

# STAGE 4 - YEAR 8

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## ASSESSMENT BOOKLET 2024



**ORAN PARK** HIGH  
SCHOOL

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## Information for parents and students

This booklet outlines assessment procedures being followed at Oran Park High School in **Stage 4 – Year 8**. These procedures are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

## Assessment at Oran Park High School

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

In alignment with the directions of the Department of Education and Training and NESA, Oran Park High School uses three forms of assessment. These three forms are:

- Assessment 'for' learning
- Assessment 'of' learning
- Assessment 'as' learning

### Assessment 'of' learning

Assessment 'of' learning often takes the form of in-class tests, examinations, and assignments. Students will be provided with grades and feedback that indicate their level of achievement after each of these tasks. When students are set this type of assessment, they will be issued with a formal notification. **The majority of this booklet relates to this type of assessment.**

### Assessment 'for' learning

Assessment 'for' learning reflects the idea that learning is an ongoing process, and this type of assessment allows for students to receive timely and ongoing feedback throughout their learning so that this can inform their next steps. This type of assessment usually takes place in lessons.

### Assessment 'as' learning

Assessment 'as' learning encourages students to take responsibility for their learning and can also include inquiry-based approaches to learning.

## How can assessment help a student's learning?

It allows:

- teachers to gather evidence about student achievement in relation to course outcomes
- students with the ability to demonstrate what they know and can do
- clarification of a student's understanding of concepts and promotes deeper understanding.

## Why have school assessments?

- It allows students to be given credit for developing skills and knowledge over a period of time
- It allows for evaluation of a student's achievement in those parts of courses, such as field and practical work, which are difficult to examine formally
- It provides teachers accurate information across multiple assessment tasks, rather than a single examination result in order to allocate a grade for students per course for their ROSA.

## What is the nature of assessment activities issued?

Assessment activities should:

- be valid and based on syllabus outcomes
- include criteria of learning being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive and accessible to all students
- be part of an ongoing process where progress is monitored over time.

## What types of tasks might be issued?

Some or all of the following forms may be issued in formal assessments:

- Oral/aural tests
- Reports
- Essays
- Research assignments
- Submitted practical work
- Field work
- Written reports
- Oral submissions (sometimes recorded)
- Practical performances
- Portfolios
- Formal examinations

It should be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

## Consistency and marking of assessments

To ensure consistency in marking, teachers will:

- explain the task to students and provide opportunities to ask clarifying questions.
- discuss with other teachers and collaborate on the marking of tasks to ensure consistency in marking standards.
- provide feedback on task submissions that outlines areas of strength, areas for improvement and strategies to improve.

## Students with disability

Some students with disability may require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Students with disability may be able to present their work in an alternative format, have fewer questions or scaffolds. The type of adjustments will depend on each individual student and their needs. This will be based on consultation between the student, their family and the school.

## Life Skills

Years 7–10 courses based on Life Skills outcomes and content provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Assessment for students accessing Life Skills courses should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. It can occur via a range of strategies and in a range of situations.

Students may achieve Life Skills outcomes either independently or with support. An assessment mark or grade is not reported for these courses.

# Assessment procedures for Year 7,8 & 9

## The Assessment Process:

- at commencement of each school year, students will be issued with this assessment booklet that outlines the guidelines for assessment in each course
- at the commencement of each school year, students will receive an assessment schedule and requirements for each course
- 2 weeks prior to an assessment task due date, written notification will be issued to each student (See Appendix 1)

The Assessment Notification proforma will be used for all subjects and will include:

- clear indications of the outcomes being addressed in the assessment task
  - clear instructions to allow the assessment task to be understood and completed
  - marking criteria that clearly states, “You will be assessed on how well you...”
  - marking guidelines that state the relationship between the work submitted and the grade that will be issued
  - clear submission instructions (this will include how to submit and where)
  - clearly stated due date
- prompt feedback on each assessment task will be provided
  - students will be required to sign registers when they receive their assessment notifications and when they submit their task

## As part of the Assessment Process, students are required to:

- complete all tasks to the best of their ability
- complete and submit all tasks by the due date
- submit work that is their own and no one else's
- following the correct procedures if they are absent for any reason when the task notification is distributed or when the assessment task is due (see below).

## Course requirements

Over the four years leading up to the Stage 5 RoSA, students need to have studied the following courses:

- English - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.
- Mathematics - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.
- Science - studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10.
- Human Society and Its Environment- studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10. Included in this requirement is at least 100 hours of Australian History and 100 hours of Australian Geography.
- Creative Arts - studied for 200 hours and comprising the 100-hour courses in each of Visual Arts and Music.
- Technological and Applied Studies - studied for 200 hours and consisting of the Technology Mandatory course. At least 50 hours of the course should be devoted to learning about and using computers.
- Personal Development, Health and Physical Education - studied in each of Years 7-10 with 300 hours to be completed by the end of Year 10.
- Languages - studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7-8.

**N.B.** 100 hours is roughly equivalent to 5 periods per fortnight over 40 weeks.

## Frequently asked questions

### Q. What if a student is absent when the Assessment Notification is distributed?

It is the student's responsibility to ask the teacher for the task. Students will not be given an extension of time except where the absence is for an extended period of time and the reason is deemed acceptable by the Head Teacher.

NB: Copies of all issued Assessment Notifications can be accessed on our closed Facebook groups.

### Q. What happens when students are required to sit for examinations?

Examinations or test style tasks will be undertaken on the time and date specified in the Assessment Notification. Details of what to expect in the examination will also be stated in this notification.

### Q. What happens when a student is required to "hand in" an assessment?

Tasks are to be submitted as per the instructions on the Assessment Notification.

### Q. What happens when a student does not submit their task by the due date?

Students who do not submit by the due date, will be recorded as a "non-submission" and a non-submission letter will be sent home. Student are required to meet with the Head Teacher of the faculty to discuss the circumstances around their non-submission and to plan for the late submission of the task. The Head Teacher will decide whether the same or an alternative task is to be completed.

### Q. What happens when a student is sick or cannot attend school on the day of the assessment?

If a student has a valid reason for late submission, such as illness, then they are required to submit an Illness/Misadventure application (found on the portal) to the Head Teacher of the subject. This document is to be accompanied by a Doctor's certificate OR parent explanation. This will be reviewed by the Head Teacher and a decision made about when the student is to submit their task.



### Q. What happens when a student believes that they need an extension of an assessment task?

Acceptable reasons for an extension of a task may include:

- illness supported by a medical certificate
- evidence of exceptional circumstances

This evidence along with the Application for Illness/Misadventure is to be provided to the Head Teacher of the faculty on the first day back at school. The Head Teacher will then determine if the reason is valid and decide on the submission of the task.

### Q. What happens when a student's assessment is late because of technological failure?

Technological failure is not reason for an extension, students are encouraged to keep back-ups of their work. If a student is having difficulty printing they should speak to their teacher before the due date.

### Q. What happens when a student submits a task that does not meet the outcomes?

If a student submits a task that does not meet the outcomes, an E grade will be awarded. If the task is deemed to be a non-serious attempt, then a negotiated resubmission date may be issued by the Head Teacher.

### Q. What happens if a student submits work that is not their own?

Students must submit only work that is completed by them.

If a student in Year 8 submits the work of another person, copies from the internet or a published document without appropriate referencing they will receive a “non-submission” for the task and will be required to resubmit.

Students who knowingly allow another student to copy and submit their work may also receive a “non-submission”.

**Q. What happens if a student is involved in a school organised event that prevents them from submitting their task on the due date?**

Students must inform the teacher as soon as they become aware of the event and negotiate for the submission of the task.

Informing the teacher after the event will result in the student receiving a “non-submission” for this task.

**Q. What happens if a student is involved in a non-school organised event that prevents them from submitting their task on the due date?**

Students should provide the teacher with written supporting evidence of the event giving at least two weeks’ notice of the activity. As soon as students are aware of the activity, they must discuss this with their teacher so that arrangements for their task can be made.

**Q. What if a student feels sick at school during the task?**

Students must let their teacher know immediately if they are feeling unwell and the teacher will organise for them to attend sick bay. Students should then attend the doctors and submit a medical certificate to the Head Teacher on their first day back at school.

**Q. What happens if the student is away on a family holiday?**

The Department of Education does not encourage travel during school terms. If the travel is necessary, students must obtain an Application for Extended Leave form which must be submitted to the Principal for review.

If the application is approved, the student must liaise with the Year Adviser to identify any tasks that will be missed and to make alternative arrangements with the Head Teacher of the faculty. Parents will be contacted in regard to these arrangements prior to the leave.

**These procedures will be regularly reviewed as part of our ongoing evaluation processes.**

## Key Word Definitions

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

## Yearly overview of all assessment tasks

Semester 1		English	HSIE	Languages: Korean	Mathematics	Music	PDHPE	Science	Technology Mandatory	Visual Arts
Term 1	Week 1-2									
	Week 3									
	Week 4									
	Week 5									
	Week 6									
	Week 7									
	Week 8									
	Week 9									
	Week 10									
	Week 11									
Term 2	Week 1									
	Week 2									
	Week 3									
	Week 4									
	Week 5									
	Week 6									
	Week 7									
	Week 8									
	Week 9									
	Week 10									

Semester 2		English	HSIE	Languages: Korean	Mathematics	Music	PDHPE	Science	Technology Mandatory	Visual Arts
<b>Term 3</b>	Week 1									
	Week 2									
	Week 3									
	Week 4									
	Week 5									
	Week 6									
	Week 7									
	Week 8									
	Week 9									
	Week 10									
<b>Term 4</b>	Week 1	<b>Continuous throughout the term</b>								
	Week 2									
	Week 3									
	Week 4									
	Week 5									
	Week 6									
	Week 7									
	Week 8									
	Week 9									
	Week 10									

# 2024 Assessment Schedules

## Year 8 English - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES								
TASK	Due Date	EN4-1A	EN4-2A	EN4-3B	EN4-4B	EN4-5C	EN4-6C	EN4-7D	EN4-8D	EN4-9E
<b>Task 1:</b> <i>Stories of Strength: Novel unit</i> Spoken Task	Term 1 Week 10		X		X			X		
<b>Task 2:</b> <i>Gothic Film</i> In-class response to listening stimulus	Term 2 Week 8		X	X		X				
<b>Task 3:</b> <i>Representations of Australia</i> Creative Response	Term 3 Week 6	X			X			X		
<b>Task 4:</b> <i>Introduction to Shakespeare</i> In-class task	Continuous throughout the term			X			X		X	X

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



## Year 8 HSIE (Geography/History) - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES																	
TASK	Due Date	GE4-1	GE4-2	GE4-3	GE4-4	GE4-5	GE4-6	GE4-7	GE4-8	HT4-1	HT4-2	HT4-3	HT4-4	HT4-5	HT4-6	HT4-7	HT4-8	HT4-9	HT4-10
<b>Task 1 – Geography:</b> <i>Water in the world</i> Fieldwork Task	Term 1 Week 9	X	X					X	X										
<b>Task 2 – Geography:</b> <i>Water in the world &amp; Interconnections</i> Examination	Term 2 Week 4		X	X	X	X													
<b>Task 1 - History:</b> <i>Medieval Europe</i> Research Based In-class Response	Term 3 Week 4											X					X	X	X
<b>Task 2 - History:</b> <i>The Spanish Conquest of the Americas</i> In-Class Source Based Task	Term 4 Week 4												X	X	X	X			

GEOGRAPHY		HISTORY	
Syllabus Outcomes	A student...	Syllabus Outcomes	A student...
<b>GE4-1</b>	locates and describes the diverse features and characteristics of a range of places and environments	<b>HT4-1</b>	describes the nature of history and archaeology and explains their contribution to an understanding of the past
<b>GE4-2</b>	describes processes and influences that form and transform places and environments	<b>HT4-2</b>	describes major periods of historical time and sequences events, people and societies from the past
<b>GE4-3</b>	explains how interactions and connections between people, places and environments result in change	<b>HT4-3</b>	describes and assesses the motives and actions of past individuals and groups in the context of past societies
<b>GE4-4</b>	examines perspectives of people and organisations on a range of geographical issues	<b>HT4-4</b>	describes and explains the causes and effects of events and developments of past societies over time
<b>GE4-5</b>	discusses management of places and environments for their sustainability	<b>HT4-5</b>	identifies the meaning, purpose and context of historical sources
<b>GE4-6</b>	explains differences in human wellbeing	<b>HT4-6</b>	uses evidence from sources to support historical narratives and explanations
<b>GE4-7</b>	acquires and processes geographical information by selecting and using geographical tools for inquiry	<b>HT4-7</b>	identifies and describes different contexts, perspectives and interpretations of the past
<b>GE4-8</b>	communicates geographical information using a variety of strategies	<b>HT4-8</b>	locates, selects and organises information from sources to develop an historical inquiry
		<b>HT4-9</b>	uses a range of historical terms and concepts when communicating an understanding of the past
		<b>HT4-10</b>	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

## Year 8 Languages: Korean - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES		
TASK	Due Date	ML4-INT-01	ML4-UND-01	ML4-CRT-01
<b>Task 1:</b> <i>About me and Family</i> Self-introduction	Term 2 Week 2	X		
<b>Task 2:</b> <i>Food</i> Writing Task	Term 3 Week 7			X
<b>Task 3:</b> <i>All topics</i> Examination	Term 4 Week 4		X	

### LANGUAGES: KOREAN

Syllabus Outcomes	A student...
<b>ML4-INT-01</b>	exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
<b>ML4-UND-01</b>	interprets and responds to information, opinions and ideas in texts to demonstrate understanding
<b>ML4-CRT-01</b>	creates a range of texts for familiar communicative purposes by using culturally appropriate language

## Year 8 Mathematics - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES															
TASK	Due Date	MA4-1WM	MA4-2WM	MA4-3WM	MA4-5NA	MA4-6NA	MA4-7NA	MA4-8NA	MA4-10NA	MA4-11NA	MA4-13MG	MA4-14MG	MA4-15MG	MA4-16MG	MA4-17MG	MA4-20SP	MA4-21SP
<b>Task 1:</b> In-class written examination – with summary sheet	Term 1 Week 7	X	X	X	X	X	X	X									
<b>Task 2:</b> In-class written examination – with summary sheet	Term 2 Week 3	X	X	X					X	X			X	X			
<b>Task 3:</b> In-class written examination	Term 3 Week 5	X	X	X						X	X	X	X	X	X	X	
<b>Task 4:</b> Investigation-style task	Term 4 Week 3	X	X	X													X

MATHEMATICS	
Syllabus Outcomes	A student...
<b>MA4-1WM</b>	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
<b>MA4-2WM</b>	applies appropriate mathematical techniques to solve problems
<b>MA4-3WM</b>	recognises and explains mathematical relationships using reasoning
<b>MA4-5NA</b>	operates with fractions, decimals and percentages
<b>MA4-6NA</b>	solves financial problems involving purchasing goods
<b>MA4-7NA</b>	operates with ratios and rates, and explores their graphical representation
<b>MA4-8NA</b>	generalises number properties to operate with algebraic expressions
<b>MA4-10NA</b>	uses algebraic techniques to solve simple linear and quadratic equations
<b>MA4-11NA</b>	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
<b>MA4-13MG</b>	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
<b>MA4-14MG</b>	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
<b>MA4-15MG</b>	performs calculations of time that involve mixed units, and interprets time zones
<b>MA4-16MG</b>	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
<b>MA4-17MG</b>	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
<b>MA4-20SP</b>	analyses single sets of data using measures of location, and range
<b>MA4-21SP</b>	represents probabilities of simple and compound

## Year 8 Music - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES											
TASK	Due Date	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	4.11	4.12
<b>Task 1:</b> <i>Music and Culture</i> Performance Task	Term 1 Week 9	X	X	X								X	X
<b>Task 2:</b> <i>Electronic and Pop</i> Technology Composition	Term 3 Week 8				X	X	X				X		X
<b>Task 3:</b> <i>Rap</i> Musicology and Aural Examination	Term 4 Week 4							X	X	X	X	X	X

<b>MUSIC</b>	
<b>Syllabus Outcomes</b>	<b>A student...</b>
<b>4.1</b>	performs in a range of musical styles demonstrating an understanding of musical concepts
<b>4.2</b>	performs music using different forms of notation and different types of technology across a broad range of musical styles
<b>4.3</b>	performs music demonstrating solo and/or ensemble awareness
<b>4.4</b>	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
<b>4.5</b>	notates compositions using traditional and/or non-traditional notation
<b>4.6</b>	experiments with different forms of technology in the composition process
<b>4.7</b>	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
<b>4.8</b>	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
<b>4.9</b>	demonstrates musical literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected for study
<b>4.10</b>	identifies the use of technology in the music selected for study, appropriate to the musical context
<b>4.11</b>	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
<b>4.12</b>	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Year 8 PDHPE - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES										
TASK	Due Date	PD4-1	PD4-2	PD4-3	PD4-4	PD4-5	PD4-6	PD4-7	PD4-8	PD4-9	PD4-10	PD4-11
<b>Task 1:</b> <i>Don't be Mean Behind the Screen</i> Written Task	Term 1 Week 8	X		X			X	X	X		X	X
<b>Semester 1 Ongoing Practical Assessment</b> <i>Athletics, Target Games, Fitness, Striking and Fielding</i> Practical Skills and Decision Making	Ongoing assessment during Term 1 and 2 throughout the topics				X	X						
<b>Task 2:</b> <i>Let's get Physical and Risky Business</i> Examination	Term 4 Week 3		X				X	X	X			
<b>Semester 2 Ongoing Practical Assessment</b> <i>Invasion Games, Dance and Rhythmic Activities, Initiative Games, Outdoor Recreation</i> Practical Skills and Decision Making	Ongoing assessment during Term 3 and 4 throughout the topics				X	X						



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

## Year 8 Science - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES								
TASK	Due Date	SC4-4WS	SC4-5WS	SC4-7WS	SC4-9WS	SC4-10PW	SC4-12ES	SC4-13ES	SC4-14LW	SC4-15LW
<b>Task 1:</b> <i>Scientific Method</i> Student Research Project: in-class and take-home	Term 1 Week 9	X	X	X						
<b>Task 2:</b> <i>Forces and Plants</i> In-class application of practical skill	Term 2 Week 3			X		X			X	
<b>TASK 3:</b> <i>Scientific Discovery</i> PBL and Research Take home Task	Term 3 Week 8			X	X		X	X		
<b>Task 4:</b> <i>We will rock you &amp; Body Balance</i> Yearly Examination	Term 4 Week 2			X			X	X	X	X

SCIENCE	
Syllabus Outcomes	A student...
<b>SC4-4WS</b>	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
<b>SC4-5WS</b>	collaboratively and individually produces a plan to investigate questions and problems.
<b>SC4-7WS</b>	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
<b>SC4-9WS</b>	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
<b>SC4-10PW</b>	describes the action of unbalanced forces in everyday situations.
<b>SC4-12ES</b>	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.
<b>SC4-13ES</b>	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.
<b>SC4-14LW</b>	relates the structure and function of living things to their classification, survival and reproduction.
<b>SC4-15LW</b>	explains how new biological evidence changes people's understanding of the world.

## Year 8 Technology Mandatory - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES							
TASK	Due Date	TE4-1DP	TE4-2DP	TE4-3DP	TE4-4DP	TE4-5AG	TE4-6FO	TE4-7DI	TE4-9MA
<b>Task 1:</b> <i>Digital technologies / Materials – Timber</i> OR <i>Agriculture and Food technologies</i> Portfolio and Practical Project	Ongoing assessment throughout the topics	X	X	X	X	X	X	X	X
<b>Task 2:</b> <i>Digital technologies / Materials – Timber</i> OR <i>Agriculture and Food technologies</i> Portfolio and Practical Project	Ongoing assessment throughout the topics	X	X	X	X	X	X	X	X
<b>Task 3:</b> End of Course Examination	Term 3 Week 10	X	X	X	X	X	X	X	X

## TECHNOLOGY MANDATORY

Syllabus Outcomes	A student...
<b>TE4-1DP</b>	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
<b>TE4-2DP</b>	plans and manages the production of designed solutions
<b>TE4-3DP</b>	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
<b>TE4-4DP</b>	designs algorithms for digital solutions and implements them in a general-purpose programming language
<b>TE4-5AG</b>	investigates how food and fibre are produced in managed environments
<b>TE4-6FO</b>	explains how the characteristics and properties of food determine preparation techniques for healthy eating
<b>TE4-7DI</b>	explains how data is represented in digital systems and transmitted in networks
<b>TE4-9MA</b>	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

## Year 8 Visual Arts - Assessment Schedule

DESCRIPTION		SYLLABUS OUTCOMES									
TASK	Due Date	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10
<b>Task 1:</b> <i>Dogs and Cats</i> Artmaking: Oil Pastel Drawing	Term 1 Week 6			X			X				
<b>Task 2:</b> <i>Investigating Images</i> Critical and Historical Studies: Written Responses	Term 1 Week 10							X	X	X	X
<b>Task 3:</b> <i>Clay Characters</i> Artmaking: Clay Sculpture	Term 2 Week 8			X	X	X					
<b>Task 4:</b> <i>Pop Culture</i> Artmaking: Mixed Media Artwork	Term 3 Week 10	X	X		X		X				

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

## Appendix A

	<b>Faculty</b> Year 10 Assessment Task 1 Term 1 2022
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STUDENT NAME	CLASS

DETAILS	
Topic:	
Due date:	Date of issue:
Type of task:	

TASK DESCRIPTION

NESA TERMINOLOGY

MARKING CRITERIA
You will be assessed on how well you:



**OUTCOMES TO BE ASSESSED**

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**SUBMISSION INSTRUCTIONS**

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**What do I do if I am absent?**

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