



*Respect Responsibility Success*

# Junior Assessment Handbook - 2020



*An assessment handbook for parents / carers and students at*

*Hunter Sports High School in Year 8*



Dear Parents/Carers and Students of Year 8,

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

This handbook includes the Hunter Sports High School Assessment Policy and an outline of assessment tasks and their due dates as well.

At Hunter Sports High School, we value student assessment and see students learning being rewarded for their sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in a variety of ways. In 2020, our school is placing a strong emphasis on Formative Assessment approaches which is the ongoing process of gathering information about what a student knows, understands and is able to do. This is used by both the teachers and students to determine where they are in their learning and how to achieve their best outcomes.

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

# **Introduction**

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

## **Deputy Principal**

Mr Mark Curry

## **Year 8 Adviser**

Mr Jayson Strachan

## **Faculty Head Teachers**

Big Picture	- Ms Nicole Ladas
CAPAL	- Mrs Natasha Knight
English	- Ms Katarina Lindstrom
HSIE	- Mr Michael Harrison
Mathematics	- Mr Sean Love
PDHPE	- Miss Ashley Wilson
Science	- Mrs Janine McKenzie
Support	- Ms Melinda Workman
TAS	- Ms Karen Hines

## **2020 TERM DATES - Students**

**Term 1 commences**..... Wednesday 29<sup>th</sup> January

**Term 1 concludes** ..... Thursday 9<sup>th</sup> April (11 weeks)

**Term 2 commences**..... Tuesday 28<sup>th</sup> April

**Term 2 concludes** ..... Friday 3<sup>rd</sup> July (10 weeks)

**Term 3 commences**..... Tuesday 21<sup>st</sup> July

**Term 3 concludes** ..... Friday 25<sup>th</sup> September (10 weeks)

**Term 4 commences** ..... Monday 12<sup>th</sup> October

**Term 4 concludes** ..... Wednesday 16<sup>th</sup> December (10 weeks)

## NESA Requirement for the Record of School Achievement

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). It is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

- English: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Mathematics: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Science: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Human Society and its Environment: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- Technological and Applied Studies: Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.
- Personal Development, Health and Physical Education: Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

More information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

# Assessment

## Types of Assessment

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

## Formative Assessment

Formative assessment (sometimes referred to as ***assessment for learning*** or ***assessment as learning***) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. It usually occurs throughout the teaching and learning process to clarify student learning and understanding. It also encourages students as their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

## Summative Assessment

Summative assessment assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at defined key points or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

## The General Capabilities



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

All students in year 7 will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

## **Grading**

Grading student achievement is the process of assigning a letter to summarise the level of a student's achievement in a course.

The grading system is concerned with describing the student's achievement at the end of each course in each year, using A to E. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment.

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine a student's final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

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

## Nature and Notification of Tasks

Students will receive a minimum of 2 weeks' notice for each assessment task. For summative style tasks, they will sign for their assessment tasks on the notification register. Notification of assessment tasks will be communicated to the student in writing and include: For each task, you will be informed of:

- the scope of each task e.g. Probability in Mathematics (General)
- the form the task will take e.g. 10 short answer questions
- the proposed timing and duration of the task e.g. Tuesday 24 May, periods 2 and 3, 60 minutes
- the weighting allocated to the task e.g. 15% and component weightings e.g. knowledge 5% and skills 10%
- the outcomes being assessed
- the marking criteria
- any additional details (e.g. students will require calculators)

## Submission of Tasks

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by email, Google Apps for Education or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All Tasks should be submitted with your name and the task heading clearly displayed. **If a task is not submitted by the due date on the task notification without a completed Misadventure Form, the student will forfeit 20% of the allocated mark per day for three days (a weekend constitutes one day). If the task is submitted after three days students are still required to submit the task and will receive 40% of their mark for assessment purposes. Students will have to complete their task in the Deputy Support lesson held at lunchtime if task is not submitted by the due date.**

## Students Absent from Tasks - Illness or Misadventure

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc.) should submit a Misadventure Form

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

### **Illness**

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant **Deputy Principal within three school days** of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.
- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.

### **Misadventures**

If you complete an assessment task but consider your performance has been affected by misadventure immediately prior to or during the task you must also speak with your class teacher and complete a Misadventure by submitting a Change of Circumstance Form for consideration by the Committee, within

## Student Responsibilities

- Students are expected to submit all assessment task by the due date listed on the notification sheet.
- Students who are unable to submit or complete the task on or by the due date are to complete and submit to their deputy principal an orange misadventure form

- Students who do not submit a task will be required to complete the task during lunchtime, supervised in the innovation centre. Students are to report to the innovation centre when notified by the Head Teacher of the subject.
- Students will lose 20% of their allocated mark for three days up to a total loss of 60%. At this point students will receive 40% of the mark awarded or achieved by the student for the task.

the same time-frame as previously detailed.

### Malpractice / Plagiarism / Cheating

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people’s work without acknowledgement) will be referred to the Head Teacher and may result in **no marks** being recorded.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), CD ROMs & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism. A guide on how to reference material is provided in this booklet.

### Appeals

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

### Writing a Bibliography

**What is a Bibliography?** A list of everything you have read in researching your essay or assignment - not only the items you refer to in the essay or assignment itself (includes texts, journal articles, electronic sources etc.).

**What is a reference list?** A list of all sources actually referenced in your assignment. You must reference when you quote from a text, or paraphrase or summarise someone else’s ideas.

**WHY REFERENCE?** Using someone else’s words, ideas, maps, diagrams etc. is PLAGIARISM – even if you have paraphrased or summarised them! You must acknowledge all sources.

References/bibliographies should be arranged alphabetically by the author. If no author is given, then by title.

**Books:** Author (surname followed by given name). (Year of publication). Title (Italics or underlined). Edition (in parentheses if other than 1st). Place of publication: Publisher eg.

- Germov, John (2000). *Get great marks for your essays*. [2nd edition]. Sydney: Allen & Unwin.
- Johnson, David (2005). *The geology of Australia*. Cambridge: Cambridge University Press.

**Articles:** (magazines, newspapers or journals) Author (surname followed by given name). (Year of publication) Title of article. Name of journal, magazine or newspaper (underlined or in italics), Volume and/or issue, page numbers (inclusive). eg.

- Duffy, M. (2005, June 14). Squalls of dissent ruffle the wind harvester. *Sydney Morning Herald*. pp. News 7.
- Faulkner, C. (2005). Wallum froglet. *Nature Australia*, 28(5), pp. 22-23.
- Rhodes, R. (2005). Living with the bomb. *National Geographic*, 208(2), pp. 98-113.

**Videos, DVDS, CD-ROMS, Films:** Author. (Year of Publication). Title (edition).[Format]. Place: Publisher/Production Company. eg

- Skull, J. (2000). Know what's what in travel & tourism. [CD-ROM].
- Marino, S. Aust.: Elbrook. Williams, Gerri (2002). Under my skin. [VHS]. Sydney: ABC.

**Internet:** Surname, Initials (or author or editor), Year. Title [online]. (Edition). Place of publication: Publisher (if ascertainable). URL. Accessed/Retrieved date. eg.

- Carmichael, E. (2001). Module 2: writing assignments at university. Early Childhood Education Self-study [on-line] <http://sites.uws.edu/learning/earlychildhood/mod2.htm>. Accessed: Sept 13, 2005.
- Holland, M. (2004). Guide to citing Internet sources [online]. Poole: Bournemouth University [http://www.bournemouth.ac.uk/library/using/guide\\_to\\_citing\\_internet\\_sourc.html](http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html).



Respect Responsibility Success

## Hunter Sports High School

### APPLICATION FOR MISADVENTURE

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

An application for misadventure form is to be completed **ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 3 school days.**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Task: \_\_\_\_\_

Subject: \_\_\_\_\_

Due Date: \_\_\_\_\_

Year Group (please circle): **Year 7-10**

**Year 11**

**Year 12**

#### **CIRCUMSTANCES (Tick a box):**

☐ Illness/Misadventure

☐ School Business

#### **SUPPORTING DOCUMENTATION**

Reason for missing assessment task or application for extension:

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

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

Have you **ATTACHED** further documentation to support your application? **YES/NO**  
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_

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

Student Signature: \_\_\_\_\_

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

- ☐ Has the task been completed? YES NO: Date to be completed \_\_\_\_\_
- ☐ Comment – *submission, format, alternative task, extension*

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

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

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- ☐ Head Teacher Determination
- ☐ Panel Determination

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

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

**Outcome and Recommendation**

- ☐ Zero
- ☐ Estimate
- ☐ Alternative Task
- ☐ Other

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Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

## YEAR 8 SUBJECT ASSESSMENT SCHEDULE - 2020

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				English Portfolio
3		English Portfolio Technology (all context areas) Task 2 Music Task 2- Performance	Science Independent Research Plan	English Task 4 – Reading and Writing Technology (all context areas) Task 2 Music Task 4- Performance PDHPE E-Portfolio/ Matrix
4		History E-Portfolio PDHPE Portfolio and ongoing course work assessment Visual Arts Task 2 Science E-Portfolio		History E-Portfolio Science E-Portfolio English Classwork Portfolio final
5		English Task 2 – Character Gallery Mathematics Task 2 Technology (all context areas) Design Reflection E-Portfolio (final) + CO2 Cars final practical project Technology Food Fabulous Food - Practical application final week of assessment Science Body Systems	Music Task 3- Composition/Listening	Mathematics Task 4 Technology (all context areas) Design Reflection E-Portfolio (final) + CO2 Cars final practical project Science Bright Sparks
6		Yr8 reports to HT PDHPE Semester 1 ongoing Practical Assessment		Technology Food Fabulous Food - Practical application final week of assessment PDHPE Term 4 Course Work Visual Arts Task 4
7	Technology (all context areas) Task 1		Technology (all context areas) Task 1 Project Real Business Pitch	PDHPE Ongoing Practical Assessment Project Real Escape Room Design Kit
8	History Task 1 Science Going Green		History Medieval Radio Show	Yr8 reports to HT
9	Mathematics Task 1 Rubric Technology (all context areas) Design Reflection E-Portfolio Check-in 1 Project Real EPortfolio	Project Real Presentation	Mathematics Task 3 Rubric Technology (all context areas) Design Reflection E-Portfolio Check-in 1	
10	English Task 1 – Director's Portfolio Technology - Practical application ongoing each week Music Task 1- Composition/Listening		English Task 3- Critical Analysis Technology - Practical application ongoing each week Visual Arts Task 3	
11	Visual Arts Task 1			

# Project Real

## Course Description

Project Real is a cross curriculum course which provides Rigorous, Engaging and Authentic Learning (REAL) experiences. Students work in an inquiry based learning model to develop the knowledge and skills relevant for an ever changing world. The course uses formative assessment to provide deep and meaningful feedback for students to apply and show improvement throughout each semester.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1	Who do I want to be?	25%	E-Portfolio
2	What's my superpower	25%	Presentation
1&2	Coursework	50%	E-Portfolio

## Content Overview

**Mission 1:** This is a short unit designed to introduce you to some of the skills you will need for the rest of the year, as well as discover how you like to learn. You will also set up your E-Portfolio

**Mission 2:** This unit is around social change and issues. You will mainly work in SCRUMS to identify issues in our community and design and develop solutions to these issues. Each SCRUM will create a short movie on the issue they have identified which will be turned into a small documentary which we hope to be able to invite parents and family too at a cinema to watch

Semester 2			
Term	Unit of Work	Weighting %	Task
3	Are you the next \$20 boss?	25%	Business Pitch
4	Escape Room	25%	Escape Room Design Kit
3&4	Coursework	50%	E-Portfolio

## Content Overview

**Mission 3:** This unit will involve SCRUMS receiving a budget of \$20 to create a small business which they will operate to make a profit. All of the profits will go to a charity of your choice. This unit will take a lot of collaboration and teamwork.

**Mission 4:** Maybe you've been in one, or seen the movie, but we will be designing our own escape room kits. You will of course get to have some escape room experiences. This unit will test your problem solving skills, your resilience and your ability to think creatively.

# English

KLA: English

Head Teacher: N. Roberts

Year Group: 8

## Course Description:

The study of English in Year8 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2	All the world's a stage (T1) Other Places, Other Times (T2)	50%	Content Reflection E-Portfolio
Term 1	All the world's a stage	25%	Director's Portfolio
Term 2	I'm Horrified	25%	Character Gallery

## Content Overview

In Semester One students will engage in a drama unit, they will workshop scenes from a series of plays, look at varying ways to change the delivery of a play and then design and create a director's portfolio. They will then complete a novel study with the focus on setting and perspective, they will create a gallery of character portfolios which demonstrate their understanding of the setting and context of their novel.

## Multimodal

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	Other Places, Other Times	50%	Regularly submitted classwork – Google Classroom
3	Other Places, Other Times	25%	Critical Analysis
4	21st Century Stories	25%	Reading and writing assessment.

## Content Overview

Students will complete a novel study with the focus on setting and perspective. Students will write an analytical response to key ideas in the novel. Students will then look at digital storytelling and how writers are using multiple platforms to engage readers.

# History

**KLA: HSIE**

**Head Teacher: Mr. HARRISON**

**Year Group: 8**

**Course**

## Description

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2	Investigating the Ancient Past	50%	Content Reflection E-Portfolio
	The Mediterranean World	50%	Historical source analysis
	The Asian World		- primary and secondary sources - describing sources - analysing sources - evaluating sources

## Content Overview

During Semester, 1 students study the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	The Western and Islamic World	50%	Content Reflection E-Portfolio
	The Asia-Pacific World	50%	Medieval radio show
	Expanding Contacts		- develop a podcast/radio show on a variety of concepts topics studied as a part of the topic 'The Western and Islamic World'

## Content Overview

During Semester 2, students study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650 – c. 1750). During this period, major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

# Music

**KLA: Music**

**Head Teacher: Mrs N Knight**

**Year Group: 8**

## Course Description

Music is a mandatory subject in Stage 4 in which students study musical concepts through performing, composing and listening. When performing in music, students will perform solo and as part of ensemble as a means of self-expression developing various techniques and in a variety of styles. When composing in music, students will express themselves, create and problem solve by experimenting, improvising, organizing and arranging compositions in various musical styles and notating these using traditional methods and various forms of technology. When listening in music, students are given opportunities to make connections between the musical features and concepts of a variety of repertoire to their social, cultural and historical contexts.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2	The Concepts of Music Performance techniques on piano Australian Music	50%	-Content Reflection E-Portfolio
1	Pitch, Duration, Tone Colour and Structure Performance techniques on piano	30%	-Group composition activity -Performance of composition -Notation and Self-Reflection task
2	Australian Music Popular Music	20%	-Solo or group performance task

## Content Overview

In Term 1 and 2 students will be introduced to the Concepts of Music – Pitch, Duration, Tone Colour and Structure through the introduction of musical notation, rhythmic exercises and various performance techniques on keyboard. They will learn this semester about various types of Australian Music through group compositional, performance and listening activities.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	The Concepts of Music Multimedia in Music Ensemble Performance	50%	-Content Reflection E-Portfolio
3	TV, Film and Radio Musicals	30%	-Composition task on GarageBand -Self-reflection and listening task
4	Popular Ensemble work Cultural Ensemble work	20%	-Solo or group performance task

## Content Overview

This semester, students will explore Music in the Media through various performances, composition tasks and listening activities. Film and movie soundtracks, jingles, advertisements and musicals will be our focus. Students will also experience many group ensembles- cultural and popular.

# Mathematics

KLA: Mathematics

Head Teacher: S. Love

Year Group: 8

## Course Description

Students work through a succession of units, each linked to a specific Mathematical strand: Number and Algebra, Measurement and Geometry and Statistics and Probability. Each unit, students are issued a rubric of activities involving formative and summative tasks and keep a portfolio of learning.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1	Strands Assessed: Measurement and Geometry	50%	Rubric of Activities involving: Online Task Portfolio of Work Evidence of Working Mathematically Self-Reflection
2	Strands Assessed: Number and Algebra	50%	Rubric of Activities involving: Online Task Portfolio of Work Evidence of Working Mathematically Self-Reflection

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3	Strands Assessed: Statistics and Probability	50%	Rubric of Activities involving: Online Task Portfolio of Work Evidence of Working Mathematically Self-Reflection
4	Strands Assessed: Number and Algebra	50%	Rubric of Activities involving: Online Task Portfolio of Work Evidence of Working Mathematically Self-Reflection

## Content Overview

### Strand: Number and Algebra.

Concepts involved: Fractions, Decimals and Percentages, Algebra Rates, Ratio and Time, Equations.

### Strand: Measurement and Geometry.

Concepts involved: Pythagoras, Geometry, Area and Volume

### Strand: Statistics and Probability

Concepts involved: Investigating Data, Probability

# Personal Development, Health and Physical Education

**KLA:** PDHPE

**Head Teacher:** Miss Wilson

**Year Group:** 8

## Course Description:

In PDHPE theory lessons, students will investigate the nature of wellbeing and health and consider factors that may impact on this from a range of perspectives. In practical lessons, students will engage in a range of games and activities to develop an appreciation for movement, fitness and fun.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2 Week 4 term 2	Mental Health Matters Sexual Health 1.0	30	Content Reflection E-Portfolio Mental health samples from course work Investigation of health enhancing behaviours around mental and sexual health
1 & 2	Mental Health Matters Sexual Health 1.0	20	Course work and class contribution
1 & 2 Ongoing	World Games, Fit 4 Life and Athletics	50%	Formative assessment of practical unit learning intentions

## Content Overview

### Theory

Mental health matters looks at the concept of wellbeing and what it means to be mentally healthy. Students will investigate factors that impact on mental health and the perceptions of mental health in the community. They will also propose and engage in activities that aim to promote and support mental health.

Sexual Health 1.0 is an introduction to the nature of sexual health, the consequences of risky sexual health practices and ways to keep yourself safe as an individual and within intimate relationships.

### Practical

World games- Students will learn rules and play a range of fun, non-traditional games that are popular in other countries of the world.

Fit 4 Life- students participate in activities that aim to develop components of fitness in fun and engaging ways.

Athletics- Students will develop the basic knowledge and skills of athletics in order to prepare them and give them confidence to participate in the annual athletics carnival which happens at the end of the unit.

## Course Description

In PDHPE theory lessons, students will investigate the nature of risk taking and how this can be both positive and negative. They will develop knowledge and understanding about risk and protective behaviours to do with drug and alcohol use and consider consequences of decisions. In practical lessons, students will engage in a range of games and activities to develop an appreciation for movement and rhythm. They will have the opportunity to apply similar skills in different contexts and will use game play to implement strategies and provide feedback to others.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3	Be street smart	35%	Content Reflection E-Portfolio Students use matrix to select activities and put into an E-Portfolio based on risk taking, drug use and abuse
4	Health For life	15	Formative assessment of coursework for unit learning intentions
3 and 4	Net games Dance Skill transfer games Improving performance through game sense	50%	Formative assessment of practical unit learning intentions  Dance observations Questions Game play observations Improving performance activities

### Content Overview

#### Theory

Be street smart specifically looks at risks and risk taking and the benefits and consequences of that. It specifically goes into more detail in the context of drug and alcohol use.

Health for life is a continuation from a year 7 Life Long Health Habits unit. Students will go into more detail around physical activity and the lifelong benefits of this and think critically about how they can support their own and others health. In addition to this they will develop and promote skills for improving and maintaining health over time.

#### Practical

Net games- Students will play various games that involve nets eg volleyball, mini tennis

Dance- Student will participate in group social dances and have the opportunity to improvise and create basic movement sequences to music or other stimuli

Skill transfer games- Students will participate in games and activities which utilise similar skills that can be transferred from one game to the other to achieve success eg basketball and netball

Improving performance through game sense-Students will use game play to develop an understanding of strategies and also provide feedback about their own and others performance

# Science

KLA: Science

Head Teacher: Mrs McKenzie

Year Group: 8

## Course Description:

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2	1. Going Green 2. Keeping the balance 3. Body Systems 4. Rock my world	50%	Content Reflection E-Portfolio
1	Going Green	25%	Communicating Scientifically
2	Body Systems	25%	Critical Analysis

## Content Overview

Semester 1 has students explore the world of living things from plant structures to systems working in the human body and how each maintain balance to keep ecosystems healthy.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	1. Student IRP 2. Out of this World 3. Reactions speak louder than words 4. Bright spark and energy transformations	50%	Content Reflection E-Portfolio
3	Student IRP	25%	Independent Research Project
4	Bright Spark	25%	Critical Analysis

## Content Overview:

During Semester 2, students will undertake an independent research project where they will develop and undertake an investigation and create an appropriate report. Students will also explore the relationship of Earth in space as well as the notion of energy and its forms including the behaviour of electricity.

## Stage 4 - Technology Mandatory

KLA: TAS

Head Teacher: Mrs Hines

Year Group: 8

### Course Description

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

Semester 1 - Agriculture and Food Technologies			
Term	Unit of Work	Weighting %	Tasks
1 & 2	Food Fabulous Food	30%	Design Reflection E-Portfolio
1 & 2		30%	Task #1 Task #2
1 & 2		40%	Practical application

### Content Overview

Agriculture (food and fibre production) focuses on the investigation of managed environments, such as farms and plantations. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials. Students develop knowledge and understanding about managed systems that produce food and fibre through designing and producing solutions.

Semester 2 - Engineered Systems			
Term	Unit of Work	Weighting %	Tasks
3 & 4	CO2 Cars	30%	Design Reflection E-Portfolio
3 & 4		30%	Task #1 Task #2
3 & 4		40%	Practical Project

### Content Overview

The Engineered Systems context focuses on how force, motion, energy and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students will have the opportunity to work collaboratively to design, test and produce their own CO2 powered racers. Students are provided with opportunities to experiment and develop prototypes to test their solutions. There are two extension activities included in this unit that further expand the engineering concepts covered.

# Visual Arts

KLA: Creative and Performing

Head Teacher: Mrs Knight

Year Group: 8

## Course Description

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication.

Semester 1			
Term	Unit of Work	Weighting %	Tasks
1 & 2	Elements of Design Posters Printmaking	25% 25%	Visual Arts Process Diary Check-in 1 Check-in 2
1	Poster Design	20%	Task 1 – Poster (Feedback framework)
2	Printmaking	20% 10%	Task 2a – Printmaking Task 2b – Research Task (Feedback framework)

## Content Overview

In Term 1, students will be introduced to the Principles of Design and will build on this knowledge to create a poster. Through this, student will continue to develop different 2D art making skills and techniques. In Term 2, students will create and explore different types of printmaking. Students will learn to analyse artworks through the Structural and Subjective Frames.

Semester 2			
Term	Unit of Work	Weighting %	Tasks
3 & 4	Ceramics Animation	25% 25%	Visual Arts Process Diary Check-in 3 Check-in 4
3	Ceramics	20% 10%	Task 3a – BOW Task 3b – Research Task (Feedback framework)
4	Animation - Flipbook	20%	Task 4 (Feedback framework)

## Content Overview

Year 8 students will explore three-dimensional art making through the theme of Animation. Students will further develop clay skills and techniques. Students will then use their knowledge of the history of animation to create a flipbook.