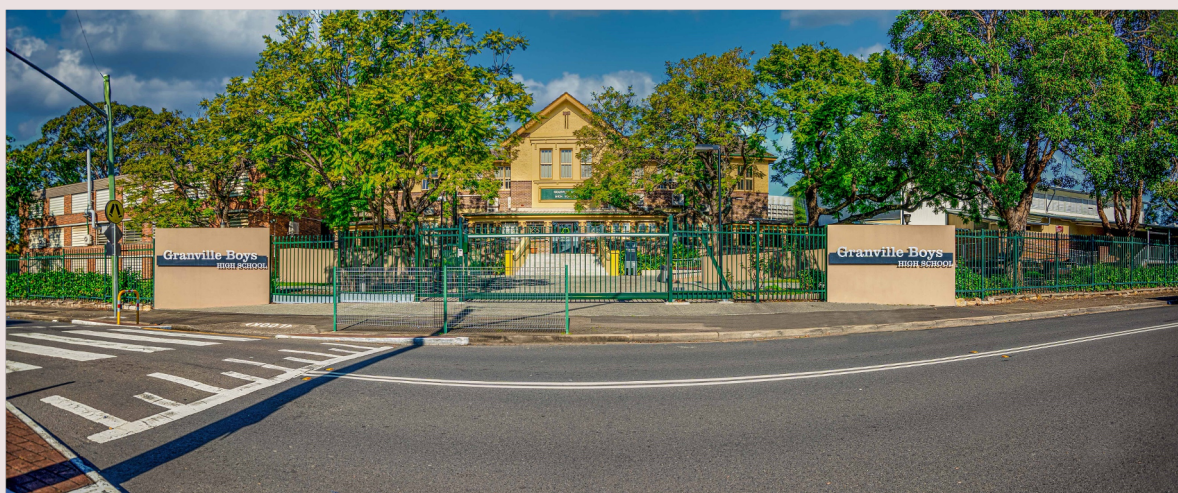


# GRANVILLE BOYS HIGH SCHOOL YEAR 8 Assessment Booklet 2022



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# Year 8 2022

## Assessment Handbook

### Contents

Assessment Policy	3
School Based Grades	3
Student Responsibilities	5
The School's Responsibilities	7
Examination Procedure	9
Awarding Grades on School Reports	10
Course Assessment Schedules	11
English Assessment Schedule English	12-13
Mathematics Assessment Schedules Mathematics Selective Mathematics Mainstream	14-17
Science Assessment Schedule Science	18-19
HSIE Assessment Schedule HSIE	20-21
PDHPE Assessment Schedule PDHPE	22-23
CAPA Assessment Schedule Music Visual Arts	24-26
TAS Assessment Schedules	27-28
Glossary of Terms	29
Assessment Task Illness/Misadventure Application	30

# Assessment Policy

## Introduction

The purpose of this document is to outline the Granville Boys High School Assessment Policy for Year 8s in 2022.

Please read this policy carefully and make sure you understand it. All students must sign that they have received this booklet.

The school is responsible for awarding each student a grade A, B, C, D, or E to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 4.

## School-based grades

<b>GRADE</b>	<b>General Performance Descriptors</b>
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## **Determining Stage 4 grades?**

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

## **OUTCOMES, ASSESSMENT COMPONENTS, WEIGHTINGS AND TASKS**

The NSW Education Standards Authority (NESA) has several technical terms that you should be aware of. The terms Syllabus, Outcomes, Assessment Components, Weightings and Tasks are technical terms that are explained below.

### **Types of Assessment**

Both formal assessment tasks and informal assessment provide important information about student achievement and outcomes. Most of the assessment information will come from formal tasks undertaken by every student in the course(s). Informal observation can be used to assist in determining a student's achievement of outcomes, but will be a minor contributor in the assessment process. The following schedules detail formal tasks for each course.

### **What are Assessment Tasks?**

Assessment tasks allow students to demonstrate their achievement in a variety of ways that are appropriate for the outcomes being assessed.

### **Formal tasks**

The majority of courses will have three to five formal assessment tasks in Year 9. The results of assessment tasks will be used to give students an indication of their achievement relative to the course performance descriptors. It will also allow students to transition to choose some of the more difficult courses in Stage 6.

### **Other Assessment Tasks**

Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important as these tasks assist students to develop and refine knowledge and skills. Student performance on these tasks may be used by teachers to make an accurate judgement about the level of student achievement.

### **Assessment of the affective domain**

Assessment tasks seek to measure achievement related to knowledge and skills outcomes of the syllabi and will not assess the affective domain such as values, attitudes, behaviour. However, student behaviour, effort and attitude to learning directly affects a student's ability to demonstrate the achievement of outcomes.

# SYLLABUS

Each course has a SYLLABUS that sets out the contents of the course. The syllabi are used by teachers to prepare their teaching lessons. It is essential that you have the syllabi of each course that you study. All NSW syllabi are available on the Internet at <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>. In each course syllabus are the OUTCOMES that should be achieved by students studying the course. The outcomes describe skills and knowledge that a student should be able to demonstrate once the course has been completed.

The syllabus does not give you the details of the actual ASSESSMENT TASKS that you complete during your Stage 4. Assessment tasks are developed by your teachers and are used to assess how well students have achieved the course outcomes. Assessment tasks are designed using the outcomes and weightings from the syllabus. The tasks take place as you study the course and assesses all outcomes other than those related to attitudes and values. The actual form of the assessment task will vary from subject to subject. You may have tests, projects, presentations or reports to prepare.

## How will tasks be scheduled?

Where possible, students will be given at least two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time

- Students should be informed about the following:
- the scope of the task including the outcomes to be assessed;
- the form the assessment task will take (test, assignment, report etc)
- proposed timing, due date or duration of the task.

## Assessment tasks will:

- help you learn, expand your knowledge and encourage you to challenge yourself
- show how much you have learnt and where you need to improve
- demonstrate that you have satisfactorily completed a course
- contribute to your final year 9 grade.
- allow you to show what you know, understand and can do in ways that cannot always be demonstrated in a written examination.

## Section A: Student Responsibilities

### Expectations of students:

1. Students must attend all classes to satisfactorily complete the Year 9 Course
2. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

Unexplained absences, lateness and class attendance patterns will be reviewed every five weeks to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

3. Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. (ACE Manual).
  - Attend classes on the day an assessment task is due.
  - All work submitted must be students' own work.
  - The Board of Studies expects students to attempt all assessment tasks.
  - Students must submit work by the due date.
  - Prepare for examinations and make a serious attempt.
  - Complete the syllabus outcomes including participation in class, practical work, homework, oral presentations, assignments and examinations.
4. Where a student cannot meet a deadline or is absent for the submission or performance of a task, the **parent must inform the school on or before the day of assessment**. The student must sit the assessment on the day he returns to school and provide a medical certificate for the absence.
5. The student may be awarded a zero mark if there isn't sufficient evidence to support his absence.
6. Students must make a genuine attempt at assessment tasks and achieve at least 50% of the available marks otherwise they will be deemed unsatisfactory in that course.
7. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course. (ACE Manual August).
8. Students who are absent on any day are responsible for ascertaining if an assessment task has been set in any subject on that day and obtaining any necessary information or task notifications issued for assessments.
9. Students who transfer into the school after the commencement of the Year 10 Course will be given substitute tasks wherever possible. In some cases, estimates may be given.

## **Procedures for students when absent from tasks**

10. Where a student cannot meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration. The form is on page 12 of this booklet.
  - Any application of an extension of time is required before the due date.

### **If a student is absent on the day of the task:**

- The student or his parent must telephone the school and inform the relevant Head Teacher.
- An application in writing must be lodged with the Head Teacher(s) of the subjects(s) concerned at the beginning of the next day the student is in attendance at school.
- A doctor's certificate is required if the application is on medical grounds.
- After considering a student's application, the Head Teacher will inform the student of the decision.

**If the Assessment Task Misadventure/Illness Application is accepted, then the teacher of that course will do one of the following:**

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature;
- in exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

**If the Assessment Task Misadventure/Illness Application is not accepted, the student will be awarded a zero mark and a letter will be sent home to advise parents/guardians.**

**During any assessment task/exam you must not:**

- Do anything that would disrupt the task or disturb another student
- Communicate with another student
- Look at another student's work
- Take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Make a non-serious attempt otherwise a zero mark will be awarded
- Be in possession of or use a mobile phone or electronic device.
- A zero mark will be awarded for all of the above breaches.

## **Section B: The School's Responsibilities**

Each course will have its own assessment schedule developed within the guidelines provided by the Board of Studies. The Board requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

This means that teachers are required to:

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress;
- the range of tasks used in the assessment will vary from course to course and may cover:
  - tests which may take a written, practical, oral and aural form
  - class and/or homework assignments, including essays and practical tasks
  - projects of varying degrees of length and complexity



## **Student Feedback**

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

Students and parents will be advised in writing when zero marks are awarded for Non-Presentation/Non-Attempt of an assessment.

## **Malpractice**

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. Examples of malpractice include:

- Plagiarism – using material directly from books, journals or the internet without acknowledging the source
- Copying – copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- Not your own work – paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals or having someone else complete the task
- Submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
- Falsifying receipt, documents, medical certificates
- Offering false documentation in support of an appeal
- Cheating during a test or exam, helping another student to engage in malpractice
- Misbehaving during exams, breaching exam rules

Where there is reason to suspect malpractice, or evidence of malpractice, the student shall be awarded a zero mark for the task following further investigation.

## **Lateness**

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason he must undertake the task in the remaining time

## **Extensions**

Students who are unable to present for an out of class assessment task / assignment for valid reasons may apply to the teacher for an extension prior to the due date for submission of the task. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned in consultation with the Head Teacher.

## **Course Warning Letters**

Course warning letters are issued to students who are not meeting course requirements. These letters are a warning to students that they are in danger of failing the course.

## **The Course requirements are that the student:**

- follows the course developed or endorsed by the Board; and
- applies themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieves some or all of the outcomes

If a student is awarded a zero mark for a task or has not attempted the task, or made a non-serious attempt at the task, they may be at risk of not meeting the assessment requirements for that course. In this case, the student will also be sent a Course warning letter. The Teacher and Head Teacher will advise the student and their parent in writing. Course Warnings must be resolved with 2 weeks from when they are issued. Unresolved Course Warnings would require a student to be put on an improvement plan and may lead to students repeating the year.

## **Examination Procedure**

During any assessment task / exam if a student does any of the following, then a zero mark will be awarded.:

- Does anything that disrupts the task or disturbs another student
- Communicates with another student
- Looks at another student's work
- Takes into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Makes a non-serious attempt
- Cheats in any way
- Uses an electronic device (smart watch, phones etc)

General Rules (which apply to ALL examinations and assessment tasks)

Exam conditions shall apply from when the first student enters the examination hall/venue until the last student leaves the examination hall/venue. Consistent consequences will apply for students found to be breaching the examination rules.

## **Before Entering the Examination Hall/Classroom/Library**

- Candidates should plan to arrive at least 15 minutes prior to the commencement of all examinations. Lateness is unacceptable.
- Full school uniform must be worn to all examinations.
- NO electronic devices, except NESA approved calculators, may be brought into the examination hall. NESA approved calculators must have the memory cleared before entry to the examination hall.
- Candidates must ensure that their mobile phone(s) is turned off, while sitting an examination or an in-class assessment task.
- On Entering the Examination Hall/ classroom and During the Examination Candidates must ensure they maintain silence.

## During the Examination/Assessment Task

- Complete silence **MUST** be adhered to whilst candidates are in the examination hall.
- Bags are left at the back of the gym.
- Mobile phones are turned off and left in the bag or given to the supervising teacher.
- Candidates must remain for the entire duration of every exam.
- Candidates must avoid going to the toilet during the exam.
- Food and drink are **NOT** permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates **MUST** obey all instructions given by supervisors.
- Students must bring their own equipment and stationery.
- Caps, beanies, hoods and other such head wear are not permitted to be worn in the examination hall.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
- Code of Conduct/School Rules apply during ALL exams.
- Students must leave all notes and exam papers in the gym.

## Awarding Grades on School Reports

Teachers use the marks scored by students in tests, assessments, or exams to give a grade on school report. The cut offs are as follows.

Grade	Mark Range	
A	85+	Outstanding
B	70-84	Good
C	50-69	Average
D	30-49	Basic
E	0-29	Limited

# **COURSE ASSESSMENT SCHEDULES**

## ENGLISH FACULTY

### Year 8- English

Objectives	Course Outcomes
Student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	The student will understand, interpret and discuss how language is used to produce a dramatic effect in film or drama, and to create layers of meaning in texts
Student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies	The student will use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view
Student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	The student will analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text.
Student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence	The student will creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences
Student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts	The student will critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts
Student will demonstrate understanding of how texts can express aspects of their broadening world and their relationships within it.	The student will respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it

Year 8 Course Assessment Schedule – English					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks- Year 8 Selective Course	Visual Representation and critical analysis. Thematic unit- Stand up!	Half-Yearly Examination- Reading, comprehending, and composing <i>Australian Poetry</i>	Persuasive and reflective writing- Novel study (Fiction)	Yearly Examination- Reading, comprehending, and critical analysis Science Fiction	
Nature of tasks- Year 8 English Course	Visual Representation and Reflection. Thematic unit- Stand up!	Half-Yearly Examination- Reading, comprehending, and composing <i>Australian Poetry</i>	Persuasive writing- Novel study (Fiction)	Yearly Examination- Reading, comprehending, and composing Science Fiction	
Timing	Term 1, Week 8	TBA	Term 3, Week 8	TBA	
Outcomes assessed	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-8D	EN4-1A, EN4-2A, EN4-3B, EN4-5C, EN4-6C, EN4-7D, EN4-8D, EN4-9C	EN4-1A, EN4-2A, EN4-4B, EN4-7D, EN4-9E	EN4-1A, EN4-3B, EN4-5C, EN4-7D, EN4-9E	
Components					Weighting %
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## MATHEMATICS FACULTY

<b>Year 8 Mathematics Selective Objectives and outcomes</b>	
<b>Objectives: Students</b>	<b>Outcomes</b>
Develop understanding and fluency in Mathematics through inquiry, exploring And connecting mathematical Concepts, choosing and applying Problem-solving skills and Mathematical techniques, Communication and reasoning	MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
	MA4-2WM applies appropriate mathematical techniques to solve problems
	MA4-3WM recognises and explains mathematical relationships using reasoning
Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation	MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation
	MA4-5NA operates with fractions, decimals and percentages
	MA4-8NA generalises number properties to operate with algebraic expressions
	MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
	MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations
	MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
	MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
	MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems	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
	MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
	MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines
	MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements	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
	MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
	MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

### Year 8 Mathematics Selective Assessment Schedule

Task		Date	% Weighting	Topics to be tested
Task 1	Class Test Part A	Term 1 Week 5	5%	Financial Maths
	Assignment	Term 1 Week 9	10%	Single variable data analysis
	Class Test Part B	Term 1 Week 10	5%	Rates and ratios
Task 2	Class Test Half Yearly Exam	Term 2 Exam week	20%	Indices, Algebra + Task 1 topics
Task 3	Class Test Part A	Term 2 Week 7	10%	Equations
	Class Test Part B	Term 2 Week 10	10%	Linear Relationships
Task 4	Class Test Part A	Term 3 Week 4	5%	Area and Perimeter
	Class Test Part B	Term 3 Week 8	10%	Volume and Surface Area
	Class Test Part C	Term 3 Week 10	5%	Probability
Task 5	Class Test Yearly Exam	Term 4 Exam Period	20%	Angles, Geometrical figures + Task 4 topics
Task 6	Class Test	Term 4 Week 9	10%	Transformation and Congruency
			100%	



## Year 8 Mathematics Mainstream Objectives and outcomes

Objectives: Students	Outcomes
Develop understanding and fluency in Mathematics through inquiry, exploring and connecting mathematical Concepts, choosing and applying Problem-solving skills and Mathematical techniques, Communication and reasoning	MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
	MA4-2WM applies appropriate mathematical techniques to solve problems
	MA4-3WM recognises and explains mathematical relationships using reasoning
Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation	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
Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems	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
	MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
	MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements	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

### Year 8 Mathematics Mainstream Assessment Schedule

Task		Date	% Weighting	Topics to be tested
Task 1	Class Test Part A	Term 1 Week 6	10%	Percentages and Financial Maths
	Class test Part B	Term 1 Week 10	10%	Data, Rates and Ratios
Task 2	Class Test Half Yearly Exam	Term 2 Exam period	20%	Indices and Algebra + Task 1 topics
Task 3	Class Test	Term 2 Week 9	10%	Linear Relationships and Equations
Task 4	Part A Assignment	Term 3 Week 3	10%	Pythagoras' Theorem
	Part B Class Test	Term 3 Week 8	10%	Area, Perimeter and area of circles
Task 5	Class test Yearly Exam	Term 4 Exam period	20%	Angles + Task 3 , Task 4 topics
Task 6	Class Test	Term 4 Week 8	10%	Geometrical figures
		Total	100%	

## SCIENCE FACULTY

<b>Year 8 Science Objectives and Outcomes</b>	
<b>Objectives</b>	<b>Outcomes</b>
Develop knowledge, understanding of and skills in applying the processes of Working Scientifically	<p>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</p> <p>SC4-5WS collaboratively and individually produces a plan to investigate questions and problems</p> <p>SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p>
	<p>SC4-10PW describes the action of unbalanced forces in everyday situations</p>
Physical World	<p>SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations</p>
	<p>SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system</p>
Earth and Space	<p>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</p>
	<p>SC4-14LW relates the structure and function of living things to their classification, survival and reproduction</p>
Living World	<p>SC4-15LW explains how new biological evidence changes people's understanding of the world</p>
Chemical World	<p>SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles</p>
	<p>SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life</p>

## Year 8 Science Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
Component	Elements, Compounds and Mixtures  Topic Test	Half Yearly Examination Elements, Compounds and Mixtures Physical Change and Chemical Change and Energy Changes	SRP	Rocks, Minerals and Resources Research Task	Yearly Examination Cells and Growth and Body Systems Rocks, Minerals and Resources	Bookmark and Participation	Weighting  %
	Term 1, Week 9	Term 2 Exam period	Term 2 Week 8	Term 3 Week 5	Term 4 Exam period	Term 2 & 4	
	Outcomes Assessed SC4-CW16, SC4-CW17 SC4-WS4, SC4-WS5, SC4-WS6, SC4-WS7, SC4-WS8, SC4-WS9	Outcomes Assessed SC4-CW16, SC4-CW17 SC4-WS4, SC4-WS5, SC4-WS6, SC4-WS7, SC4-WS8, SC4-WS9	Outcomes Assessed SC5-12 ES, SC5-13 ES SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Rocks, Minerals and Resources SC4-ES12, SC4-ES13 SC4-WS4, SC4-WS5, SC4-WS6, SC4-WS7, SC4-WS8, SC4-WS9	Rocks, Minerals and Resources SC4-ES12, SC4-ES13 SC4-WS4, SC4-WS5, SC4-WS6, SC4-WS7, SC4-WS8, SC4-WS9 SC4-LW14, SC4-LW15, SC4-WS4, SC4-WS5, SC4-WS6, SC4-WS7, SC4-WS8, SC4-WS9	Outcomes assessed SC5-16CW, SC5-17CW SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	
Skills in Working Scientifically	10	10	10	15	15		60
Knowledge and understanding	5	10	5	5	15		40
Total for Task	15	20	15	20	30		100

## HSIE FACULTY

<b>Year 8 Geography: Assessment Schedule</b>	
<b>Objectives</b>	<b>Outcomes</b>
<p>GE4-1 Locates and describes the diverse features and characteristics of a range of places and environments</p>	<ul style="list-style-type: none"> <li>• Identify a variety of landscape and landforms</li> <li>• Explain the geomorphic processes that create landforms e.g. weathering, erosion, deposition and tectonic activity</li> <li>• Investigate different landscapes and the geomorphic processes that create distinctive landforms</li> <li>• Investigate the aesthetic, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples</li> <li>• Investigate the human causes and effects of landscape degradation</li> <li>• Identify ways people utilize and change landscapes</li> </ul>
<p>GE4-2 Describes processes and influences that form and transform places and environment</p>	
<p>GE4-3 Explains how interactions and connections between people, places and environment results in change</p> <p>GE4-6 Explains differences in human wellbeing</p> <p>GE4-7 Acquires and processes geographical information by selecting and using geographical tools for inquiry</p>	<ul style="list-style-type: none"> <li>• Examine environmental factors that influence perceptions of liveability e.g. climate, landforms, natural resources</li> <li>• Discuss human factors that influence perceptions of liveability e.g. culture, income, employment, crime and safety</li> <li>• Investigate the impact of environmental quality on the liveability of places</li> <li>• Investigate the influence of social connectedness and community identity on the liveability of places e.g. culture, environment, public events and religious beliefs</li> </ul>
<p>GE4-5 Discuss management of places and environments for their sustainability</p> <p>GE4-7 Acquires and processes geographical information by selecting and using geographical tools for inquiry</p>	
<p>GE4-4 Examines perspectives of people and organisations on a range geographical issues</p> <p>GE4-8 Communicates geographical information using a variety of strategies</p>	<ul style="list-style-type: none"> <li>• Investigates the influences on and effects of, people's travels and recreational, culture or leisure connections with different places for the future for example, analysis of patterns and trends in people's travel</li> <li>• Explains the impact of travel, recreation and cultural activity on a place</li> <li>• Explain how transport technology connects people to places</li> <li>• Assesses the impact of increasing global connectivity on people and places</li> <li>• Identify trade connections in Australia for example, interstate business</li> </ul>

## Year 8 Geography - Assessment Schedule

Task		Date	% Weighting (Semester)	Topic
<b>Term 1</b>	Research Task How accurately do animated movies portray landscape	Week 6	25%	Landscape and Landforms
	Topic Test	Week 7	10%	
	Homework Mark	Week 9	5%	
	Book Mark	Week 10	5%	
<b>Term 2</b>	Edustem task on a chosen developing country	Week 7	20%	Interconnections
	Homework Mark	Week 9	5%	
	Book Mark	Week 10	5%	
	Half-Yearly Exam	Exam week	25%	<i>The Half-Yearly Exam will cover all previous topics</i>
			100%	
<b>Term 3</b>	Research Task	Week 5	25%	Water in the World
	Topic Test	Week 7	10%	
	Homework Mark	Week 9	5%	
	Book Mark	Week 10	5%	
<b>Term 4</b>	Topic Test	Week 5	10%	Place and Liveability
	Homework Mark	Week 7	5%	
	Book Mark	Week 8	5%	
	Yearly Exam	Exam Week	35%	<i>The Yearly Exam will cover all previous topics</i>
			<b>100%</b>	

<b>Year 8 PDHPE Course Outcomes</b>	
<b>Outcomes</b>	<b>Descriptors</b>
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
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
PD4-10	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 PDHPE Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Title	Practical Assessment	Half Yearly Examination	Practical Assessment	Yearly Examination	
Timing	Term 1, Week 7	Mid-term 2 (TBA)	Term 2, Week 8	Term 3, Week 7	
Topic	Team & Strategy Games	Wellbeing and Risk-taking	Throwing catching, Agility and balance	Great Outdoors and Relationships	
Weighting	25%	25%	25%	25%	
Outcomes	PD4-4, PD4-5	PD4-6, PD4-7, PD4-10 PD4-2	PD4-8, PD4-11	PD4-7, PD4-6, PD4-8 PD4-2, PD4-3, PD4-9, PD4-10	
Type	Practical	Examination	Practical	Examination	
Knowledge and understanding of:	10	10	10	10	40
Skills in:	5	5	5	5	20
Skills in critical thinking, research and analysis.	10	10	10	10	40
Total Marks	25	25	25	25	100



<b>CAPA FACULTY</b>	
<b>Music – Year 7 &amp; 8 (Stage 4) Course Outcomes</b>	
<b>Performing</b>	
4.1	Performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	Performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	Performs music demonstrating solo and/or ensemble awareness
<b>Composing</b>	
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
<b>Listening</b>	
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
4.10	Identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
4.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

### Music – Year 8 (Stage 4) Assessment Schedule

			Task 1 (Year 7)	Task 2 (Year 7)	Task 3 (Year 8)	TASK 4 (Year 8)
Syllabus Outcomes	Syllabus Components	Weighting	Theory Exam 25%	Practical Task 25%	Practical/Composition Task 25%	Musicology/Research Task 25%
			Wk9 to Wk11, Term 1 Completed (In Class)	Wk7 to Wk10, Term 2 Completed (In Class)	Wk7 to Wk10, Term 3 Completed (In Class)	Wk6 to Wk10, Term 4 Completed (In Class)
4.1 4.2 4.3	Performing	55	15%	20%	20%	
4.4 4.5 4.6	Musicology	15				15%
4.7 4.8 4.9 4.10	Listening	30	10%	5%	5%	10%
Total Mark		100	25	25	25	25

<b>CAPA FACULTY</b>	
<b>VISUAL ARTS – STAGE 4 OUTCOMES</b>	
<b>Art making</b>	
4.1	uses a range of strategies to explore different art making 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
<b>Critical and Historical Studies</b>	
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

<b>VISUAL ARTS – STAGE 4 ASSESSMENT SCHEDULE</b>						
			Task 1 (Year 7)	Task 2 (Year 7)	Task 3 (Year 8)	Task 4 (Year 8)
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING %	Research Task	Art Making	Research Task	Yearly Exam
			Wk8 to Wk10 Term 1 Completed (In Class)	Wk6 to Wk7, Term 2 Completed (In Class)	Wk10 Term 3 Completed (In class)	Wk6 to Wk7 Term 4 Completed (In Class)
●4.7 ●4.8 ●4.9 ●4.10	Critical and Historical Studies	50	25%			25%
●4.1, 4.2 ●4.3, 4.4 ●4.5, 4.6	Art Making	50		25%	25%	
<b>TOTAL MARK</b>		<b>100</b>	25	25	25	25

## TAS Faculty

### Year 8 Technology Mandatory Objectives and Outcomes

Objectives	Outcomes
<p>Students:</p> <ul style="list-style-type: none"> <li>● develop practical skills with tools, materials and processes while working safely, independently, and collaboratively on design projects</li> <li>● develop thinking skills when designing and producing digital and non-digital solutions</li> <li>● develop and apply skills in project management and evaluation when designing and producing solutions</li> </ul>	<p><b>Design and Production Skills</b></p> <p>A student:</p> <p>TE4-1DP designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities</p> <p>TE4-2DP plans and manages the production of designed solutions</p> <p>TE4-3DP selects and safely applies a broad range of tools, materials, and processes in the production of quality projects</p> <p>TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language</p>
<p>Students develop knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>● how traditional, contemporary, and advancing technologies are used when designing sustainable products and solutions</li> <li>● how data is used in the development and automation of digital solutions</li> <li>● the role of people and technologies in developing innovative solutions for preferred futures</li> </ul>	<p><b>Knowledge and Understanding</b></p> <p>TE4-5AG investigates how food and fibre are produced in managed environments</p> <p>TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating</p> <p>TE4-7DI explains how data is represented in digital systems and transmitted in networks</p> <p>TE4-8EN explains how force, motion and energy are used in engineered systems</p> <p>TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</p> <p>TE4-10TS explains how people in technology related professions contribute to society now and into the future</p>

### Year 8 Technology Mandatory Assessment Schedule 2022

Task number		Task 1	Task 2	Task 3	
Nature of task		Research Task	Design Portfolio and Project	Examination	
Timing	Semester 1	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	
	Semester 2	Term 3, Week 8	Term 4, Week 6	Term 4, Week 8	
Outcomes assessed		4-5AG, 4-6FO, 4-7DI, 4-8EN, 4-9MA, 4-10TS	4-1DP, 4-2DP, 4-3DP, 4-4DP	4-5AG, 4-6FO, 4-7DI, 4-8EN, 4-9MA, 4-10TS	
Components					Weighting %
Knowledge and skills in the design and production of practical processes		10%	30%	20%	60%
Knowledge and understanding of evaluation and communication techniques		10%	20%	10%	40%
Total		20%	50%	30%	100%

# GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance banks and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse /evaluate	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

**Assessment Task Illness / Misadventure Application**

**REQUEST FOR CONSIDERATION**

To be completed by a student who was / is unable to attend / submit an assessment on the due date

Student's Name: \_\_\_\_\_ Roll Class: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

Assessment Task Missed: \_\_\_\_\_ Task Date: \_\_\_\_\_

**Task missed due to illness: Attach Doctor's Certificate to this form.**

Doctor's Name: \_\_\_\_\_

**Task missed through other reason:** State reason and attach any supporting evidence.

\_\_\_\_\_  
\_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FACULTY SECTION – to be completed by Head Teacher**

Misadventure / illness application form received by: \_\_\_\_\_ Date: \_\_\_\_\_

Did student inform school of absence on the day of the task? Yes No

Was application lodged the next day the student was in attendance at school? Yes No

Teacher's name: \_\_\_\_\_

Teacher's comment: \_\_\_\_\_  
\_\_\_\_\_

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject? No Yes If yes, please comment  
\_\_\_\_\_  
\_\_\_\_\_

**Head Teacher's recommendations:** Accepted Rejected

New task Estimated mark Zero Award Referred to Examination Misadventure Panel

Head Teacher's Signature: \_\_\_\_\_

Parent / Guardian Comment:  
\_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_