

Elizabeth Macarthur High School



Year 8

Assessment Task Schedule

2024

"Shaping the future, by pursuing excellence and creating boundless opportunities"

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Assessment at Elizabeth Macarthur High School

What is Assessment?

Teachers at Elizabeth Macarthur High School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

As such, it is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

How Can Parents Help at Home?

- Provide an uncluttered, quiet study area free from distractions
- Designate structured weekly study times, including time for preparation of study notes
- Plan for rest and relaxation time, including 8-10 hours of undisturbed sleep each night
- Provide reliable internet access in a public space
- Provide a personal assessment and homework diary
- Make a family calendar to record task schedules and study time

Awarding Grades

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses. Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgment to make a final determination of the student's grade.

In the HSC, the school assessment will form 50% of a student's HSC mark. If a student is unable to sit for the HSC examination and their misadventure has been accepted by NESA then the student's HSC mark will be derived from their formal school assessment mark.

1.1 Assessment Schedules

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses (see 1.7). All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.

1.2 Written Notification of assessment tasks

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. Formal assessment tasks will be issued on blue paper in a consistent format, this includes examinations.

It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification. In Stage 6, students are required to formally acknowledge they have received the task by signing the HSC monitoring form or online as part of the HSC monitoring process.

1.3 Submission of Assessment Tasks

Assessment task submission is to occur **before 8.50am** on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 8.50am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task. Stage 6 students are required to sign to acknowledge they have submitted the task. Students must complete all tasks to the best of their ability or may be subject to the N-determination process.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet. Ideally, digital submission should be in an appropriate format as directed on the assessment notification.

1.4 Formal examinations and in class tasks

All in class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. The exception to this may be during examination periods for Year 11 and Year 12. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting an EMHS Missed/Late/Illness/ Misadventure application (see 1.8). Examinations will NOT be rescheduled for unapproved leave such as family vacations.

1.5 HSC Practical, Major Work, Performance and Personal Interest Project (PIP) Submissions

Schedules of dates for submission of the practical, major work, performance and Personal Interest Project (PIP) component of HSC courses are available to students several months prior to the set date.

The completion date refers to the date on which students must stop work on their works/projects and no work must be undertaken after these dates. The student's works/projects are required on the completion date for certification.

1.6 Use of Technology - Computers

If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.

1.7 The Assessment Program for Life Skills Courses

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

1.8 Extension/ Illness/ Late/ Missed/ Misadventure

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher using the EMHS Extension/ Illness/ Late/ Missed/ Misadventure application form. This form must be lodged with the Head Teacher or relieving Head Teacher. If the task is submitted after the due date and time and a student has not submitted the appropriate documentation, then the appropriate penalty will apply.

1.8(a) Extension: Extensions of time are generally only given in special circumstances. These include, but are not limited to, unexpected illness (evidenced by a Doctor's Certificate) that extends for a significant period of time prior to the due date as well as school-based activities that adversely impact on the student's ability to meet the requirements of the task. If a student requires an extension for a relevant reason, they must complete the Extension/ Illness/ Late/ Missed/ Misadventure application form and **submit before the due date** (best practice is three days prior) to allow sufficient time for the application to be processed. The decision will be recorded in writing on the application form and communicated to the student.

- Work Placement is usually NOT considered a valid reason for extension as this is known in advance.
- Unapproved leave such as family vacations are NOT considered approved reasons.
- DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.

- Talent identification programs run by the New South Wales Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.

1.8(b) Illness: If a student is ill and cannot attend on the day of the task or date a task is due, an Extension/Illness/ Late/Missed/Misadventure application form should be completed with the appropriate 'Independent Evidence of Illness' (e.g. medical certificate) with the day and date of the task included. This must be submitted on **the first day back after illness by 8.50am** (do NOT wait until you have that class) to the relevant Head Teacher. An extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task performance please refer to Misadventure procedures.

1.8(c) Late: In special circumstances where a student is unable to complete or submit the task by the due date and time, special consideration for extension or exemption from penalties may be sought in writing from the Head Teacher using the Extension/ Illness/ Late/ Missed/ Misadventure application form. Computer/printer problems are not considered to be an acceptable reason for late submission of an assessment task. When an assessment task is a class test or an examination, a student must attempt the task at the scheduled time. A task, which is an assignment, is considered to be late if it is handed in after the scheduled time. If a student submits the task on the due date but after the specified time, then the appropriate penalty will be applied. This ensures that no student is given an advantage over others by submitting an assessment task after the scheduled time. Where a task is submitted or completed after the due date the Head Teacher will apply the following penalties:

- Late submission of a task for Year 9 to 12 will result in zero mark being recorded for the task.
- Late submission of a task for Year 7 and 8 will result in a 50% of the total task penalty for each day the task is late. Tasks for Year 7 and 8 are not due on a Friday.
- If a student does not attend all periods on the due date the Head Teacher of the faculty concerned will conduct an interview with the student to ascertain whether malpractice or unfair advantage has occurred and whether the results of the assessment and the rank order has been impacted. If so, the Head Teacher may need to moderate the marks accordingly.

1.8(d) Missed: In Stages 5 and 6 courses, failure to complete assessment tasks will result in 'N' determination procedures being followed (See 14. 'N' determination Procedures). This will also result in a zero mark being recorded for the task. Where an assessment task has not been submitted, classroom teachers are responsible for generating a letter to be sent to the student's parents notifying them of the non-submission of the task, including an appropriate and reasonable period of time to rectify the matter and submit the task. Students will be required to submit a missed task or complete an equivalent alternative task in order to meet the requirements for satisfactory completion of the course. A zero mark will still be recorded but the task will be marked and feedback will be given to the student.

1.8(e) Misadventure: Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability. For example, a car accident or becoming ill during the assessment. Where a student experiences misadventure for an in class task/exam, they undertake the task in the time remaining and submit an Extension/ Illness/ Late/ Missed/ Misadventure application form, along with evidence including their reasons for the misadventure.

1.9 Malpractice

Malpractice can occur in a number of ways: cheating in an examination, plagiarism (making no change or insignificant changes to a copied sentence), collusion (working with another student, including the sharing or distribution of work), disrupting an examination, or a serious breach of the rules for an examination or task. An assessment task must be the student's own work. Where malpractice has occurred a zero mark will be recorded for the task. The Head Teacher of a subject will make the final determination to record a zero mark and for students in Stage 5 and 6 an 'N' determination warning letter will be sent to the parent(s)/guardian and procedures for an 'N' determination warning will be followed. Where malpractice has occurred, the student will be required to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time and the circumstances for this. In Year 12, malpractice will be reported to the relevant Deputy Principal and is recorded on the NESA Malpractice Register.

1.9 (a) Use of AI Technology

As the submission of work generated by AI (artificial intelligence) is considered academic dishonesty, it falls under the category of malpractice. Any work that appears to have been produced by such technology will undergo further scrutiny which may include a formal interview. Students found to have utilised this technology to commit malpractice will be subjected to the same consequences as plagiarism. Please see 1.9 Malpractice

1.10 'N' determination Procedures for Non Completion of Course Requirements (Stage 5 & 6)

Stage 5 and 6 students are bound by the expectations set out in NESA's 'N' determination process for the RoSA and the HSC. NESA states that satisfactory participation in and completion of a course requires a student to meet the following course completion criteria'

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

NESA also states that students must make a genuine attempt at assessment tasks that contribute **in excess** of 50% of the available marks.

Whilst a particular rate of attendance is not specified for the completion of a course, irregular attendance can clearly impact on students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an 'N' determination

1.10'a' After an 'N' determination warning letter is received.

If a student does not meet the criteria set out by NESAs for satisfactory participation or completion of a course, subject teachers will issue students with an 'N' determination warning letter. This letter will stipulate the task or work for which the student is required to complete and the original due date of this task/work. The letter will also stipulate a new due date and requirements for how to satisfactorily complete the task/work. It is important for the student to be aware that 'N' determination warning letters are not task specific, they are subject specific and therefore accumulate across tasks/work in any subject.

1.10'b' Failure to complete work stipulated in the 'N' determination warning letter is received.

Elizabeth Macarthur High School will offer support to students to address the concerns if they are at risk of being 'N' determined. Students who have been issued with two or more 'N' determination warning letters in one subject will be interviewed as part of the school review process and placed on a contract containing a list of the 'N' determination warnings that are unresolved and the time frame in which they must be completed. The onus is always on the student to follow up with the teacher(s) to find out exactly what needs to be done to meet the requirements of the 'N' determination warning so it can be resolved.

Students who have not complied with the course completion criteria and who have received at least two written warnings (for a course) can be considered as not having satisfactorily completed the course at the time of finalising grades. In this instance the Principal may make a determination of non-completion of course requirements by a student, known as an N Determination. The Principal will undertake a formal interview of the student, making clear the grounds for which the 'N' determination is being applied. The Principal will outline the NESAs appeals process and will provide the student with copies of the N determination warning letters.

If an 'N' determination is applied, it may mean the student is no longer eligible for the HSC or RoSA.

1.10'c' Non-serious attempt

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task
- Inappropriate behaviour during an examination
- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

The Head Teacher of a subject will determine whether a task is a non-serious attempt. In the case of a non-serious attempt the 'N' determination procedures will be followed.

1.11 Appeals Process

If a student believes there has been an issue with the assessment 'process', a formal appeal process should be commenced and a formal appeal form should be submitted to the Head Teacher, outlining the grounds for appeal. This appeal should focus on the process of assessment only. If a student intends to lodge an appeal, they must advise their teacher **immediately and they must not leave the classroom** until the teacher has retained a copy of the completed assessment task. The student will then have 24 hours from this notification to lodge an appeal with the Faculty Head Teacher, on the EMHS Appeal Form and with the original assessment task attached.

The only areas to be considered in the review are:

- Does the assessment program conform to the NESA requirements in respect to components and weightings?
- Has the assessment task sheet been followed and in particular, has the stated values of the task been maintained?
- Have there been any computational errors?

If necessary, an appeals panel may be convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may require the student and the teacher to present their views in person before reaching a decision. The panel will consist of a Head Teacher, Year Advisor and Deputy Principal. The final decision rests with the Principal.

1.12 Pandemic

In regard to a pandemic (for example Covid-19) the school must be notified as soon as your isolation period begins. School administration must also be notified as per normal absence procedures (SMS reply, email or phone). As soon as possible, students should contact the teacher or subject Head Teacher and inform them you will not be able to participate in the task due to pandemic restrictions. Complete the Extension/ Illness/ Late/ Missed/ Misadventure application form, with supporting documentation and submit on your first day back at school. The outcome of the Extension/ Illness/ Late/ Missed/ Misadventure application form will be conveyed to the student in a timely manner and any future actions that may be required.

1.13 Reporting

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a grade was not awarded. In Year 12, reports will contain an examination mark (where applicable), rank and overall assessment rank for the course but **not the cumulative assessment mark**. In Years 10-12, where a student has been 'N' determined in a subject, this 'N' determination will be reported upon in the Semester 2 Report.

1.14 Confidentiality of Final Mark

The final HSC assessment mark for each subject is confidential and cannot be given to students.

1.15 Tasks that produce invalid or unreliable results

In exceptionally rare circumstances a task might not adequately discriminate between students, in such a case everyone gets the same or similar mark. Sometimes a mark might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal of the relevant year group will ascertain the best method to address these issues. This may include:

- Part of the task will be used to calculate the assessment mark
- The weighting of the task may be reduced and additional weighting added to a future task;
- The original assessment task will be replaced by an additional task. Sufficient written notice will be provided for any additional tasks and if necessary, weightings will be adjusted accordingly.

Students will be notified in writing if any assessment task is deemed to be invalid or unreliable and the course of action that will be taken to rectify this issue. Steps taken to address this issue will not have an adverse impact on individual students or classes so that fairness and equity is maintained.

1.16 Feedback to Students

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, corrects misunderstandings, states clearly how students can improve and allows students to take an active role in their learning. Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks.

It is recommended that feedback be given in one or more of the following ways:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 7 school days of the due date. **One draft per student** during any assessment period will exist. Refer to the Drafts Procedure on page 14.

1.17 Disability Provisions

Disability provisions are practical arrangements that enable students with disability to access learning and assessment. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests. Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Teaching and Learning.

For the HSC examinations students are required to complete an application for Special Provisions that is submitted to NESAs for approval.

1.18 VET Assessment

VET courses are dual accredited. This means they allow students to gain a credential they can use in a vocational pathway beyond school whilst simultaneously contributing to the HSC. Vocational qualifications lead to recognition under the Australian Qualifications Framework (AQF) such as the award of Certificates I, II or III or Statements of Attainment toward one of these credentials. Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate along with TAFE requirements.

NESA HAS MANDATED WORKPLACEMENT AS A REQUIREMENT OF THE HSC. WORK PLACEMENT HOURS ARE MANDATORY. All students must complete 35 hours work placement in the HSC course, this is in addition to the 35 hours in the Preliminary Course, a total of **70 hours**. Students must submit to their VET teacher their completed and signed work placement logbook as evidence that they have met this requirement. Teachers will maintain appropriate documentation and notify parents in writing when students are not meeting course requirements and a 'N' determination will be issued. Notification to parents will be timely and provide the opportunity for the issues of concern to be re-addressed as appropriate. The HSC Examination is independent of competency based assessment. It is optional for students of a 240-hour VET course to sit the HSC exam as it is intended for ATAR purposes only. All students must complete 'two prior exams' before sitting a HSC VET exam. The Year 11 exam will be one of the two prior exams as well as the Trial HSC exam required to formulate the estimate for students in the event of misadventure - this will enable the school to carefully monitor and assist students in this situation.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages. VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be

able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible. If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units. Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement. Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

Further Information

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESA website (in the Manuals section). The URL is <https://ace.nesa.nsw.edu.au/>



Student Drafts Procedure

1. Rationale:

- 1.1 These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

2. Aim:

- 2.1 To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

3. Procedures:

- 3.1 Drafting is encouraged, but not compulsory.
- 3.2 When students request feedback on a draft, they must submit to the teacher as specified by the teacher.
- 3.3 Students are to submit drafts outside of class time.
- 3.4 Teachers will return drafts once completed for student review and application.
- 3.5 Students can submit **one draft** per assessment task to their teacher for feedback.
- 3.6 The cut-off date for the submission of drafts is **7 days** before the task is due, this is to include a weekend for staff to assess the draft and for the student to have time to utilise the feedback.
- 3.7 Assessment Tasks will be issued a minimum of three weeks before the due date.
- 3.8 When requesting feedback in the draft, students will select up to two areas based on the marking criteria. Each criterion will guide the student and teacher in understanding what feedback is to be given.



Senior Examination Procedures

(For students in Years 10, 11, 12)

1. Rationale:

- 1.1. Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education (DoE) to establish acceptable codes of conduct for these examinations.

2. Aim:

- 2.1 To ensure that all examinations meet the requirements of the NESA.
- 2.2 To provide examinations that are fair and meaningful for all students.
- 2.3 To ensure the examination environment is conducive to high student achievement.

3. Procedures:

- 3.1. All students must wear full school uniform when sitting for an examination.
- 3.2. Students should not talk once they enter the examination room.
- 3.3. All mobile phones and electronic devices must be switched off and left in bags in the designated area.
- 3.4. According to HSC rules and procedures, students must remove wristwatches at the start of an examination and leave the watch on their desk in clear view of the examination supervisors.
- 3.5. Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
- 3.6. No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- 3.7. Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no correction fluid or correction tape is allowed to be brought into the exam room.
- 3.8. Students are permitted to bring a bottle containing water into the exam room; however, the bottle must be completely clear with no label.
- 3.9. Students who talk or disrupt others during an examination will have their names and the nature of the incident reported to the Deputy and may potentially receive a mark of zero for the examination.
- 3.10. Toilet use: A student must raise their hand and obtain permission from the examination supervisors before leaving their seat. All students will be supervised whilst out of your seat. This is permitted only after the first 30 minutes and before the last 30 minutes of the examination.
- 3.11. Students in Year 11 and 12 are required to stay in the examination room for the duration of the examination.
- 3.12. If a student cannot attend an examination, that student needs to obtain the extension/ illness/ late/ misadventure/ missed application form along with appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Faculty Head Teacher who coordinates the exams so that a re-scheduled examination can be arranged.
- 3.13. Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with a 'N' determination warning letter.

Extension / ILLNESS/ Late / MISSED / Misadventure APPLICATION FORM

WHEN TO USE THIS FORM

- you are absent from school for a legitimate reason
- you know in advance you are going to be absent from school on the due date
- un-foreseen circumstances have prevented you from submitting or completing the task

A medical certificate or relevant documentation should be provided stating clearly: the date of the onset of the illness/ misadventure, additional dates of consultation, a description of the student's symptoms, the duration of the condition and demonstrate how the impact of the illness/misadventure has materially disadvantaged the student.

For extensions of time this form should include the date/s, time, duration and a description with details attached from an independent person where relevant (e.g. police, counsellor, doctor etc.) demonstrating how the student has been materially disadvantaged.

This form must be returned on the first day back after absence from school to your teacher or Head Teacher in their absence.

Applications for extensions of time for legitimate reasons must be submitted 3 days before the due date to allow sufficient time for the application to be processed.

Refer to the assessment schedule for detailed information.

STUDENT AND PARENT TO COMPLETE THIS SECTION

Read the instructions above. If this space is insufficient, please attach additional documentation.

Tick to indicate the nature of the application: Missed Extension Late Illness Misadventure

Student's Name: _____ Year: _____

Subject: _____ Teacher: _____

Task Name: _____ Due Date: ____/____/____

Reason: Parent to complete Evidence Attached (eg Medical Certificate): Yes No

(In the case of illness, a medical certificate **must** be attached)

Name: _____ Contact details: _____

Parent Signature: _____ Date: ____/____/____

SCHOOL USE ONLY

Teacher's Recommendation: _____

Teacher's Name and Signature: _____ Date: ____/____/____

Head Teacher's Decision: Approved Declined

Details: _____

HT decision communicated to student on : _____

Head Teacher's Signature: _____ Date: ____/____/____



Appeal Form

Students Name:		Year:
Subject:		
Task:		
Due Date of Task:		Teacher:
Submitted to the HT:		Date:

Summary of Reason for Appeal

Student Signature:	Date:

Outcome of Appeal

Approved:	Declined:
Deputy Signature:	Date:
Head Teacher Signature:	Date:
Student Signature:	Date:

This form must be submitted to the Head Teacher of the Faculty within 24 hours of receiving your result

Year 8 2024 – Term One Assessment Due Dates

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
English										
Food and Agriculture										
Geography										
Industrial Arts										
Mathematics										
Music										
PDHPE										
Science										
Visual Arts										

Year 8 2024 – Term Two Assessment Due Dates

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
English										
Food and Agriculture										
Geography										
Industrial Arts										
Mathematics										
Music										
PDHPE										
Science										
Visual Arts										

Year 8 2024 – Term Three

Assessment Due Dates

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
English										
Food and Agriculture										
Geography										
Industrial Arts										
Mathematics										
Music										
PDHPE										
Science										
Visual Arts										

Year 8 2024 – Term Four Assessment Due Dates

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
English										
Food and Agriculture										
Geography										
Industrial Arts										
Mathematics										
Music										
PDHPE										
Science										
Visual Arts										



FORMAL ASSESSMENT SCHEDULE – 2024

ENGLISH

Year: 8

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2
		Task Type	Exposition	Creative Writing & Reflection
COMPONENTS		DATE DUE	Term 1 Week 9	Term 3 Week 9
		IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
<ul style="list-style-type: none"> ● EN4-1A ● EN4-3B ● EN4-4B ● EN4-8D 	Critical/Close Study of a Text	50%	50%	
<ul style="list-style-type: none"> ● EN4-2A ● EN4-5C ● EN4-7D ● EN4-9E 	Speculative Fiction	50%		50%
TOTAL		100%	50%	50%

English	Stage 4	Year: 8
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A student develops:	A student:
A. communicate through speaking, listening, reading, writing, viewing and representing	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
B. use language to shape and make meaning according to purpose, audience and context	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
C. think in ways that are imaginative, creative, interpretive and critical	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
D. express themselves and their relationships with others and their world	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
E. learn and reflect on their learning through their study of English	EN4-9E: uses, reflects on and assesses their individual and collaborative skills for learning

SCOPE & SEQUENCE –2024

Course:	English	Year:	8	Stage:	4
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 1	Unit of Work	Close Study of a Text									
	Description	<p><i>The Close Study of a Text unit requires students to understand how narrative provides structures for expressing ideas and values. Students learn plot structures and how they can control how individuals respond to a particular story. This aims to expand upon students' knowledge of the features of a narrative. The text types include various types of fiction, including novels and collections of short stories. The selected novel is examined through a chosen theme or concept and will examine how the text works to support the theme using such things as characters, plot and or motif.</i></p>									
	Outcomes	EN4-1A, EN4-3B, EN4-4B, EN4-8D									
	Subject Specific i.e. Module, Area of Study, Text etc	Text Type: Prose Fiction Text Experiences: Fiction									
	Life Skills Unit of Work	<i>Close Study of a Text</i>									
	Life Skills Outcomes	ENLS-3A, ENLS-13C									
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 1 Critical Response 50% EN4-1A, EN4-3B, EN4-4B, EN4-8D									
	Reporting	Semester 1: EN4-1A, EN4-3B, EN4-4B, EN4-8D									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 2	Unit of Work	Shakespeare Continuers – Looking at Shakespearean Comedy									
	Description	<p><i>In this unit, students will closely examine and evaluate a Shakespearean comedy and its appropriation into film. In studying a Shakespearean comedy, students will gain an understanding of the genre of comedy and its roots in Greek drama. Students will undertake an in-depth analysis of the play itself, and create extended responses that convey their knowledge of the features of Shakespearean comedy. The focus is on the play's ideas, construction, characterisation and dramatic techniques used to create meaning. Students will also examine how the context of the play shapes the dramatic events. Students will then examine the film, analysing film techniques and making connections between the original play and the film. Before watching a film version, it is expected that students are familiar with the play and have read the set scenes closely. By working with film adaptations of Shakespeare's plays the hope is that students will have opportunities to reflect on how and why these stories are still kept alive today.</i></p>									
	Outcomes	EN4-1A, EN4-3B, EN4-8D									
	Subject Specific i.e. Module, Area of Study, Text etc	Text Type: Shakespearean Drama Text & Film Text Experiences: Fiction									
	Life Skills Unit of Work	<i>Shakespeare Continuers – Looking at Shakespearean Comedy</i>									
	Life Skills Outcomes	ENLS-10B, ENLS-14D									
	Assessment Task Name, Number, Weighting, Outcomes	Formative Assessment									
	Reporting	Semester 1: EN4-1A, EN4-3B, EN4-4B, EN4-8D									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3	Unit of Work	Speculative Fiction									
	Description	<p><i>The Speculative Fiction unit requires students to understand the effect of narrative structures to express different ideas and values. Students learn about various subgenres and how each interconnect with one another. The aim of the unit is to expand student understanding of concepts and ideas within various narrative genres within various texts types. The selected texts identify ideas and influences students have on society's point of view of the world. The subgenres aim to guide student understanding of the Speculative Fiction genre and its impact on individual perspective and imagination.</i></p>									
	Outcomes	EN4-2A, EN4-5C, EN4-6C, EN4-7D, EN4-9E									
	Subject Specific i.e. Module, Area of Study, Text etc	Text Type: A range of text types. Text Experiences: Fiction									
	Life Skills Unit of Work	<i>Speculative Fiction</i>									
	Life Skills Outcomes	ENLS-9A, ENLS-17E									
	Assessment Task Name, Number, Weighting, Outcomes	Assessment Task 2 Imaginative Response and Reflection 50% EN4-2A, EN4-5C, EN4-6C, EN4-7D, EN4-9E									
	Reporting	Semester 2: EN4-2A, EN4-5C, EN4-6C, EN4-7D, EN4-9E									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
T e r m 4	Unit of Work	Pop Songs Can't Change the World										
	Description	<i>Pop music is trite and derivative. Or is it? This unit seeks to explore the ways in which consumable 'pop' media can package up deeper messages on the world in which we live. If this is so, why would pop artists seek to embed these messages within catchy, contemporary bops? Students will explore various songs and artists, affirming, questioning, and challenging the power of pop to change the world. Students develop an understanding of prosody, and the ways in which artists develop their lyricism and musicality to communicate deeper meanings under their kitschy façade.</i>										
	Outcomes	EN4-4B, EN4-5C, EN4-7D										
	Subject Specific i.e. Module, Area of Study, Text etc	Text Type: Collection of Poetry & Non-Fiction Texts Text Experiences: Diverse experiences, as well as a range of cultural, social and gender issues.										
	Life Skills Unit of Work	<i>Poetry</i>										
	Life Skills Outcomes	ENLS-4A, ENLS-6A, ENLS – 15D										
	Assessment Task Name, Number, Weighting, Outcomes	Formative Assessment										
	Reporting	<i>Semester 2:</i> EN4-2A, EN4-5C, EN4-6C, EN4-7D, EN4-9E										



FORMAL ASSESSMENT SCHEDULE – 2024

GEOGRAPHY

Year: 8

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

		Task No.	TASK 1	TASK 2
		Task Type	Report	Research Project
COMPONENTS		DATE DUE	Term 2 Week 2	Term 4 Week 2
		IN CLASS OR TAKE HOME	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
GE4-1; GE4-2; GE4-6	Knowledge and Understanding	50%	30%	20%
GE4-3; GE4-5; GE4-7	Investigating, Researching and Problem Solving	30%	10%	20%
GE4-4; GE4-8	Communicating Information	20%	10%	10%
TOTAL		100%	50%	50%

OBJECTIVES	OUTCOMES
A student develops:	A student:
<ul style="list-style-type: none"> • develop knowledge and understanding of the features and characteristics of places and environments across a range of scales 	<p>GE4-1 locates and describes the diverse features and characteristics of a range of places and environments GE4-2 describes processes and influences that form and transform places and environments GE4-3 explains how interactions and connections between people, places and environments result in change GE4-4 examines perspectives of people and organisations on a range of geographical issues GE4-5 discusses management of places and environments for their sustainability GE4-6 explains differences in human wellbeing</p>
<ul style="list-style-type: none"> • develop knowledge and understanding of interactions between people, places and environments 	
<ul style="list-style-type: none"> • apply geographical tools for geographical inquiry 	<p>GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-8 communicates geographical information using a variety of strategies</p>
<ul style="list-style-type: none"> • develop skills to acquire, process and communicate geographical information 	

SCOPE & SEQUENCE –2024

Course:	Geography	Year:	8	Stage:	4
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	Landscapes and landforms	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
T e r m 1	Unit of Work	Landscapes and landforms										
	Description	Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.										
	Outcomes	GE4-1, GE4-2, GE4-7	GE4-1, GE4-5, GE4-8			GE4-2		GE4-1, GE4-2		GE4-2, GE4-5, GE4-8		
	Subject Specific i.e.	Landscapes and landforms	Geomorphic hazards			Value of landscapes and landforms		Changing landscapes		Landscape management and protection		
	Assessment Task Name, Weighting, Number, Outcomes	Formal Assessment Task Name: Report Weighting: 50% Due: Term 2, Week 2 Task: 1 Outcomes: [GE4-1, GE4-2, GE4-5, GE4-7]										
	Reporting Outcomes	GE4-1, GE4-2, GE4-5, GE4-7										
	<i>Life Skills Unit of Work</i>	Features of landscapes and landforms	Geomorphic hazards			Value of landscapes and landforms for people		Human impact on landscapes				
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Formal Assessment Task Name: Report Weighting: 50% Task: 1 Outcomes: [GELS4-1, GELS4-2, GELS4-, GELS4-7]										
	<i>Life Skills Outcomes</i>	GELS4-1, GELS4-2, GELS4-7,	GELS4-1, GELS4-8			GELS4-2		GELS4-2, GELS4-8				
	<i>Life Skills Reporting Outcomes</i>	GELS4-1, GELS4-2, GELS4-4, GELS4-7										

Interconnections		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 2	Unit of Work	Interconnections										
	Description	Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.										
	Outcomes	GE4-2, GE4-3, GE4-4,			GE4-3, GE4-4, GE4-5		GE4-2, GE4-5, GE4-7		GE4-5, GE4-7, GE4-8			
	Subject Specific i.e. Module, Area of Study, Text etc	Personal connections			Technology		Trade		Production and consumption			
	Assessment Task Name, Weighting, Number, Outcomes	No Formal Assessment Task										
	Reporting Outcomes	GE4-1, GE4-2, GE4-5, GE4-7										
	<i>Life Skills Unit of Work</i>	Perceptions of place				Interconnections between people and places			Effect of interconnections			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	No Formal Assessment Task										
	<i>Life Skills Outcomes</i>	GELS4-2, GELS4-3, GELS4-4, GELS4-8				GELS4-3, GELS4-5			GELS4-5, GELS4-7			
	<i>Life Skills Reporting Outcomes</i>	GELS4-1, GELS4-2, GELS4-4, GELS4-7										

	Water in the world	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit of Work	Water in the world										
	Description	Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.										
	Outcomes	GE4-1, GE4-2, GE4-3	GE4-1, GE4-2	GE4-3	GE4-2, GE4-3	GE4-2, GE4-5, GE4-7	GE4-3, GE4-5, GE4-8					
	Subject Specific i.e. Module, Area of Study, Text etc	Water resources	The water cycle	The values of water	Australia's water resources	Water scarcity and water management	Natural hazard					
T e r m 3	Assessment Task Name, Weighting, Number, Outcomes	Formal Assessment Task Name: Research Project Weighting: 50% Due: Term 4, Week 2 Task: 2 Outcomes: [GE4-3, GE4-4, GE4-6, GE4-8]										
	Reporting Outcomes	GE4-3, GE4-4, GE4-6, GE4-8										
	<i>Life Skills Unit of Work</i>	Water availability	Water for human use	Water as a valuable resource	Water management	Factors affecting water accessibility						
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Formal Assessment Task Name: Research Project Weighting: 50% Task: 2 Outcomes: [GELS4-3, GELS4-5, GELS5-6, GELS4-8]										
	<i>Life Skills Outcomes</i>	GELS4-1, GELS4-2	GELS4-2, GELS4-3	GELS4-1, GELS4-2	GELS4-5, GELS4-7,	GELS4-5, GELS4-8						
	<i>Life Skills Reporting Outcomes</i>	GELS4-3, GELS4-4, GELS5-5, GELS4-6										

	Place and liveability	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 4	Unit of Work	Place and liveability										
	Description	Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.										
	Outcomes	GE4-3, GE4-4	GE4-3, GE4-4	GE4-1, GE4-3	GE4-6	GE4-1, GE4-3, GE4-6						
	Subject Specific i.e. Module, Area of Study, Text etc	Influences and perceptions	Access to services and facilities	Environmental quality	Community	Enhancing liveability						
	Assessment Task Name, Weighting, Number, Outcomes	Formal Assessment Task Name: Research Project Weighting: 50% Due: Term 4, Week 2 Task: 2 Outcomes: [GE4-3, GE4-4, GE4-6, GE4-8]										
	Reporting Outcomes	GE4-3, GE4-4, GE4-6, GE4-8										
	<i>Life Skills Unit of Work</i>	Where I live	People live in different places	Factors that influence where people live	How people contribute to the places they live in							
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	No Formal Assessment Task										
	<i>Life Skills Outcomes</i>	GELS4-1, GELS4-3	GELS4-1, GELS4-3, GELS4-4, GELS4-6	GELS4-1, GELS4-4, GELS4-7	GELS4-3, GELS4-6, GELS4-8							
	<i>Life Skills Reporting Outcomes</i>	GELS4-3, GELS4-5, GELS5-6, GELS4-8										



FORMAL ASSESSMENT SCHEDULE – 2024

MATHEMATICS

Year: 8

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Topic Tests	Half-Yearly Examination	Topic Tests	Yearly Examination
COMPONENTS		DATE DUE	Term 1&2 one per topic	Term 2 Week 4/5	Term 3&4 one per topic	Term 4 Week 4/5
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
MA4: 16MG,4NA,8NA, 17MG, 18MG, 12MG, 13MG, 14MG, 5NA	Working Mathematically: Reasoning, Communication and Applying Strategies	50%	15%	10%	15%	10%
MA4: 19SP, 20SP, 17MG, 21SP, 10NA, 7NA, 15MG, 11NA, 6NA	Knowledge, Understanding and skills: Number and Algebra, Measurement and Geometry, Statistics and Probability	50%	15%	10%	15%	10%
Note: Selective and Self Select classes will also be assessed on Extension content						
TOTAL		100%	30%	20%	30%	20%

Mathematics**Stage 4****Year: 8**

Outcome	A student:
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
MA4-4NA	Compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-9NA	Operates with positive-integer and zero indices of numerical bases
MA4-21SP	Represents probabilities of simple and compound events
MA4-5NA	Operates with fractions, decimals and percentages
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations.
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-5NA	Operates with fractions, decimals and percentages
MA4-12MG	calculates the perimeter of plane shapes and the circumference of circles
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-11NA	Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
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
MA4-19SP	Collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-16MG	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-20SP	Analyses single sets of data using measures of location, and range

SCOPE & SEQUENCE –2024

Course:	Mathematics	Year:	8	Stage:	4
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit of Work	Pythagoras Theorem				Percentages			Algebra			
Description	This topic introduces Pythagoras Theorem which shows that a relationship between the sides of a right-angled triangle, i.e. hypotenuse squared is equal to the sum of the square of the other two sides. Extension students also operate with surds.				In this topic students learn to increase and decrease percentages in a variety of contexts as well as convert between percentages, fractions and decimals. Extension students specifically look at financial contexts.			Student recap the terminology and operating with algebra learnt in year 7 while also being introduced to grouping symbols and factorisation. Extension students further focus on indices and simplify, expanding and factorising algebraic fractions and quadratic expressions.			
Outcomes	MA4-1WM, MA4-2WM, MA4-3WM, MA4-16MG: Applies Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems				MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA: Operates with percentages			MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA: Generalise number properties to operate with algebraic expressions			
Extension Outcomes	MA5.3-6NA: Performs operations with surds and indices				MA5.1-4NA: solves financial problems involving earning, spending and investing			MA5.1-5NA: operates with algebraic expressions involving positive-integer and zero indices, and established the meaning of negative indices for numerical bases MA5.2-6NA: simplifies algebraic fractions, and expands and factorises quadratic expressions			
Subject Specific i.e. Module, Area of Study, Text etc	N/A										
<i>Life Skills Unit of Work</i>	Estimating and Measuring		Length		Fractions, Decimals and Percentages			Repeating Patterns			
<i>Life Skills Outcomes</i>	MALS-25MG: estimates and measures in everyday contexts		MALS-26MG: recognises and uses units to estimate and measure lengths		MALS-9NA: represents and operates with fractions, decimals and/or percentages in everyday contexts			MALS-18NA recognises and continues repeating patterns			
Assessment Task Name, Weighting, Number, Outcomes	Pythagoras Theorem Topic Test (contributes to 60% of Sem 1)				Percentages Topic Test (contributes to 60% of Sem 1)			Algebra Topic Test (contributes to 60% of Sem 1)			
Reporting	MA4-16MG: Applies Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems				MA5-4NA: Operates with fractions, decimals and percentages			MA4-8NA: Generalises number properties to operate with algebraic expressions			
Reporting (Extension)	Extension Outcome: Application of knowledge and skills from the extension topics of Surds, Percentages and Algebra										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	Equations			Review and Exams	Perimeter and Area			Analysing Data		
Description	This topic is an extension of Year 7 content focusing on equations with variables on both sides, equations with grouping symbols (brackets) and simple quadratics equations. Extension students also continue with equations involving algebraic fractions and quadratics.				In this topic, students learn to find the perimeter and area of 2D shapes.			This topic focuses on the techniques of organising, analysing and comparing data, using measures of centre (mean, median and mode), and spread (range and quartiles (EXT)).		
Outcomes	MA4-1WM, MA4-2WM, MA4-3WM, MA4-10NA: Uses algebraic techniques to solve simple linear and quadratic equations				MA4-1WM, MA4-2WM, MA4-12MG: calculates the perimeter of plane shapes and the circumference of circles MA4-13MG: Uses formulas to calculate the areas of quadrilaterals and circles and converts between units of area			MA4-1WM, MA4-2WM, MA4-3WM, MA4-20SP: analyses single sets of data using measures of location and range.		
Extension Outcomes	MA5.2-8NA: solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.							MA5.1-12SP: uses statistical displays to compare sets of data, and evaluates statistical claims made in the media MA5.2-15SP: uses quartiles and box plots to compare sets of data and evaluates sources of data.		
Subject Specific i.e. Module, Area of Study, Text etc	N/A									
<i>Life Skills Unit of Work</i>	Number Sentences				Recognising Objects and Shapes			Recognising Data	Interpreting Data	
<i>Life Skills Outcomes</i>	MALS-19NA: calculates missing values by completing simple number sentences				MALS-30MG: recognised, matches and sorts 3D objects and 2D shapes			MALS-35SP: recognises data displayed in a variety of formats	MALS-36SP: gathers, organises and displays data	
Assessment Task Name, Weighting, Number, Outcomes	Equations Topic Test (contributes to 60% of Sem 1/Sem2)			Half Yearly Exam 20%	Perimeter and Area Topic Test (contributes to 60% of Sem 1/Sem 2)			Analysing Data Topic Test (contributes to 60% of Sem 2)		
Reporting	MA4-10NA: Uses algebraic techniques to solve simple and linear quadratic equations			Semester 1 Report MA4-2WM	MA4-12MG: calculates the perimeter of plane shapes and the circumference of circles. MA4-13MG: Uses formulas to calculate the areas of quadrilaterals and circles and converts between units of area			MA4-20SP: analyses single sets of data using measures of location and range		
Reporting (Extension)	Extension Outcome: Application of knowledge and skills from the topics of Equations, Inequalities, Area, Data and Linear Graphs									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3	Unit of Work	Graphing Linear Equations			Probability			Ratio, Rates and Time			
	Description	In this topic, students learn to graph linear equations on a Cartesian plane using a table of values, and vice versa. Extension students also look at calculating the midpoint, gradient and length of an interval of a linear graph.			In this topic, students learn to represent simple events and multi-stage events through the use of Venn Diagrams and two-way tables. Extension students also learn to calculate the probability of multi-step chance experiments			In this topic, students learn how to operate with rates and ratios in the context of financial mathematics and time.			
	Outcomes	MA4-1WM, MA4-2WM, MA4-11NA: Creates and displays number patterns; graphs and analyses linear relationships and perform transformation on the Cartesian plane			MA4-1WM, MA4-2WM, MA4-3WM, MA4-21SP: Represents probabilities of simple and compound events			MA4-1WM, MA4-2WM, MA4-3WM, MA4-6NA: Solves financial problems involving goods MA4-7NA: Operates with ratios and rates, explores their graphical representations MA4-15MG: Performs calculations of time that involves mixed units, and interprets time zones			
	Extension Outcomes	MA5.1-6NA: determines the midpoint, gradient and length of interval and graphs linear relationships MA5.2-9NA: uses the gradient-intercept form to interpret and graph linear relationships			MA5.2-17SP: describes and calculates probabilities in multi-step chance experiments			MA5.2-5NA: recognises direct and indirect proportion, solves problems involving direction proportion			
	Subject Specific i.e. Module, Area of Study, Text etc	N/A									
	<i>Life Skills Unit of Work</i>	Language of Position	Recognising Maps and Plans		Language of Chance			Recognising Time	Relating Time	Interpreting Time	
	<i>Life Skills Outcomes</i>	MALS-32MG: responds to and uses the language of position in everyday contexts	MALS-33MG: recognises that maps and plans are a representation of positions in space		MALS-38SP: recognises and uses the language of chance in a range of contexts			MALS-20MG: recognises time in familiar contexts	MALS-21MG: recognises and relates time in a range of contexts	MALS-22MG: reads and interprets time in a variety of situations	
	Assessment Task Name, Weighting, Number, Outcomes	Graphing Linear Equations Topic Test (contributes to 60% of Sem 2)			Probability Topic Test (contributes to 60% of Sem 2)			Ratio, Rates and Time (contribute to 60% of Sem 2)			
	Reporting	MA4-11NA: Creates and displays number patterns; graphs and analyses linear relationships and perform transformation on the Cartesian plane			MA4-21SP: Represents probabilities of simple and compound events			MA4-7NA: Operates with ratios and rates, explores their graphical representations.			
	Reporting (Extension)	Extension Outcome: Application of knowledge and skills from the topics of Equations, Inequalities, Area, Data and Linear Graphs									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	Geometry			Review and Exams	Volume		Congruency		Data Collection	
Description	This topic is a review of Year 7 Geometry. Starting with angles and their properties and ending with the properties of triangles and quadrilaterals. Extension students also explore the angle sum of any polygon.				In this topic, students learn to find the volume of 3D objects. They also look at converting between volume and capacity.		This topic goes through congruent (same) and similar triangles and their associated properties in a variety of contexts. Extension students have to prove similarity or congruence using their minimum conditions.		In this topic, students learn about the different types of data, and the methods used to collect it, i.e. sampling and surveys.	
Outcomes	MA4-1WM, MA4-2WM, MA4-3WM, 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				MA4-1WM, MA4-2WM, MA4-14MG: Uses formulas to calculate the volumes of prisms and cylinders and converts between units of volume		MA4-1WM, MA4-2WM, MA4-17MG: Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles		MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP: collects, represents and interprets single sets of data, using appropriate statistical displays	
Extension Outcomes	MA5.2-14MG: calculates the angle sum of any polygon.				MA5.1-8MG: calculates the surface areas of rectangular and triangular prisms.		MA5.2-14MG: uses minimum conditions to prove triangles are congruent or similar			
Subject Specific i.e. Module, Area of Study, Text etc	N/A									
<i>Life Skills Unit of Work</i>	Area				Volume and Capacity		Mass		Organising Data	
<i>Life Skills Outcomes</i>	MALS-29MG: applies formal units to estimate and calculate area				MALS-28MG: selects and uses units to estimate and measure volume and capacity		MALS-27MG: selects and uses units to estimate and measure mass.		MALS-36SP: gathers, organises and displays data	
Assessment Task Name, Weighting, Number, Outcomes	Geometry Topic Test (contributes to 60% of Sem 2)			Yearly Exam 20%	Volume Topic Test (contributes to 60% of Sem 2)					
Reporting	MA4-18MG: Identifies and uses angle relationships, including those related to transversals on sets of parallel lines				MA4-14MG: Uses formulas to calculate the volumes of prisms and cylinders and converts between units of volume					
Reporting (Extension)	Extension Outcome: Application of knowledge and skills from the topics of Equations, Inequalities, Area, Data and Linear Graphs									

Term 4



FORMAL ASSESSMENT SCHEDULE – 2024

MUSIC	Year: 8
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Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.			SEMESTER 1	SEMESTER 2
			TASK 1	TASK 2
			Term 2 Week 4	Term 4 Week 4
			Music for Film, Television, Radio and Multimedia	Rock & Popular Music for Small Ensembles
Outcomes: 4.1, 4.2, 4.3, 4.12	Performing	60%	30%	30%
Outcomes: 4.4, 4.5, 4.6	Composition	20%	20%	
Outcomes: 4.7, 4.8, 4.9, 4.10, 4.11	Listening	20%		20%
TOTAL WEIGHTING		100%	50%	50%

Music	Stage 4	Year: 8
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Outcomes	Descriptions
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.
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 music selected for study.
4.10	Identifies the use of technology in 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

SCOPE & SEQUENCE –2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1	Unit of Work	Music for Radio, Film, Television and Multimedia										
	Description: Students learn about the purpose of Film Music, Advertising, Foley Sounds, Jingles and Video Games. Students learn about the importance and effectiveness.	Listening										
		Introduction to Music. Listening pretest with film music repertoire. Film music inference activity.	Introduction of the concept of Duration. Rhythm tree. Time Signatures and Bar Lines. Game theme song listening task - duration focus.	Introduction to the concept of Pitch. Explore tonality, treble and bass clef. Interpreting scores.	Learning about the notes on the keyboard and guitar tablature.	Scaffolded listening analysis of Pitch and Duration using film Music repertoire.	Introduction to the concept of Tone Colour. Instrument timbre metalanguage. Scaffolded listening task for Pitch and Tone Colour using Film themes.	Peer feedback activity on progress of assessment task performance. Implementation of feedback.				
		Composing										
		Composition of a short character motif.	Rhythmic ostinato patterns.	Introduction to music composition software.	digital composition practice to accompany visual film music stimulus.							
		Performing										
		Perform character motifs to class.	Perform rhythmic ostinato patterns.		Work towards achievement of level 6 in film music pieces as a part of Assessment task 1					Implementation of feedback from week 9 activity.		
	Outcomes	L - 4.7, 4.8, 4.12 C - 4.4, 4.5 P - 4.1	L - 4.7, 4.8, 4.9, 4.12 C - 4.5 P - 4.2	L - 4.7, 4.9, 4.12 C - 4.4, 4.6	L - 4.12 C - 4.4, 4.5, 4.6 P - 4.2, 4.3	L - 4.7, 4.8, 4.9, 4.12 C - 4.4, 4.5, 4.6 P - 4.2, 4.3	L - 4.7, 4.8, 4.9, 4.11, 4.12 P - 4.2, 4.3	L - 4.7, 4.12 P - 4.1, 4.3	L - 4.7, 4.8, 4.12 P - 4.1, 4.3			
	Concept focus	Duration, Pitch, Tone Colour										
	<i>Life Skills Unit of Work</i>	Music for Radio, Film, Television and Multimedia										
	<i>Life Skills Assessment</i>	Formative Assessment of Collection of work samples from listening, composing and performing										
	<i>Life Skills Outcomes</i>	LS1, LS2, LS10										
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task One - Music for Radio, Film, Television and Multimedia (due Term 2 Week 4) Weighting 50% Outcomes 4.1, 4.2, 4.4											
Reporting Outcomes	4.2, 4.4, 4.5											

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Term 2	Unit of Work	Music for Radio, Film, Television and Multimedia											
	Description: Students learn about the purpose of Film Music, Advertising, Foley Sounds, Jingles and Video Games. Students learn about the importance and effectiveness.	Listening											
		Students will be introduced to the purpose of foley in film and explore its functions. Students will conduct a sound walk.				Students explore music in advertising and discuss its purpose and functions. Students will analyse various advertisements and take an in depth look at jingles.							
		Composing											
		Students conduct a sound walk, then recreate these sounds and record them.	Students watch a short film without sound and create their own foley sounds for the film.							Advertisement project. Students will create their own advertisement and related jingle using DAW software. This will be finalised and presented in Week 10.			
		Performing											
	Assessment preparation - students will learn and practice the piece chosen for their Assessment Task. Students will perform their piece for marking at the end of Week 4.												
	Outcomes	L - 4.7, 4.8, 4.12 C - 4.4, 4.5, 4.6 P - 4.1, 4.2, 4.3				L - 4.7, 4.8, 4.9, 4.12 C P			L - 4.7, 4.8 C - 4.4, 4.5, 4.6, 4.12 P -				
	Concept focus	Duration, Pitch, Tone Colour											
	<i>Life Skills Unit of Work</i>	Music for Radio, Film, Television and Multimedia											
<i>Life Skills Assessment</i>	Formative Assessment of Collection of work samples from listening, composing and performing												
<i>Life Skills Outcomes</i>	LS1, LS2, LS10												
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task One - Music for Radio, Film, Television and Multimedia (due Week 4) Weighting 50% Outcomes 4.2, 4.4, 4.5												
Reporting Outcomes	4.2, 4.4, 4.5												

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Term 3	Unit of Work	Rock and Popular Music for Small Ensembles											
	Description: Students learn to	Listening											
		Introduction to rock music, looking at history, influences and cultures. Students analyse rock music pieces in relation to Tone Colour. American Pie focus activity - students analyse song with revision of Pitch and Duration.	Students discuss the development of Rock and Roll. Students learn about the different musical roles in relation to Pitch and Duration.	Students learn about the drum kit and how to read drum notation. Students study song form in relation to the concept of Structure. Students study the bass guitar.	Assessment Task distribution and in-depth discussion. Students continue working through their Assessment Task checklist.	Students complete rock music research task.							
		Composing											
		Students work on creating and working on arranging the song 'American Pie' as a band											
		Performing											
			American Pie focus activity - students learn to play the song.	Students learn and practice standard rock beat on drum kit. Students perform American Pie during Week 7.	Students begin to practice their chosen Assessment Task piece.								
	Outcomes	L - 4.7, 4.8, 4.12 C - P - 4.1, 4.2, 4.3	L - 4.7, 4.8, 4.12 C - P - 4.1, 4.2, 4.3	L - 4.8, 4.9, 4.12 C - 4.4 P - 4.1, 4.2, 4.3,	L - 4.7, 4.8 C - P - 4.1, 4.2, 4.3, 4.12								
	Concept focus	Duration, Pitch, Tone Colour, Structure											
	<i>Life Skills Unit of Work</i>	Rock and Popular Music for Small Ensembles											
	<i>Life Skills Assessment</i>	Formative Assessment of Collection of work samples from listening, composing and performing											
	<i>Life Skills Outcomes</i>	LS1, LS3, LS7, LS8, LS10											
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task Two Rock and Popular Music for Small Ensembles (Due Term 4 Week 4) Weighting 50% Outcomes 4.1, 4.3, 4.7, 4.8												
Reporting Outcomes	4.1, 4.3, 4.7, 4.8												

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Term 4	Unit of Work	Rock and Popular Music for Small Ensembles											
	Description: Students in this unit will build upon the instrumental, compositional and Aural skills from the unit prior. They will apply these fundamental skills in a collaborative environment focusing upon Rock Music repertoire.	Listening											
		Students will continue revising concepts of Pitch, Duration, Tone Colour and Structure in preparation for the theory exam. Students will complete the writing prompts literacy activities using the Spotify rock and pop playlist.	Students will complete their Theory Exam (Part B Assessment Task)	Intro to Pop music - students learn the difference between pop and popular music and study timeline. Students analyse rock and pop songs using Structure, Texture, Tone Colour, Dynamics and Expressive Techniques.	Students complete performance study. Students learn about songwriting.	Students learn about chord progression and triads to inform their song creation task.							
		Composing											
					Students will use their knowledge and ICT to create their own song lyrics. Students will continue their song creation by adding chord progressions and rhythms.								
		Performing											
		Students will continue working on their Assessment Task pieces. Students will perform their pieces as a practice to the class.	Students will perform their Assessment Task pieces this week.		Students will learn and practice Let It Be on piano or guitar.								
	Outcomes	L - 4.7, 4.8, 4.12 C - P - 4.1, 4.2, 4.3	L - 4.7, 4.8, 4.9, 4.12 C - P - 4.1, 4.2, 4.3	L - 4.7, 4.8, 4.9, 4.12 C P -	L - 4.7, 4.9 C - 4.4, 4.5, 4.6, 4.12 P - 4.1, 4.2, 4.3								
	Concept focus	Structure, Texture, Tone Colour, Dynamics and Expressive Techniques, Pitch, Duration											
	<i>Life Skills Unit of Work</i>	Rock and Popular Music for Small Ensembles											
	<i>Life Skills Assessment</i>	Formative Assessment of Collection of work samples from listening, composing and performing											
	<i>Life Skills Outcomes</i>	LS1, LS3, LS7, LS8, LS10											
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Task Two Rock and Pop Music for Small Ensembles (due Week 4) Weighting 50% Outcomes 4.1, 4.3, 4.7, 4.8											
Reporting Outcomes	4.1, 4.3, 4.7, 4.8												



FORMAL ASSESSMENT SCHEDULE – 2024

PDHPE

Year: 8

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Alcohol & Smoking	Movement Skills	First Aid & Outdoor Recreation	Movement Skills
COMPONENTS	DATE DUE	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4
	IN CLASS OR TAKE HOME	In Class x Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
SYLLABUS OUTCOMES		PD4-1, PD4-2, PD4-3	PD4-4, PD4-5	PD4-7, PD4-8, PD4-9	PD4-10, PD4-11
Knowledge and understanding	50%	25%		25%	
Skills	50%		25%		25%
TOTAL MARK	100%	25%	25%	25%	25%

PDHPE	Stage 4	Year 8
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Outcome	Description
PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help- seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self- management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

SCOPE & SEQUENCE –2024

Course:	PDHPE	Year:	8				Stage:	Stage 4		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 1	Unit of Work	Alcohol and Smoking								
	Description	In this unit, students examine strategies to make safe and informed decisions. They classify drugs and describe the short-term and long-term effects of drug use on health, safety and wellbeing. They examine the influence of peers and contextual factors in determining decisions and behaviours in relation to drug use, smoking/vaping and drinking alcohol. They assess the impact of drug use, smoking/vaping and drinking alcohol on individuals/communities.								
	Outcomes	PD4-1, PD4-2, PD4-6, PD4-7, PD4-9								
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles								
	Life Skills Unit of Work	Alcohol and Smoking LS								
	Life Skills Outcomes	PDL5-1, PDL5-2, PDL5-3, PDL5-4, PDL5-7, PDL5-8, PDL5-10								
	Assessment Task Name, Weighting, Outcomes	Task #1: Alcohol and Smoking assessment task Weighting: 25% Outcomes: PD4-1, PD4-2, PD4-6								
	Reporting Outcomes	See Term 2 for Semester One reporting outcomes								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 2	Unit of Work	Relationships and Diversity								
	Description	Students analyse the changing relationships they have with peers and family members as they mature and gain greater independence. They examine the rights and responsibilities in healthy relationships and learn to recognise the misuse of power in relationships, bullying and how to seek help. They learn about responsible use of technology to reduce the risks. In this unit students will discuss discrimination and marginalised groups.								
	Outcomes	PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10								
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles								
	Life Skills Unit of Work	Relationships and Diversity LS								
	Life Skills Outcomes	PDL5-1, PDL5-2, PDL5-3, PDL5-4, PDL5-7, PDL5-10, PDL5-11								
	Assessment Task Name, Weighting, Number, Outcomes	Task #2: Movement Skills assessment task Weighting: 25% Outcomes: PD4-4, PD4-5								
	Reporting Outcomes	PD4-1, PD4-2, PD4-6, PD4-10, PD4-11								

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3	Unit of Work	Outdoor Recreation									
	Description	This unit explores strategies to protect their own and others safety, particularly in outdoor settings. Students will experience safe participation in water activities and appropriate first aid principles in dealing with situations such as DRSABCD, burns and asthma.									
	Outcomes	PD4-1, PD4-5, PD4-7, PD4-8, PD4-9									
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	Outdoor Recreation LS									
	<i>Life Skills Outcomes</i>	PDLS-1, PDLS-5, PDLS-7, PDLS-8, PDLS-6									
	Assessment Task Name, Weighting, Number, Outcomes	Task #3: First Aid/Outdoor Recreation assessment task Weighting: 25% Outcomes: PD4-7, PD4-8, PD4-9									
	Reporting Outcomes	See Term 4 for Semester Two reporting outcomes									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 4	Unit of Work	Get Moving									
	Description	This unit examines the components of a balanced lifestyle and the physical, social, emotional and spiritual benefits of being physically active. Students apply behaviours that are ethical and inclusive in a range of physical activities and participate in a variety of culturally-significant physical activities. They analyse the health and skill-related components of fitness and propose strategies for maintaining and monitoring fitness, health and wellbeing.									
	Outcomes	PD4-5, PD4-6, PD4-7, PD4-8, PD4-10									
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	Get Moving LS									
	<i>Life Skills Outcomes</i>	PDLS-5, PDLS-6, PDLS-7, PDLS-8, PDLS-10									
	Assessment Task Name, Weighting, Outcomes	Task #4: Movement Skills assessment task Weighting: 25% Outcomes: PD4-10, PD4-11									
	Reporting Outcomes	PD4-7, PD4-8, PD4-9, PD4-10, PD4-11									

FORMAL ASSESSMENT SCHEDULE – 2024

	<h1 style="margin: 0;">Science</h1>	<h1 style="margin: 0;">Year 8</h1>
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Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 2	TASK 3
		Task Type	SRP	Yearly Examination
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 2 Week 2	Term 4 Week 4 - 6
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Skills	SC4-4WS to SC4-9WS Students assessed on their ability to plan, conduct, analyse and communicate both first hand and second hand information through examinations, practical examinations and research tasks.	60%	45%	15%
Knowledge	Elements and compounds: SC4-17CW Rocks: SC4-12ES Forces: SC4-10PW Cells: SC4-14LW Biological systems: SC4-14LW and SC4-15LW Chemical and Physical change: SC4-17CW	40%	5%	35%
TOTAL MARK		100%	50%	50%

Science

Year: 8

Outcome	Description
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
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
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
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
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
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

SCOPE & SEQUENCE –2024

	Course	Science	Year: 8	
Term 1		Weeks 1-5	Weeks 6-8	Weeks 9-10
	Unit of Work	Elements and Compounds	Rocks	SRP
	Description	Students develop their understanding of the structure and properties of matter	Students to learn about the types of rocks formed by processes that occur within the Earth.	Students complete the Student Research Project
	Outcomes	Content outcomes: SC4-16CW CW2 a - f Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Content outcomes: SC4-12ES ES1 a - h Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Content outcomes: Dependent on project Skill outcomes: All skills outcomes
	Subject Specific i.e. Module, Area of Study, Text etc			SRP
	<i>Life Skills Unit of Work</i>	Elements and compounds	Rocks	Scientific Life Skills
	<i>Life Skills Outcomes</i>	Life Skills outcomes: SCLS-22CW Life Skills skill outcomes: SCLS 4WS – 9WS	Life Skills outcomes: SCLS-15ES Life Skills skill outcomes: SCLS 4WS – 9WS	Life Skills skill outcomes: SCLS 4WS – 9WS
	Assessment Task Name, Weighting, Outcomes	<u>Task Name:</u> SRP <u>Outcomes:</u> Varies based on project <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%		
		<u>Task Name:</u> Yearly examination <u>Outcomes:</u> SC4-10PW, SC4-12ES, SC4-14LW, SC4-16CW, SC4-17CW <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%		
	Reporting Outcomes	<u>Semester One Reports:</u> SC4-16CW, SC4-12ES, SC4-5WS, SC4-9WS		

		Week 1-2	Week 3-7	Week 8-10
Term 2	Unit of Work	Rocks	Forces	Cells
	Description	Students to learn about the types of rocks formed by processes that occur within the Earth.	Students to learn about the action of forces and in everyday situations	Students to learn about cells as the basic unit of living things and its structures and functions.
	Outcomes	Content outcomes: SC4-12ES ES1 a - h Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Content outcomes: SC4-10PW PW1 a-e, PW2 a – i Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Content outcomes: SC4-14LW LW2 a - f Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS
	Subject Specific i.e. Module, Area of Study, Text etc			
	<i>Life Skills Unit of Work</i>	Rocks	Forces	Cells
	<i>Life Skills Outcomes</i>	Life skill outcomes: SCLS-15ES, Life Skills skill outcomes: SCLS 4WS – 9WS	Life skill outcomes: SCLS-10PW, Life Skills skill outcomes: SCLS 4WS – 9WS	Life skill outcomes: 14LW Life Skills skill outcomes: SCLS 4WS – 9WS
	Assessment Task Name, Weighting, Outcomes	<u>Task Name:</u> SRP <u>Outcomes:</u> Varies based on project <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%		
		<u>Task Name:</u> Yearly examination <u>Outcomes:</u> SC4-10PW, SC4-12ES, SC4-14LW, SC4-16CW, SC4-17CW <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%		
	Reporting Outcomes	<u>Semester One Reports:</u> SC4-16CW, SC4-12ES, SC4-5WS, SC4-9WS		

		Week 1	Week 2-5	Week 6-10
Term 3	Unit of Work	Cells	Chemical and physical change	Biological Systems
	Description	Students to learn about cells as the basic unit of living things and its structures and functions.	Students to learn about chemical and physical changes and specific related to their everyday use.	Students to learn the multicellular organism systems and its specialised functions to survive and reproduce. Also how scientific knowledge changes as scientific evidence become available.
	Outcomes	Content outcomes: SC4-14LW LW2 a - f Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Content outcomes: SC4-17CW CW4 a - f Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Content outcomes: SC4-14LW, LW3a-f Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS
	Subject Specific i.e. Module, Area of Study, Text etc			
	<i>Life Skills Unit of Work</i>	Cells	Chemical and Physical change	Biological Systems
	<i>Life Skills Outcomes</i>	Life skill outcomes: 14LW Life Skills skill outcomes: SCLS 4WS – 9WS	Life skill outcomes: SCLS-24CW Life Skills skill outcomes: SCLS 4WS – 9WS	Life skill outcomes: SCLS-18LW, SCLS-19LW Life Skills skill outcomes: SCLS 4WS – 9WS
	Assessment Task Name, Weighting, Outcomes	<u>Task Name:</u> Yearly examination <u>Outcomes:</u> SC4-10PW, SC4-12ES, SC4-14LW, SC4-16CW, SC4-17CW <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%		
	Reporting Outcomes	Semester Two Reports: SC4-14LW, SC4-17CW, SC4-7WS, SC4-8WS		

		Week 1	Week 2-5	Weeks 6-10
Term 4	Unit of Work	Biological Systems	Revision and preparation for VALID and Yearly examination	Discovery
	Description	Students to learn the multicellular organism systems and its specialised functions to survive and reproduce. Also how scientific knowledge changes as scientific evidence become available.	Teachers spend their time revising skills and content based on their students' performance in previous assessment tasks.	Students learn about the influence of technology on a range of scientific discoveries and their impact on society.
	Outcomes	Content outcomes: SC4-14LW Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Teacher choice	Content outcomes: SC4-15LW Skill outcomes: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS
	Subject Specific i.e. Module, Area of Study, Text etc			
	Life Skills Unit of Work	Biological Systems	Revision	Discovery
	Life Skills Outcomes	Life skill outcomes: SCLS-18LW, SCLS-19LW Life Skills skill outcomes: SCLS 4WS – 9WS		Life skill outcomes: SCLS-18LW, SCLS-19LW Life Skills skill outcomes: SCLS 4WS – 9WS
	Assessment Task Name, Weighting, Outcomes	<p>Task Name: Yearly examination</p> <p>Outcomes: SC4-10PW, SC4-12ES, SC4-14LW, SC4-16CW, SC4-17CW</p> <p>Skills: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</p> <p>Task Weighting: 50%</p>		
	Reporting Outcomes	Semester Two Reports: SC4-14LW, SC4-17CW, SC4-7WS, SC4-8WS		



FORMAL ASSESSMENT SCHEDULE – 2024

**TECHNOLOGY MANDATORY:
Food and Agriculture**

Year: 8

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TRIMESTER 1 (14 WEEKS)		TRIMESTER 2 (13 WEEKS)		TRIMESTER 3 (14 WEEKS)	
		Task Type	TERM 1 WEEK 1 - TERM 2 WEEK 3		TERM 2 WEEK 4 - TERM 3 WEEK 6		TERM 3 WEEK 7 - TERM 4 WEEK 10	
			Task 1. Fantastic Food	Task 2. Research Report	Task 1. Fantastic Food	Task 2. Research Report	Task 1. Fantastic Food	Task 2. Research Report
COMPONENTS		DATE DUE	Term 2 Week 2		Term 3 Week 5		Term 4 Week 6	
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home		<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home		<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	
Task 1. TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO Task 2. TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	Assessment Tasks	30%	20	10	20	10	20	10
Task 1. TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO Task 2. TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	Practical Experiences	20%	10	10	10	10	10	10
		Total	30 %	20 %	30 %	20 %	30 %	20 %
TOTAL MARK		50%	50%		50%		50%	

Technology Mandatory	Food and Agriculture	Year: 8
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OBJECTIVES	OUTCOMES
A student develops:	A student:
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
TE4-6FO	Explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-10TS	Explains how people in technology related professions contribute to society now and into the future
TE4-5AG	Investigates how food and fibre are produced in managed environments

SCOPE & SEQUENCE –2024

Course:	Technology Mandatory	Year:	8	Stage:	4
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit of Work	'Fantastic Food'- Food and Agriculture Technologies													
Description	Introduction to Life Technology	Hygiene and Safety in the kitchen, Safety Quiz, Measurements, and equipment.	Six essential nutrients: What are they? Where are they found? What do they do for the body?	Six essential nutrients: Macronutrients and Micronutrients. Functions of food.	Five Food Groups: the food groups.	Five Food Groups and the dietary requirements for youth.	Assessment task work/place food order.	What do adolescents eat? Food Diary for adolescents.	Comparing and auditing recipes.	Assessment task practical	Technology impacts us all. Literacy activities.	The effects of food on the brain.	Sugar and its effects on the body.	Digestion . What happens to the food we eat?
Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO, TE4-10TS													
Subject Specific	Food and Agriculture Technologies													
<i>Life Skills Unit of Work</i>	'What's Good For You'- Food and Agriculture Technologies													
<i>Life Skills Assessment Task</i>	N/A													
<i>Life Skills Outcomes</i>	TELS-1DP, TELS-2,DP, TELS-3DP, TELS-4DP, TELS-7FO, TELS-10MA, TELS-11TS													
Assessment Task	Task Name: Fantastic Food - Task Weighting: 30% Task Out: Week 2 (Term 1, Week 2) Task Due: Week 12 (Term 2, Week 2) Task Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO													
Reporting Outcomes	Semester 1 - TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO, TE4-9MA													

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 13
Unit of Work	'Fantastic Food'- Food and Agriculture Technologies													
Description	Introduction to Life Technology	Hygiene and Safety in the kitchen, Safety Quiz, Measurements, and equipment.	Six essential nutrients: What are they? Where are they found? What do they do for the body?	Six essential nutrients: Macronutrients and Micronutrients . Functions of food.	Five Food Groups: the food groups.	Five Food Groups and the dietary requirements for youth.	Assessment task work/place food order.	What do adolescents eat? Food Diary for adolescents.	Comparing and auditing recipes.	Assessment task practical	Technology impacts us all. Literacy activities.	The effects of food on the brain.	Sugar and its effects on the body.	Digestion. What happens to the food we eat?
Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO, TE4-10TS													
Subject Specific	Food and Agriculture Technologies													
<i>Life Skills Unit of Work</i>	'What's Good For You'- Food and Agriculture Technologies													
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	N/A													
<i>Life Skills Outcomes</i>	TELS-1DP, TELS-2,DP, TELS-3DP, TELS-4DP, TELS-7FO, TELS-10MA, TELS-11TS													
Assessment Task Name, Weighting, Number, Outcomes	Task Name: Fantastic Food Task Weighting: 30% Task Out: Week 2 (Term 2, Week 5) Task Due: Week 12 (Term 3, Week 5) Task Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO													
Reporting Outcomes	Semester 2 - TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO, TE4-9MA													

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
T r i m e s t e r 3	Unit of Work	‘Fantastic Food’- Food and Agriculture Technologies													
	Description	Introduction to Life Technology	Hygiene and Safety in the kitchen, Safety Quiz, Measurements, and equipment.	Six essential nutrients: What are they? Where are they found? What do they do for the body?	Six essential nutrients: Macronutrients and Micronutrients . Functions of food.	Five Food Groups: the food groups.	Five Food Groups and the dietary requirements for youth.	Assessment task work/place food order.	What do adolescents eat? Food Diary for adolescents.	Comparing and auditing recipes.	Assessment task practical	Technology impacts us all. Literacy activities.	The effects of food on the brain.	Sugar and its effects on the body.	Digestion. What happens to the food we eat?
	Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO, TE4-10TS													
	Subject Specific	Food and Agriculture Technologies													
	Life Skills Unit of Work	‘What’s Good For You’- Food and Agriculture Technologies													
	Life Skills Assessment Task Name, weighting, number, outcomes	N/A													
	Life Skills Outcomes	TELS-1DP, TELS-2,DP, TELS-3DP, TELS-4DP, TELS-7FO, TELS-10MA, TELS-11TS													
	Assessment Task Name, Weighting, Number, Outcomes	<p>Task Name: Fantastic Food Task Weighting: 30% Task Out: Week 2 (Term 3, Week 9) Task Due: Week 12 (Term 4, Week 8) Task Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO</p>													
	Reporting Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO, TE4-9MA													



FORMAL ASSESSMENT SCHEDULE – 2024

Technology Mandatory:
Industrial Arts

Year: 8

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TRIMESTER 1 – (14 WEEKS) TERM 1 WEEK 1- TERM 2 WEEK 3	TRIMESTER 2 – (13 WEEKS) TERM 2 WEEK 4 - TERM 3 WEEK 6	TRIMESTER 3 – (14 WEEKS) TERM 3 WEEK 7 - TERM 4 WEEK 10)
		Task Type	TASK 1 DESIGN PROJECT	TASK 1 DESIGN PROJECT	TASK 1 DESIGN PROJECT
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1 Week 8	Term 3 Week 2	Term 4 Week 5
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
TE4-1DP,TE4-2DP TE4-3DP,TE4-8EN TE4-10TS	Engineered Systems	100%	50%	50%	50%
TOTAL			50%	50%	50%
Technology Mandatory (Stage 4)					
Every Year 8 Technology Mandatory class will only undertake 1 trimester of studies within the Industrial Arts Faculty					

Technology Mandatory	Industrial Arts	Year: 8
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OUTCOMES- Engineered Systems	
	A student:
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic
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
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

SCOPE & SEQUENCE –2024

Course:	Technology Mandatory			Year:	8				Stage:	4				
1 3 W e e k T r i m e s t e r 2 0 2 4		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	Unit of Work- 13 Weeks	Engineered Systems												
		Bottle Rocket OR Bridge Building Research/Design/Production/Testing							Passive Speaker Research/Design/Production					
	Description	Design Project - Bottle Rocket/ Bridge Building Students will investigate the work of engineers and how they contribute to the quality of life of the community and develop design solutions. They will explore how force, motion and energy can be used in systems, machines and structures. Students will be required to design, manufacture, test and evaluate their design project. The evolution of their design project will be communicated in their supporting portfolio.												
	Outcomes	<ul style="list-style-type: none"> ● 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 ● TE4-8EN explains how force, motion and energy are used in engineered systems ● TE4-10TS explains how people in technology related professions contribute to society now and into the future 												
	Subject Specific i.e. Module, Area of Study, Text etc	<ul style="list-style-type: none"> ● Principles of Engineering ● Bottle Rockets/bridge building/passive speakers ● Forces, motion, energy 												
	<i>Life Skills Unit of Work</i>	The life skills unit of work will be adjusted/modified to suit the needs of the individual student undertaking the life skills course.												
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment												
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> ● TELS-1DP communicates ideas and solutions to authentic problems or opportunities ● TELS-2DP participates in planning for the production of designed solutions ● TELS-4DP follows safe practices in the use of tools, materials and processes for design projects ● TELS-9EN explores how force, motion or energy are used in everyday engineered systems ● TELS-11TS investigates how technology has contributed to improvements in our way of life 												



FORMAL ASSESSMENT SCHEDULE – 2024

Visual Arts

Year: 8

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

			TRIMESTER ONE	TRIMESTER TWO	TRIMESTER THREE
		TASK NO.	TASK 1	TASK 1	TASK 1
		Task Type	In Class Exam & BODY OF WORK	In Class Exam & BODY OF WORK	In Class Exam & BODY OF WORK
		DATE DUE	Term 2 Week 1	Term 3 Week 4	Term 4 Week 5
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
SYLLABUS OUTCOMES	COMPONENTS				
Outcomes: 4.8, 4.10 LS: LS.3,LS.4, LS.5, LS.6	ART HISTORY & ART CRITICISM	30%	30%	30%	30%
Outcomes: 4.4, 4.5, 4.6 LS: LS.1,LS.2, LS.7,LS.8, LS.9	ART MAKING	70%	70%	70%	70%
TOTAL MARK		100%	100%	100%	100%

Visual Arts	Stage 4	Year: 8
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OBJECTIVES	Stage 4 OUTCOMES
A student develops Knowledge, understanding and skills Students will develop knowledge, understanding and skills:	A student:
to make artworks informed by their understanding of practice, the conceptual framework and the frames	4.2 explores the function of and relationships between artist – artwork – world – audience
	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
to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames	4.8 - explores the function of and relationships between the artist –artwork – world – audience
	4.10 - recognises that art criticism and art history construct meanings

SCOPE & SEQUENCE –2024

Course:	Visual Arts				Year	Year 8				Stage	4			
Unit of Work	Place													
Description	<p>The Concept of Place: Students will develop an understanding of “place” through the exploration of various themes that encapsulate the concept. Through this unit of work, students will explore three main concepts; Landscape - urban/natural, Flora and Fauna - the world around us, My place - my home and environment. Throughout this exploration, students will develop understanding of the frames and conceptual framework through explicit theoretical studies of each of these themes.</p>													
Trimester 1,2,3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Syllabus Component	Artmaking													
	<p>Introductory drawing tasks introducing landscapes including perspective (one-point, two-point etc...) as well as tonal techniques and plein air activities.</p>	<p>Students explore the techniques behind various landscapes and use the modelled, guided, independent model to guide students through techniques.</p>	<p>Students will be introduced to three forms of Practice including Drawing, Painting and Printmaking. Techniques and materials including graphite, charcoal, ink and painting in relation to the landscape style of artmaking. Students during these weeks will practice, extend, refine and reform their skill sets whilst working on their landscape Body of Work. Refinement of frames with activities to demonstrate their understanding of how frames can allow the audience to acknowledge different interpretations of art.</p>					<p>Work on paper - Landscape - urban/natural, related artists included; Mandy Martin, John Olsen, John Wolseley. Artmaking includes; Graphite/Watercolour/Ink/Mixed media</p>			<p>Printmaking - Flora and Fauna - Related artists Howard Arkley, Angus Fisher, Margaret Preston. Artmaking includes; Printmaking/Lino cut/Scratch foam</p>		<p>Artmaking Assessment Task Due</p>	
Syllabus Component	Critical and Historical Studies													
	<p>Students will develop a deeper understanding about Visual Arts. They will learn about the fundamentals of Visual Arts including a recap of key concepts including the Frames and Conceptual Framework. Students will be introduced to the topic of place and make connections between Visual Arts and the world through the study of examples of different categories of landscapes.</p>	<p>Students will be exposed to a range of traditional, postmodern and contemporary Landscape artists through the study of the Wynne Prize.</p>	<p>Students will develop a deeper understanding of artist Mandy Martin. They study her artmaking practice and are exposed to artwork analyse using the Frames.</p>					<p>To further develop student understanding of Place, an exploration of the artist John Wolseley will be completed. Students develop an understanding of how artists can develop a strong connection to place and how materials can accentuate the connection.</p>			<p>Students learn about Margaret Preston and her printmaking practice. Students analyse specific artworks using Frames. The learning is extended by looking at First Nations artists Tony Albert and his series of works ‘conversations with Margaret Preston’. These works further relate to ‘Place’ as they have a connection with the artists personal world.</p>		<p>Critical reflection of artists, artworks and processes</p>	
Outcomes	<p>AM - 4.4, 4.5, 4.6, CHS - 4.8, 4.10</p>	<p>AM - 4.1, 4.2 CHS - 4.8, 4.10</p>	<p>AM - 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, CHS - 4.8, 4.9, 4.10</p>					<p>AM - 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, CHS - 4.7, 4.8, 4.9, 4.10</p>			<p>AM - 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, CHS - 4.7, 4.8, 4.9, 4.10</p>		<p>AM - 4.4, 4.5, 4.6, , CHS - 4.8, 4.10</p>	
Art Movements and Art Forms	Drawing, Painting, Mixed media, Printmaking													
<i>Life Skills Unit of Work</i>	Place													

<i>Life Skills Assessment</i>	Formative Assessment of Collection of Works: Industrial Landscape, A watercolour montage, A print. Research and Body of Work
<i>Life Skills Outcomes</i>	LS1, LS2, LS3, LS4, LS5, LS6, LS7, LS8, LS9
Assessment Task Name, Weighting, Number, Outcomes	Research and Body of Work, 100%, Assessment Task 1, Outcomes 4.4, 4.5, 4.6, 4.8, 4.10 Part 1 - 70% - Practical Body Of Work Part 2 - 20% - In Class Exam Part 3 - 10% - VAPD and Artist Statement
Reporting Outcomes	4.4, 4.5, 4.6, 4.8, 4.10