



Assessment Handbook

Year 8, 2023

This booklet provides you with important information about the school's assessment policy, timing of Assessment Tasks and the content examined for each assessable task you have this year.

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Overview of Policy

Introduction

Killarney Heights High School is committed to enhancing and encouraging students' achievement of learning outcomes. The Killarney Heights High School Assessment Policy is designed to ensure consistency in assessment throughout the school. Our aim is to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

Assessment

Students will be regularly assessed on their learning progress in a range of forms. Assessment tasks will reflect work completed in class, and teachers will create opportunities to provide students with feedback on their progress. For this reason, homework will often consist of work towards assessment tasks. For more information, see *Appendix 1: Assessment at KHHS*.

Expectations

The school will provide students with adequate notice, preparation and support for assessment tasks. Students are expected to work to the best of their ability and to follow procedures outlined in the school Assessment Policy. Students must participate and produce work to demonstrate the achievement of course outcomes. Parents and carers are also to refer to the policy when engaging with students or the school in relation to assessment tasks. For more information, see *Appendix 2: Responsibilities and/or Appendix 6: Preliminary and Higher School Certificate*.

Malpractice and Awarding Zero Marks

Malpractice will result in a mark of zero. This may include any of the activities outlined in the Assessment Policy (see *Appendix 3: Malpractice*). Students who have engaged in malpractice may appeal (see Appeals) to avoid receiving a mark of zero. Marks of zero may also be awarded for absence the day on or day prior to an assessment task without valid cause (see Illness and Misadventure). For more information, see *Appendix 3: Malpractice*.

Unsatisfactory Performance in a Course: Letters of Concern and N-Award Determination

When students are failing to meet the requirements of their course, several steps will be taken by KHHS to support them in improving their result. Parents will be notified when students are reviewed for their performance in a course.

Students who fail to complete an assessment task, are absent for multiple lessons, or fail to complete classwork across multiple lessons will receive a Letter of Concern (Stage 4) or an N-Award Warning (Stage 5 RoSA and Stage 6 HSC). They are expected to submit this work to the Head Teacher of the faculty in order to resolve the warning. They will receive a mark of zero, but will be eligible for report grades based on course outcomes.

Students who receive an N-Award Warning will receive support from their teacher in order to complete the work necessary. Students are expected to apply themselves to this process, which may include attending the school's Homework Club, and using any free periods to work in the school Library.

An Unsatisfactory Determination Award (N-Award) will be determined by the Principal, and will occur in conjunction with the assessment appeals process (see Appeals). Principals may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to NESA that a student will receive an "N Determination" for the course.

Absence for Assessment Tasks

Students must ensure that their Assessment Tasks are submitted on the due date. In all cases, where a student does not submit or attend an Assessment Task, they must complete an Illness/Misadventure form. If a student is absent for all or part of the due date or the school day prior to the due date, they must complete an Illness/Misadventure form (see below). Failure to follow these procedures will result in a mark of zero being awarded.

If a student is aware that they will be absent for an Assessment Task due to extra-curricular school commitments including holidays, they must give notice of their leave as soon as possible. The task should be handed in prior to the due date in these cases, unless an alternative date has been negotiated with the Head Teacher and an Illness/Misadventure form is completed.

Illness and Misadventure Procedures

The school's procedure for illness and misadventure is available to all students via the Illness/Misadventure form. This form should be used to apply for consideration for Assessment Tasks, including; explaining absences before or on due dates, negotiating alternate arrangements for submission of tasks, applying for extensions, or applying for consideration of extra marks or an estimate due to extreme circumstances. Technology failure is not an acceptable reason for late submission of work. For specific policies on these, see Appendix 4: Illness and Misadventure Procedures.

In all cases, the Illness/Misadventure form should be presented by the student to the Head Teacher at the earliest possible time, with any relevant accompanying documentation (including, where relevant, a medical certificate). Where the Head Teacher approves the application, the student will incur no academic penalty and alternative arrangements for the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason, the student will receive a mark of zero for that Assessment Task.

Appeals can be made to the Deputy Principal if the misadventure claim is disputed (see Appeals).

Appeals

The appeals process is available to all students. If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must be immediately discussed with the Head Teacher. The student must provide a copy of their work accompanied by a written explanation of their reason for appealing, detailing features of the marking criteria or marking process that are being appealed. This process must be undertaken within two days of receiving back the task mark.

If the student is not satisfied with the Head Teacher's response in relation to their appeal of an Assessment Task mark, illness/misadventure application, or malpractice claim, they may choose to escalate their appeal to the relevant Deputy Principal. Students are encouraged to provide material such as drafts or planning documents to allow the Deputy Principal to consider all information and evidence when making a decision in regards to the claim. This process must be undertaken within two days of receiving the Head Teacher's response.

For more information regarding HSC Appeals, see *Appendix 6: HSC Processes*.

Disability Provisions

A student may be granted disability provisions based on a number of factors.

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group. Disability provisions will be determined by the school and submitted to NESAC for approval. The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

For more information, see *Appendix 5: Disability Provisions*.

Appendix 1: Assessment at KHHS

To ensure progress, teachers use Formative Assessment to monitor student learning and provide ongoing feedback that can help students to identify their strengths and weaknesses and target areas that need further work. As a result, it is common that formal homework is not always set, however, students may be required to submit components of their assignment for feedback during the process of completing the task.

Assessment at Killarney Heights High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment Tasks are designed to measure performance against course outcomes through a range of activities. Assessment Tasks may include:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Class and/or cohort tests
- Compositions – musical
- Extended response – imaginative, analytical, persuasive, discursive, evaluative, reflective
- Formal examinations

Appendix 2: Responsibilities

School Responsibilities

- The year adviser will issue each student with an assessment booklet containing a summary of the schedule including the school policies and procedures at the start of each year
- A copy of the complete assessment schedule will be published on the school website
- Subject teachers will hand out and explain the schedule at the start of each school year
- Any changes will be communicated to students at least 2 weeks before the due date and updated on the school website
- The New South Wales Education Standards Authority (NESA) recommends a maximum of four formal Assessment Tasks per subject per school year
- No formal Assessment Task may be conducted within 1 week of any examination period
- Where possible, an Assessment Task will be marked by more than one teacher
- Students must be provided with a notification of assessment (Assessment Notification) as early as possible but no less than 2 weeks in advance of the date that the Assessment Task is due
- The Assessment Notification will contain a basic description of the task with essential information, to be supported by additional support materials and instruction in classes

Student Responsibilities

It is the student's responsibility to:

- Know and understand the expectations, tasks and timing of assessments for each of their courses.
- Demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- Collect any work missed due to absence from class for any reason.
- Complete a "Misadventure Form" if the student is sick on the day of an assessment, the day prior to an assessment, or cannot complete a task. See Appendix 4: Absence, Illness and Misadventure Procedures for further information.
- Make a serious attempt at completing all tasks, including submitting their work in an appropriate format and on time.
- Attend all examinations and bring all required examination equipment
- Ensure that any questions about marks, grades, or comments awarded for an individual piece of work are resolved at the time the work is handed back.

Parent Responsibilities

- Assist students in the development of time management skills by encouraging the use of diaries and calendars.
- Support students with the completion of assignments that reflect the student's own knowledge and understanding.

Success Criteria for KHHS Assessments

To have satisfactorily completed a course, students will have:

- satisfactorily completed the NESA requirements for all courses studied
- have a satisfactory record of attendance
- 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.

Participation

A genuine attempt must be made concerning the teaching and learning activities of a course. Participating in a course involves completing assignments, homework, and set tasks. It is up to the teacher's professional judgement to determine what constitutes genuine participation.

Appendix 3: Malpractice

Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- Breach of school examination or test rules
- Copying someone else's work (in whole or part) and presenting it as their own
- Using material from other sources without correct reference
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts)
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an Assessment Task
- Creating false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Use of augmentation software such as automated essay generators or translation services

Malpractice is taken seriously at Killarney Heights High School and will result in:

- zero marks for part or all of the Assessment Task/examination
- potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged (referenced).

For the malpractice policy related to Stage 6, check the Higher School Certificate section and the relevant Assessment Guidelines.

Examination and Class Test Rules

- If students are found to have notes, paper, unauthorised material or any communication device such as a programmable watch, smartwatch or a mobile telephone in their possession once the examination has commenced, they may be penalised, which could result in being given zero for the examination.
- Students are required to make a serious attempt at the examination by answering a range of questions types. Answering only multiple-choice questions is not considered a serious attempt and may result in the cancellation of the course.
- Students must complete the student attendance slip, and ensure it has been collected before they leave the examination room.
- Students must remove their watch and place it in clear view on their desk.
- Students must not start writing until instructed to and must stop writing immediately when instructed to do so.
- When leaving students must not take any part of the examination materials or question booklet from the examination room.
- Students may not leave the examination room within the first hour of the examination or in the last 15 minutes, except in case of emergencies, or with the permission of the principal.

Students who have been granted special conditions for their exams will need to see the exam coordinator prior to the exam period so that all supervising teachers can be made aware of these special conditions.

Students who miss an exam due to illness, misadventure, leave, or domestic problems must complete the Illness/Misadventure form supplied in this handbook and submit it to the relevant Head Teacher on the morning of their return to school.

Suspension and assessment

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school Assessment Task is being completed.

If the task is in the form of a written assessment, it must be handed to the front office or submitted online to the class teacher on the due date. Failure to comply with the above will result in a zero grade.

Appendix 4: Absence, Illness and Misadventure Procedures

Absences and illness

If a student is unwell or suffers misadventure on the day (or the day prior to) the due date they must complete an Illness/Misadventure form and provide any relevant accompanying documentation (including, where relevant, a medical certificate). Immediately on the student's return to school, they must provide the completed form and accompanying documentation to the Head Teacher.

Where the Head Teacher finds that the student had a valid reason for their absence on the day (or day prior to) the due date of the Assessment Task, the student will incur no academic penalty and alternative arrangements for the submission of the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason for their absence on the day (or day prior to) the due date of the Assessment Task, the student will receive a mark of zero for that Assessment Task.

Excursions and Fieldwork

Some subjects require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. This is at the discretion of the Principal.

Extensions

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension to the due date must complete an "Illness/Misadventure" form; and provide the completed "Illness/Misadventure" form to the relevant Head Teacher as soon as reasonably possible.

Any requests for an extension to the due date will be assessed by the relevant Head Teacher on a discretionary basis. If the student does not receive an approved extension and does not submit any component of the task, they will receive a mark of zero.

Estimates

Teacher must assess students' actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. Estimates must be based off similar tasks, and in many cases it may be relevant to base this off work completed in class rather than prior Assessment Tasks. This must be in accordance with the illness/misadventure process. Attendance and application are not to be taken into account in calculating final assessment marks or in any individual assessment task.

Group Performance and Presentation Absence, Illness or Misadventures.

Students are required to perform or present on the scheduled date specified in the assessment notice. In the event that a performance or presentation cannot go ahead due to the absence of a group member, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form on the day of their return to school. Please note this application will be considered separately to the group application.

Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion. Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task at the earliest opportunity. Rescheduling of the performance or presentation to an alternate date will be at the discretion of the Head Teacher.

Group Projects or Hand-In Assessment Absence, Illness or Misadventures.

Students are required to submit work on the scheduled date specified in the assessment notice. In the event that the ability to complete the task is limited by the absence of a group member or other factors, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion. This may include consideration of the duration or reason for absences, or the degree of impact on the group's ability to complete the task. Extensions or consideration of marks will be at the discretion of the Head Teacher.

Appendix 5: Disability Provisions

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Psychological difficulties

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group.

Disability provisions will be determined by the school. This decision is then submitted to NESA for approval.

The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

Provisions may include, but are not limited to:

- A 'reader' or 'writer' in examinations
- Extra time or rest breaks in examinations
- Large print or coloured paper
- The use of a computer

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.



Killarney Heights High School

Illness/ Misadventure/Absence for an assessable task

It is the responsibility of a student, who for various reasons, fails to submit an assessable task, to make proper application for consideration under the published rules of the Assessment Procedures.

Completed by Student

Surname Given name

Class Subject(s).....

Date(s) of task

Reason for absence or not submitting task

.....

.....

Medical certificate and/or other documentation attached: Yes / No

Student signature Date

Parent signature Date

Completed by Head Teacher

Task type: In class/ Exam Hand in Group project

Please circle

Head Teacher Recommendation: Consideration for marks Assessment rescheduling
(date)

Please circle

Misadventure not approved

Additional comments:

.....

Head Teacher signature: Date received

RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL Deputy Principal

Signature:

Date received

English

Year 8: By the end of Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

Outcomes

- EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4-6C identifies and explains connections between and among texts
- EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- EN4-8D identifies, considers and appreciates cultural expression in texts
- EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	'Journeys' Assessment	Novel essay	Shakespeare presentation	
Task type	Short answer responses	Extended analytical response	Multimodal presentation	
Due	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10	
Method of Submission	In class	Hand in	Hand in	
Focus Outcomes	EN4-2B, EN4-6C, EN4-8C	EN4-1A, EN4-3B, EN4-7D	EN4-3B, EN4-5C, EN4-9E	
Weighting	30%	35%	35%	100%

Mathematics

Year 8: Students engage in a comprehensive range of mathematical exercises exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning. They will develop strategies for number and algebra, measurement and geometry and statistics and probability.

Outcomes	
Number and Algebra	
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
MA4-10NA:	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
Measurement and Geometry	
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
MA4-17MG:	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
Statistics and Probability	
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
MA4-21SP:	represents probabilities of simple and compound events

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Assessment Task 1	Assessment Task 2	Assessment Task 3
Task type	Assignment	Class Test	Examination
Due	Term 2 Week 2	Term 3 Week 8	Term 4, Examination Period
Method of Submission	Hand In	In class	Formal examination
Focus Outcomes	MA4-19SP, MA4-20SP, MA4-5NA, MA4-6NA, MA4-13MG	MA4-13MG, MA4-14MG, MA4-21SP MA4-8NA, MA4-10NA	MA4-8NA, MA4-10NA, MA4-7NA, MA4-11NA, MA4-17MG
Weighting	25%	35%	40%

NB: All Stage 3 outcomes are assumed/prerequisite knowledge for each assessment task.

Year 8 Maths Assessment Schedule updated 6/2/2023

Science

Year 8: By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts, as well as the nature, development and importance of scientific evidence. Students describe the action of unbalanced forces on the motion of objects in everyday situations, including the Earth's gravity. They relate the structure and function of living things to their classification, survival and reproduction. They also describe the dynamic nature of models, theories and laws in developing scientific understanding of the Earth, solar system and relate the physical and chemical properties of matter to how materials are processed and used by society in everyday life.

Outcomes	
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Student Investigation Project	Molecules, Mixtures and Materials	Yearly Examination	
Task type	Practical work	Extended Response	Examination	
Due	Term 1 Week 7	Term 3 Week 9	Term 4 Week 5	
Method of Submission	Hand in	Hand in	Formal Examination	
Focus Outcomes	SC4-4WS, SC4 5WS, SC4-7WS, SC4-9WS	SC4-16CW, SC4-17CW, SC4-8WS, SC4-9WS	SC4-7WS, SC4-11PW, SC4-14LW, SC4-15LW	
Components				
Knowledge & Understanding		15	25	
Planning and Conducting Investigations	15		5	
Critical Thinking and Problem Solving			10	
Communicating	10	20		
Weighting	25	35	40	100%

History

In Year 8 we study the nature of history and historical sources, both archaeological and written in the Ancient to the Modern World.

Outcomes: History

- 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 organizes 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.

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Ancient Egypt Paragraph	Medieval Europe Essay	Shogunate Japan and Source Analysis
Task type	Extended response	Evaluative extended response	Analytical extended response
Due	Term 2 Week 2	Term 3 Week 7	Assessment period
Method of Submission	Hand in	Hand in	Formal examination
Focus Outcomes	HT4-10, H4-2, HT4-1	HT4-5, HT4-9, HT4-3	HT4-7-, HT4-6, HT4-4
Weighting	30%	30%	40%

Drama

Year 8: Students continue to investigate and develop their knowledge, understanding and skills in Drama by exploring a diverse range of forms and performance styles. Students explore dramatic storytelling through a variety of mediums and dramatic forms, collaborating creatively with their peers.

Outcomes:

A student:

- 4.1.1: identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action;
- 4.1.2: improvises and playbuilds through group-devised processes;
- 4.1.3: devises and enacts drama using scripted and unscripted material;
- 4.1.4: explores a range of ways to structure dramatic work in collaboration with others;
- 4.2.1: uses performance skills to communicate dramatic meaning;
- 4.2.2: experiments with performance spaces and production elements appropriate to purpose and audience;
- 4.2.3: explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning;
- 4.3.1: identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama;
- 4.3.2: recognises the function of drama and theatre in reflecting social and cultural aspects of human experience;
- 4.3.3: describes the contribution of individuals and groups in drama using relevant drama terminology.

Assessment Schedule

	Task 1	Task 2
Task Name	Script: Play Study	Still Image Film
Task type	Part A: Performance Part B: Reflection	Part A: Film Part B: Reflection
Due	Term 2 Week 5	Term 4 Week 5
Method of Submission	Part A: In Class Part B: Hand in	Part A: In Class Part C: Hand In
Focus Outcomes	4.1.1, 4.2.1, 4.3.2	4.1.3, 4.2.3, 4.3.1
Weighting	50%	50%

Music

In the Year 8 Music course students will explore a variety of ways to create music. In the first unit of work students learn to play, create and recognise music in the 12 Bar Blues style and will complete a class test. Students will learn to play a variety of instruments as appropriate to their chosen genre, and will manage and run a class concert. The second unit is based on the music used in Video Games. Students will experiment with a range of technologies to create music and character themes as found in Video Games, as well as learning how to mix and master audio through software programs such as Ableton Live. The final unit focuses on the process of song-writing, in which students will work practically to conceptualise, create and perform an original song in small ensembles.

Outcomes:

- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	12 Bar Blues / Aural Skills	Video Game Music	Song-Writing/Yearly Exam	
Task type	A: Performance B: Aural skills	Musical Composition	A: Performance B: Yearly Examination	
Due	Term 2 Week 5	Term 3 Week 4	Examination Period	
Method of Submission	A: Performance B: In-class test	Hand in	A: Performance B: In-class test	
Focus Outcomes	4.3, 4.8	4.5, 4.6, 4.10	4.1, 4.2, 4.4, 4.7, 4.9	
Weighting	30%	30%	40%	100%

Visual Arts

Year 8: Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. Year 8 students will be exploring the Visual Art through Ancient Art and Pop Art along with looking at using art to create awareness of global issues.

Outcomes

- 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 the 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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Planet Pollution	Ancient Art	Pop Art	
Task Type	Artmaking	Artmaking	Theory	
Timing	Term 1 Week 10	Term 3 Week 9	Term 4 Week 6	
Submission Method	Hand in	Hand in	Hand in	
Outcomes	4.2, 4.4, 4.5,	4.1, 4.3, 4.6	4.7, 4.8, 4.9, 4.10	
Artmaking	35	35		70%
Theory			30	30%
Total Weighting	35%	35%	30%	100%

Year 8 VA Assessment Schedule updated 8/2/2023

French for Background Speakers

Year 8 Objectives:

Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating

Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

Composing – creating spoken, written, bilingual, digital and/or multimodal texts

Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Outcomes

LFR4-1C uses French to interact with others to exchange information, ideas and opinions, and make plans

LFR4-2C identifies main ideas in, and obtains information from texts

LFR4-3C organises and responds to information and ideas in texts for different audiences

LFR4-4C applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences

LFR4-5U applies French pronunciation and intonation patterns

LFR4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas

LFR4-7U identifies variations in linguistic and structural features of texts

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Half-Yearly Test	News Bulletin	Yearly Test
Task type	Class test	Digital Presentation	Examination
Due	Term 2 Week 6	Term 3 Week 8	Examination Period
Method of Submission	In class	Hand-in	In class
Outcomes	LFR4-2C LFR4-4C LFR4-6U	LFR4-4C LFR4-5U	LFR4-3C LFR4-6U
Weightings	40%	30%	30%

French Prior Learning

Year 8: The students will explore the themes of getting around town, friendship and solidarity, the media and heroes.

Objectives:

Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating

Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

Composing – creating spoken, written, bilingual, digital and/or multimodal texts

Systems of language – understanding the French language system including sound, writing, grammar, text structure; and how language changes over time and place

The role of language and culture – understanding and reflecting on the role of French language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

Stage 4 Outcomes:

A student

LFR4-1C: uses French to interact with others to exchange information, ideas and opinions and make plans

LFR4-2C: identifies main ideas in, and obtains information from texts

LFR4-3C: organises and responds to information and ideas in texts for different audiences

LFR4-4C: applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences

LFR4-5U: applies French pronunciation and intonation patterns

LFR4-6U: applies features of French grammatical structures and sentence patterns to convey information and ideas

LFR4-7U: identifies variations in linguistic and structural features of texts

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Half-Yearly Test	News Bulletin	Yearly Test
Task type	Class test	Digital Presentation	Examination
Due	Term 2 Week 6	Term 3 Week 8	Examination Period
Method of Submission	In class	Hand-in	In class
Outcomes	LFR4-2C LFR4-4C	LFR4-4C LFR4-5U LFR4-6U	LFR4-3C LFR4-6U
Weightings	40%	30%	30%

French

Year 8: Students learn to interact with others in French to exchange information and ideas and explore connections between language and culture. Using features of French grammatical structures and sentence patterns and applying French pronunciation and intonation, learners compose informative and imaginative texts for different purposes and audiences.

Outcomes

- LFR4-1C uses French to interact with others to exchange information, ideas and opinions, and make plans
- LFR4-2C identifies main ideas in, and obtains information from texts
- LFR4-3C organises and responds to information and ideas in texts for different audiences
- LFR4-4C applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences
- LFR4-5U applies French pronunciation and intonation patterns
- LFR4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas
- LFR4-7U identifies variations in linguistic and structural features of texts
- LFR4-8U identifies that language use reflects cultural ideas, values and beliefs

Assessment Schedule

	Task 1	Task 2	Task 3
Task Name	Family presentation	French food exploration	Yearly Examination
Task type	Oral presentation	Multimodal presentation	Formal exam
Due	Term 2 Week 6	Term 2 Week 10	Term 4 Examination period
Method of Submission	In class	Hand in	In class
Focus Outcomes	LFR4-1C LFR4-5U	LFR4-4C LFR4-5U LFR4-6U	LFR4-2C LFR4-6U
Weighting	30%	30%	40%

Year 8 French Assessment Schedule updated 22/2/2023

Japanese

The Year 8 program provides students with an introduction to Japanese language and culture. Students learn to read and write in hiragana and basic kanji, and to communicate basic information about themselves and their daily lives in Japanese. The course prepares students for the elective Japanese course in Stage 5. Students study the topics of myself, family and friends, weekly routines, my city/town, and food. Emphasis is on communication in Japanese, leading to the production of short texts in Japanese. Relevant cultural aspects are covered in context.

Outcomes- A student:

LJA4-1C	uses Japanese to interact with others to exchange information, ideas and opinions, and make plans
LJA4-2C	identifies main ideas in, and obtains information from texts
LJA4-3C	organises and responds to information and ideas in texts for different audiences
LJA4-4C	applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences
LJA4-5U	applies Japanese pronunciation and intonation patterns
LJA4-6U	demonstrates understanding of key aspects of Japanese writing conventions
LJA4-7U	applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
LJA4-8U	identifies variations in linguistic and structural features of texts
LJA4-9U	identifies that language use reflects cultural ideas, values and beliefs

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Digital picture book with self-introduction	Video diary and script	Reading, writing test	
Task type	Presentation	Presentation	Formal Examination	
Due	Term 1 Week 9	Term 3 Week 8	Examination Period	
Method of Submission	Hand in	Hand in	In Class	
Focus Outcomes	LJA4-5U, LJA4-4C	LJA4-1C, LJA4-7U	LJA4-3C, LJA4-6U	
Weighting	20	40	40	100%

Personal Development, Health and Physical Education (PDHPE)

Year 8: The study of PDHPE provides students with the opportunity to enhance and develop 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. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practice, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

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
PS4-6	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

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Task Name	Risky Business	Practical Skills and Reflection	Relationship Doctor	Practical Skills and Peer Evaluation
Task type	Assignment	A - Practical B - journal	Extended Response	A - Practical work B - report
Due	Term 2 Week 2	Term 2 Week 5	Term 3 Week 8	Term 3 Week 10
Method of submission	Hand in	Part A - In class Part B - Hand in	Hand in	Part A - In class Part B - Hand in
Focus Outcomes	PD4-6, PD4-7, PD4-9	PD4-4, PD4-5, PD4-8	PD4-1, PD4-2, PD4-3, PD4-10	PD4-4, PD4-5, PD4-8
Weighting	25%	25%	25%	25%

Technology Mandatory

Year 8: The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

Outcomes

Design and Production Skills

- TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP plans and manages the production of designed solutions
- TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

Knowledge and Understanding

- TE4-5AG investigates how food and fibre are produced in managed environments
- TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating
- TE4-7DI explains how data is represented in digital systems and transmitted in networks
- TE4-8EN explains how force, motion and energy are used in engineered systems
- TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
- TE4-10TS explains how people in technology related professions contribute to society now and into the future

Assessment Schedule

	Task 1	Task 2
Task Name	Project and Digital Portfolio	Project and Digital Portfolio
Task Type	Practical and Portfolio	Practical and Portfolio
Due	Term 2 Week 3/4	Term 3 Week 7
Method of submission	Hand in	Hand in
Focus Outcomes	TE4-2DP, TE4-3DP TE4-1DP, TE4-10TS	TE4-2DP, TE4-3DP TE4-10TS, TE4-1DP
Weighting	50%	50%

Assessment Summary Year 8

Week	Term 1 2023	Term 2 2023	Term 3 2023	Term 4 2023
1				
2		PDHPE - 25 (H) Maths - 25 (H) History - 30 (H)		
3		Technology - 50 (H)		
4			Music - 30 (H)	
5		PDHPE - 25 (H/C) Music - 30 (C) Drama - 50 (H/C)		Drama - 50 (H/C)
6		French Prior -40(C) French BSp-40 (C) French - 30 (C)		Formal Examination Period Visual Arts-35 (H)
7	Science - 25 (H)		Technology - 50 (H) History - 30 (H)	
8			French BSp- 30 (H) French Prior -30(H) PDHPE - 25 (H) Japanese - 40 (H) Maths - 35 (C)	
9	Japanese - 20 (H)	English - 35 (H)	Science - 35 (H) Visual Arts-35 (H)	
10	Visual Arts - 35 (H) English - 30 (C)	French - 30 (H)	English - 35 (H) PDHPE - 25 (H/C)	
11				

Year 8 End of Year Exam

English	Mathematics	HSIE	Science	CAPA /Languages
	Maths - 40	History - 40	Science - 40	Music - 40 Japanese - 40 French background - 30 French Prior - 30 French - 40