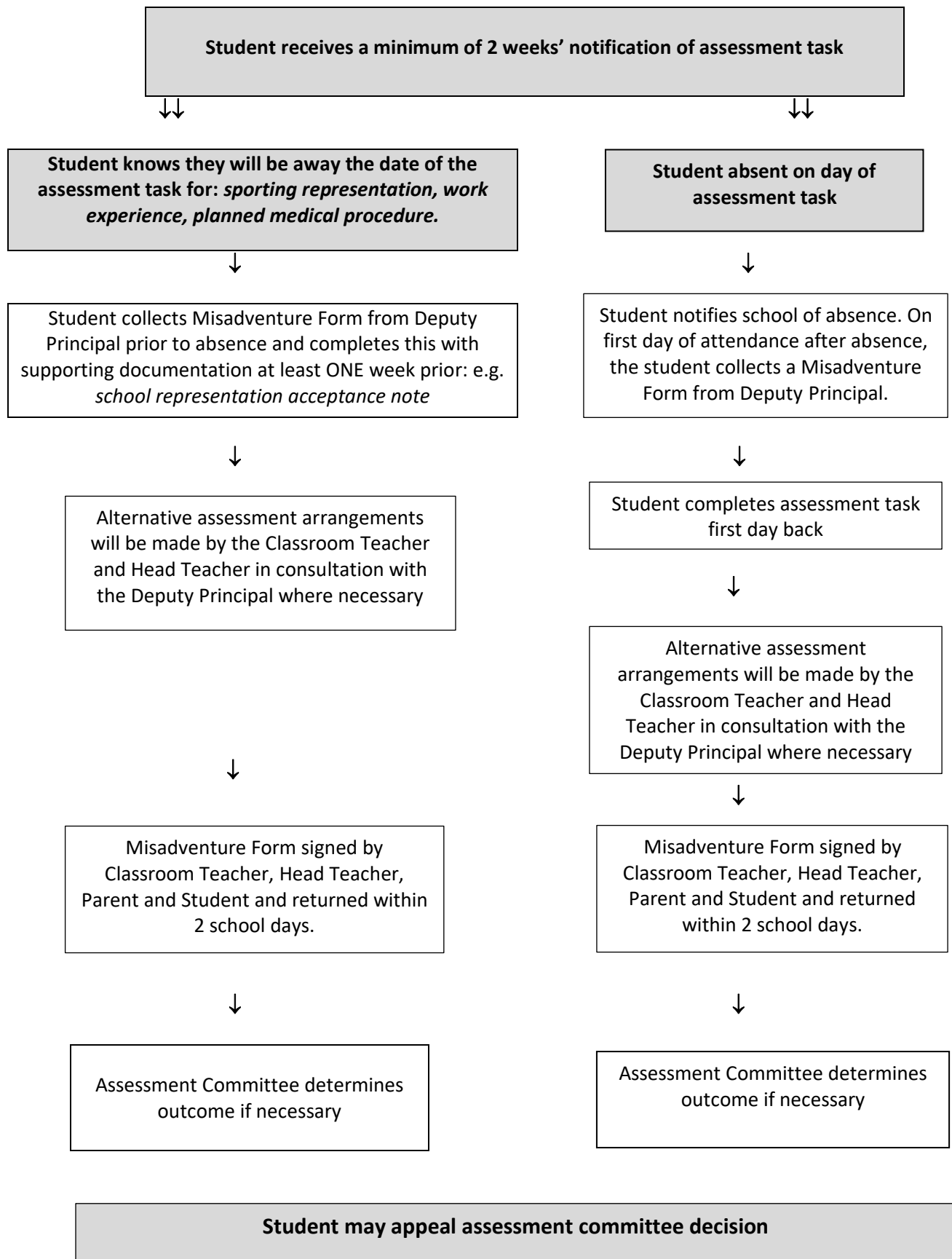
Has the task been completed? **YES/NO**

Outcome and Recommendation

- Zero
- Estimate
- Alternative Task
- Other

Deputy Principal Signature: _____ **Date:** _____

Student Assessment Task Submission Flow Chart



N-Determination – Year 10 students only

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the NESAs and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESAs. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the ROSA. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the ROSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their ROSA or Transcript of Study.

If a student wishes a school review of an 'N' determination, a NESAs appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESAs. Information is available from the Principal.

YEAR 8 SUBJECT ASSESSMENT SCHEDULE OVERVIEW - 2020

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2		Visual Arts		Visual Arts
3		Metal Timber		Metal PASS PDHPE English Timber
4		Food Technology Music Science Geography		Food Technology Music History
5		Agriculture English Mathematics Food Technology Visual Arts Timber Metal	Mathematics Science	Agriculture Food Technology Mathematics
6	Visual Arts	Agriculture	Visual Arts	Agriculture Science Technology Visual Arts Timber Metal
7	Music Science	PASS	Music PDHPE English	
8	Food Technology PDHPE Geography	Dance Drama	Food Technology History	Dance Drama
9	Agriculture Drama Metal PASS English	PDHPE	Agriculture Drama Metal	
10	Dance English Food Technology Mathematics	English Food Technology	Dance Visual Arts Food Technology	
11	Technology Visual Arts			

YEAR 8 AGRICULTURAL TECHNOLOGY ASSESSMENT SCHEDULE - 2020

Syllabus/Topic Focus		Animal Production (Industries in Agriculture)	Vegetable Production	Practical Project
Task Type		Research & presentation as a poster	Research and Report	Ongoing Practical Work
Week/Term		T1W9 T3W9	T2W5 T4W5	T2W6 T4 W6
Assessment Component				
<i>Practical Knowledge & Skill</i>	50%			50
<i>Knowledge and understanding of course content</i>	50%	30	20	
Total	100%	30	20	50
Outcomes Assessed		4.1.1, 4.1.2, 4.2.1, 4.3.2	4.1.1, 4.1.2, 4.2.1, 4.3.2, 4.4.1, 4.4.2	4.3.1, 4.3.3, 4.3.4 4.4.3, 4.5.1, 4.6.1, 4.6.2

Course Outcomes

A student:

- 4.1.1 describes a range of plant species and animal breeds used in agricultural enterprises
- 4.1.2 outlines the interactions within and between agricultural enterprises and systems
- 4.2.1 identifies and explains interactions between the agricultural sector and Australia's economy, culture and society
- 4.3.1 implements responsible production of plant and animal products
- 4.3.2 identifies how agricultural products are used in industry and by consumers
- 4.3.3 identifies and uses skills to manage the interactions within plant production enterprises
- 4.3.4 identifies and uses skills to manage the interactions within animal production enterprises
- 4.4.1 examines the impact of past and current agricultural practices on agricultural sustainability
- 4.4.2 identifies aspects of profitability, technology, sustainability and ethics that impact on management decisions
- 4.4.3 implements and appreciates the application of animal welfare guidelines to agricultural practices
- 4.5.1 performs controlled experiments in agricultural contexts
- 4.5.2 communicates experimental data using a range of information and communication technologies
- 4.6.1 follows safety and hygiene instructions when using chemicals, tools and agricultural machinery in accordance with Occupational Health and Safety requirements
- 4.6.2 performs plant and animal management practices safely and in cooperation with others.

YEAR 8 DANCE ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Dance Styles Appreciation	Dance Styles Performance	Stimulus and Response
Task Type		Group Research Task	Performance Task	Group Composition Task
Week/Term		T1/T3 W10	T1/T3 W10	T2/T4 W8
Assessment Component				
PERFORMANCE			30	
COMPOSITION				40
APPRECIATION		30		
Total	100%	30%	30%	40%
Outcomes Assessed		4.3.1, 4.3.2	4.1.1, 4.1.2, 4.1.3	4.2.1, 4.2.2

Course Outcomes

4.1.1 4.1.2 4.1.3	<p>A student:</p> <ul style="list-style-type: none"> - demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances - demonstrates aspects of the elements of dance in dance performance - demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances.
4.2.1 4.2.2	<p>A student:</p> <ul style="list-style-type: none"> - identifies and explores aspects of the elements of dance in response to a range of stimuli - composes dance movement, using the elements of dance that communicates ideas.
4.3.1 4.3.2	<p>A student:</p> <ul style="list-style-type: none"> - describes dance performances through the elements of dance - identifies that dance works of art express ideas.

YEAR 8 DRAMA ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2
Syllabus/Topic Focus		Elements of Drama	Mime
Task Type		Practical Group Performance and Drama Logbook Reflection	Group Practical Performance and Drama Logbook Reflection
Week/Term		T1/T3 W9	T2/T4 W8
Assessment Component			
<i>Making</i>		15	15
<i>Performing</i>		25	25
<i>Appreciating</i>		10	10
Total	100%	50%	50%
Outcomes Assessed		4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.3, 4.3.1, 4.3.2, 4.3.3

Course Outcomes

4.1.1 4.1.2 4.1.3 4.1.4	A student: <ul style="list-style-type: none"> - identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action - improvises and playbuilds through group-devised processes - devises and enacts drama using scripted and unscripted material - explores a range of ways to structure dramatic work in collaboration with others.
4.2.1 4.2.2 4.2.3	A student: <ul style="list-style-type: none"> - uses performance skills to communicate dramatic meaning - experiments with performance spaces and production elements appropriate to purpose and audience - explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
4.3.1 4.3.2 4.3.3	A student: <ul style="list-style-type: none"> - identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama - recognises the function of drama and theatre in reflecting social and cultural aspects of human experience - describes the contribution of individuals and groups in drama using relevant drama terminology.

YEAR 8 ENGLISH ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Reading Reimagined	All the World's a Stage	Once Upon a Time	Once Upon a Time Project
Task Type		<i>Imaginative Writing</i> <i>Book work</i>	<i>Dramatic Techniques Quiz</i> <i>Stage Craft</i>	<i>Understanding Characters</i> <i>Book work</i>	<i>How can we fracture a fairytale?</i> <i>Multimodal Presentation & Reflection</i>
Week/Term		T1W9	T2W5, T2W10	T3W7	T4W3
Total Weighting		20	30	20	30
Directly Reportable Statements Assessed		1, 4, 6	2, 3, 8, 9	1, 4, 5	2, 3, 6, 9
Assessment tasks will be differentiated using Stage 2 to Stage 4 outcomes.					

Year 8 English Directly Reportable Statements

A student:

1. Can comprehend and write new texts for various purposes.
2. Can use a variety of ways to convey information in different formats and technologies.
3. Can use various textual features suited to purpose, audience and context.
4. Can express English clearly and accurately in detail.
5. Can interpret information, ideas and arguments.
6. Can compare texts showing similarities and differences.
7. Can reflect on the context in which a text was created.
8. Can express ideas about different cultures.
9. Can individually and collaboratively reflect on learning.

YEAR 8 FOOD TECHNOLOGY ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Food Service and Catering	Food Service and Catering	Food in Australia/ Food Service and Catering	Food in Australia
Task Type		Practical Exam and Folio	Unit Test	Practical Preparation	Research Assignment
Week/Term		T1/3 W8	T1/3 W10	T2/4 W4 Ongoing	T2/4 W 5
Assessment Component					
<i>Practical knowledge and skill</i>	50%	10%		40%	
<i>Knowledge and understanding of course content</i>	50%	10%	20%		20%
Total	100%	20%	20%	40%	20%
Outcomes Assessed		4.4.2 4.5.2	4.2.1 4.3.1 4.6.2	4.1.1 4.5.1 4.3.2	4.1.2 4.4.1

Course Outcomes

- 4.1.1 Demonstrates hygienic handling of food to ensure a safe and appealing product
- 4.1.2 Describes and manages the risks of injury and WHS issues associated with the handling of food.
- 4.2.1 Lists the basic components of a variety of food
- 4.3.1 Relates the nutritional value of foods to health
- 4.3.2 Identifies the factors that influence food habits and relates them to food choices
- 4.4.1 Collects, interprets and uses information from a variety of sources
- 4.4.2 Communicates ideas and information using a range of media and appropriate terminology
- 4.5.1 Uses appropriate techniques and equipment for a variety of food specific purposes
- 4.5.2 Plans, prepares and evaluates practical food activities
- 4.6.2 Evaluate the impact of activities related to food on the individual, society and the environment

YEAR 8 INDUSTRIAL TECHNOLOGY – Metal ASSESSMENT SCHEDULE - 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Class Test	Work Booklet	Practical Projects
Task Type		Test	Class Theory Work	Ongoing Practical Work
Week/Term	Semester 1	T2W3	T2W5	T2W5
	Semester 2	T4W3	T4W6	T4W6
Assessment Component				
<i>Practical Knowledge & Skill</i>	70%	10		60
<i>Knowledge and understanding of course content</i>	30%	10	20	
Total	100%	20	20	60
Outcomes Assessed		1,4	2,3,5	4

Course Outcomes

General Metal 1 Outcomes:

1. **Safety** - Understands and follows safety procedures
2. **Design Principles** - Displays an awareness of the design process
3. **Communication Techniques** - Shows awareness of and uses basic communication methods in the technological environment
4. **Tool Knowledge & Use, Practical Skill** - Identifies and uses tools with guidance to produce practical projects
5. **Industry & Society** - Shows awareness of issues relating to industry with regards to resources, techniques and career paths

YEAR 8 INDUSTRIAL TECHNOLOGY – TIMBER ASSESSMENT SCHEDULE - 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Class Test	Work Booklet	Practical Projects
Task Type		Test	Class Theory Work	Ongoing Practical Work
Week/Term	Semester 1	T2W3	T2W5	T2W5
	Semester 2	T4W3	T4W6	T4W6
Assessment Component				
<i>Practical Knowledge & Skill</i>	70%	10		60
<i>Knowledge and understanding of course content</i>	30%	10	20	
Total	100%	20	20	60
Outcomes Assessed		1,4	2,3,5	4

Course Outcomes

General Wood 1 Outcomes:

1. **Safety** - Understands and follows safety procedures
2. **Design Principles** - Displays an awareness of the design process
3. **Communication Techniques** - Shows awareness of and uses basic communication methods in the technological environment
4. **Tool Knowledge & Use, Practical Skill** - Identifies and uses tools with guidance to produce practical projects
5. **Industry & Society** - Shows awareness of issues relating to industry with regards to resources, techniques and career paths

YEAR 8 GEOGRAPHY SEMESTER 1 ASSESSMENT SCHEDULE 2020

Course Components	Task 1	Task 2	Formative Tasks
Syllabus/Topic Focus	Landscapes and Landforms	Landscapes and Landforms Interconnections	All topics covered
Task Type	Research Task	Examination	Milestone Tasks Bookwork
Week/Term	T1W8	T2W4	Throughout the semester
Assessment Component	15%	15%	20%
Knowledge and understanding of course content	✓	✓	✓
Geographical skills		✓	✓
Geographical tools	✓	✓	✓
Outcomes Assessed	GE4-2, GE4-7, GE4-8	GE4-1, GE4-2, GE4-4	All outcomes covered

Course Outcomes

Geography Outcomes:

A student:

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments

GE4-2 describes processes and influences that form and transform places and environments

GE4-3 explains how interactions and connections between people, places and environments result in change

GE4-4 examines perspectives of people and organisations on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability

GE4-6 explains differences in human wellbeing

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

YEAR 8 HISTORY SEMESTER 2 ASSESSMENT SCHEDULE 2020

Course Components	Task 1	Task 2	Formative Tasks
Syllabus/Topic Focus	The Western and Islamic World	The Ancient to the Modern World	All topics covered
Task Type	Research Task	Examination	Milestone Tasks Bookwork
Week/Term	T3 W8	T4 W4	Throughout the semester
Assessment Component	15%	15%	20%
Knowledge and understanding of course content		✓	✓
Historical inquiry and research	✓		✓
Source-based skills	✓	✓	✓
Communication of historical understanding	✓	✓	✓
Outcomes Assessed	HT4-3, HT4-8, HT4-10	HT4-2, HT4-7, HT4-9	All outcomes covered

Course Outcomes

History Outcomes:

A student:

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4-2 describes major periods of historical time and sequences events, people and societies from the past

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4-4 describes and explains the causes and effects of events and developments of past societies over time

HT4-5 identifies the meaning, purpose and context of historical sources

HT4-6 uses evidence from sources to support historical narratives and explanations

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past

HT4-8 locates, selects and organises information from sources to develop an historical inquiry

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

YEAR 8 MATHEMATICS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Equations Linear Relationships	Data Collection, representation and analysis	Rates and Ratios Data Measurement and Pythagoras	Algebra techniques and Indices Percentages and Financial Mathematics
Task Type		Examination	Authentic Research Task	Examination	Examination
Week/Term		T1W10	T2W5	T3W5	T4W5
Total	100	30	20	25	25
Outcomes Assessed		MA4-10NA MA4-11NA	MA4-19SP MA4-20SP	MA4-7NA MA4-12MG MA4-13MG MA4-14MG MA4-15MG NA4-16MG	MA4-8NA MA4-9NA MA4-5NA MA4-6NA

Course Outcomes

- MA4-5NA - operates with fractions, decimals and percentages.
- MA4-6NA - solves financial problems involving purchasing goods.
- MA4-7NA - operates with ratios and rates, and explores their graphical representation.
- MA4-8NA - generalises number properties to operate with algebraic expressions.
- MA4-9NA - operates with positive-integer and zero indices of numerical bases.
- MA4-10NA - uses algebraic techniques to solve simple linear and quadratic equations.
- MA4-11NA - creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.
- MA4-12MG - calculates the perimeters of plane shapes and the circumferences of circles.
- MA4-13MG - uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area.
- MA4-14MG - uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- MA4-15MG - performs calculations of time that involve mixed units, and interprets time zones.
- MA4-16MG - applies Pythagoras' theorem to calculate side lengths in right-angled triangles, solves related problems.
- MA4-19SP - collects, represents and interprets single sets of data, using appropriate statistical displays.
- MA4-20SP - analyses single sets of data using measures of location, and range.

YEAR 8 MUSIC ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Topic Focus		PERFORMANCE	COMPOSITION	PERFORMANCE	AURAL
Task Type		Perform a piece, representative of the topic AUSTRALIAN [ROCK or POP], as a soloist or as a member of an ensemble	Compose a piece of music using the standard ROCK / POP Structure (lyrics / music) OR the 12 BARS BLUES	Perform a piece, representative of the topic AUSTRALIAN [ROCK or POP], as a soloist or as a member of an ensemble	Written short responses to listening (Aural) examples based on Australian Rock / Pop Music
Week/Term		T1 / T3 W7	T1 / T3 W9	T2 / T4 W4	T2 /T4 W6
Assessment Component					
PERFORMING		30		30	
LISTENING					20
COMPOSING			20		
Total	100%	30%	20%	30%	20%
Outcomes Assessed		4.1 4.2 4.3 4.11	4.4 4.5 4.6 4.9	4.1 4.2 4.3 4.12	4.7 4.8 4.10

Course Outcomes

Performing refers to participating in any form of practical music making in solo and/or ensemble situations

Composing refers to organising sound, including either individual and / or group work

Listening refers to the ability to hear, understand and respond to a wide range of musical styles, periods and genres.

A student:

4.1 4.2 4.3 4.11 4.12	Develops knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
4.7 4.8 4.9 4.10	Develops knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.
4.4 4.5 4.6	Develops knowledge, understanding and skills in the musical concepts through composition as a means of musical creation and problem-solving.

YEAR 8 PDHPE ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Like, Comment, Share	I'm going through changes	Is it worth the risk?	Ongoing Practical Assessment
Task Type		Formative	Formative	Formative	Practical
Week/Term		T1W8	T2W9	T3W7	T4W3
Assessment Component					
<i>Knowledge and understanding of course content</i>		5	5		20
<i>Historical inquiry and research</i>			10	10	
<i>Source-based skills</i>		5			30
<i>Communication of historical understanding</i>		5		10	
Total		15	15	20	50
Outcomes Assessed		4-1, 4-2, 4-3, 4-9	4-1, 4-3, 4-6, 4-9	4-6, 4-7	4-4, 4-5, 4-10, 4-11

Course Outcomes

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

YEAR 8 PASS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 4
Syllabus/Topic Focus		Australia's Sporting Identity	Physical Activity For Health	Ongoing Practical Assessment
Task Type		Formative	Formative	Practical
Week/Term		T1W9	T2W7	T4W3
Assessment Component				
<i>Knowledge and understanding of course content</i>		5	5	20
<i>Historical inquiry and research</i>			10	
<i>Source-based skills</i>		5		30
<i>Communication of historical understanding</i>		5		
Total		25	25	50
Outcomes Assessed		PASS5-3, PASS5-4, PASS 5-10	PASS5-1, PAAS5-2, PASS5-5, PASS5-9, PASS 5-10	PASS5-7, PASS 5-8, PASS 5-9

Course Outcomes

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

YEAR 8 SCIENCE ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Ecosystems, Resources & the Water Cycle	Ecosystems, Resources & the Water Cycle, Energy Efficiency and processing skills.	Experimental Design	Ecosystems, Resources & the Water Cycle, Energy Efficiency, the Periodic Table & Chemical Reactions, Body Systems & Biotechnology.
Task Type		Research Report	HALF YEARLY EXAM	Student Research Project	YEARLY EXAM
Week/Term		T1W7	T2W4	T3W5	T4W6
Assessment Component		25	25	25	25
<i>Values and Attitudes</i>		5			5
<i>Skills</i>		10	10	15	5
<i>Knowledge and Understanding</i>		10	15	10	15
Total	100	25	25	25	25
Outcomes Assessed		SC4-16CW, SC4-17CW, SC4-8WS, SC4-1VA, SC5-1VA	SC4-15LW, SC4-14LW	SC4-8WS, SC4-7WS, SC4-9WS	SC4-16CW, SC4-17CW, SC4-15LW, SC4-14LW, SC4-12ES, SC4-10PW, SC4-11PW

Course Outcomes

Values and Attitudes: develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future

Skills: developing knowledge, understanding of and skills in applying the processes of Working Scientifically

Knowledge: develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science

A student:

SC4-16CW, SC4-17CW	Explains how scientific understanding of discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.
SC4-15LW, SC4-14LW	Explains how new biological evidence changes peoples' understanding of the world.
SC4-12ES	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resources and management.
SC4-10PW, SC4-11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
SC4-8WS	Identifies questions and problems that can be tested and makes predictions, produces a plan to investigate problems and safely undertakes a range of investigation types both collaboratively and individually.
SC4-7WS, SC4-9WS	Processes and analyses data from a firsthand investigation and secondary sources to identify trends, patterns and relationships and draw conclusions to solve problems and communicates information using tables, graphs diagrams and scientific reports.

YEAR 8 TECHNOLOGY MANDATORY ASSESSMENT SCHEDULE - 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Portfolio Planning	Portfolio	Practical Project
Task Type		Portfolio Progress	Final Portfolio	Final project
Week/Term	Semester 1	T1 W11	T2W5	T2W5
	Semester 2	T3W10	T4W6	T4W6
Assessment Component				
<i>Practical Knowledge & Skill</i>	35%			35
<i>Knowledge and understanding of course content</i>	65%	30	35	
Total	100%			
Outcomes Assessed		4.1.1, 4.1.2, 4.2.1, 4.2.2,4.5.1 4.6.1	4.1.1, 4.1.2, 4.2.1, 4.2.2,4.5.1 4.6.1	4.3.1, 4.3.2, 4.5.1, 4.5.2

Course Outcomes

- 4.1.1 applies design processes that respond to needs and opportunities in each design project
- 4.1.2 describes factors influencing design in the areas of study
- 4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life
- 4.2.1 generates and communicates creative design ideas and solutions
- 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
- 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
- 4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
- 4.4.1 explains the impact of innovation and emerging technologies on society and the environment
- 4.5.1 applies management processes to successfully complete design projects
- 4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project
- 4.6.1 applies appropriate evaluation techniques throughout each design project
- 4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects

YEAR 8 VISUAL ARTS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2
Syllabus/Topic Focus		Multiple Intelligence Research Task	Beastman: Printmaking resolved into block prints and Visual Arts Process Diary (VAPD)
Task Type		Analysis of Artists and Artwork	Printmaking
Week/Term		T1W6 or T3W6	T2W2 or T42
Assessment Component			
<i>Artmaking</i>			70
<i>Critical and Historical</i>		30	
Total	100%	30%	70%
Outcomes Assessed		4.7, 4.9, 4.10	4.1, 4.3, 4.4, 4.5, 4.6

Course Outcomes

A STUDENT

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings