

Year 8 Assessment Booklet

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1. The purpose of assessment

Assessment is the process of identifying, gathering, and interpreting information about a student's learning.

1.1 The key reasons for assessment

- Support & monitor learning
- Diagnose student learning needs and support strategic interventions
- Evaluate the effectiveness of teaching & learning programs
- Inform the reporting process

1.2 Outcomes based assessment

All schools are required to deliver programs of study that comply with the requirements of the NSW Education Standards Authority (NESA) syllabuses (formerly BOSTES). More detailed information concerning each course and syllabus outcomes are available on the NESA website or use the following link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home/>

It is a requirement of the school assessment program that, for each course taught, schools establish a program of assessment tasks. These tasks are conducted throughout the year, and each task has a weighting which is used as a component of the reporting process.

School-based assessment tasks are linked to performance descriptors. The marking guidelines relate to specific course outcomes and the NESA performance standards.

1.3 Assessment for learning

Assessment **for** learning enables teachers to use information about students' knowledge, understanding and skills to inform teaching and provide feedback to students about their learning and how to improve.

Assessment **as** learning involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment **of** learning uses evidence of students learning to assess student achievement against learning goals and standards.

1.4 Assessment schedules and scope and sequences:

Within each subject the assessment schedule and scope and sequence will provide the following:

- Syllabus outcomes relevant to each topic
- Content being studied
- Timing of the individual assessment task (weeks / terms only)
- Weightings of each task

2. Assessment tasks

Assessment Tasks are **mandatory** for each course. Students are expected to apply themselves with diligence in order to satisfactorily meet course requirements.

A variety of assessment task styles- for example speaking, listening, reading, and writing are included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

Students who indicate they are sick on the day of an assessment task should contact the subject Head Teacher to discuss whether the student should sit the task and to discuss the required documentation for non-completion

2.1 Procedural fairness

All faculties support student learning by adopting a consistent approach to assessment by ensuring that:

- **All** students receive **two** weeks' notice of an assessment task.
- **All** students sign for their official assessment notification.
- **All** students sign that they have submitted their assessment task.
- A parent/caregiver is **notified** within **14 days** if a task has not been submitted by the due date.

2.2 Submission of tasks

Students are required to complete and submit mandatory assessment tasks on or before the due date.

Furthermore, students must:

- Make a serious attempt at all assessment tasks.
- Avoid any behaviour which disrupts other students during the completion of a task.
- Approach any task with honesty and avoid any malpractice including cheating or plagiarism.
- Submit work directly to the relevant teacher.
- Inform their teacher in advance if they know they will be absent for a task.
- Ask their teachers about any assessment tasks which may have been issued during any absence.

2.3 Late submission

Assessment Tasks submitted late, without prior arrangement, **will lose marks**. Penalties for late submission of tasks

2.3.1 Stage 4:

A penalty of **10% per day** (including weekend days) will be applied for the late submission of tasks. After 10 days, a zero mark will be awarded. Prior arrangement must be with the approval of the Head Teacher.

2.3.1 Stage 5

A penalty of **20% per day** (including weekend days) will be applied for the late submission of tasks. After 5 days, a zero mark will be awarded.

2.4 Extensions

If an extension of time is needed, the student must negotiate with the Classroom and Head Teacher of the course at least one week prior to the due date.

2.5 Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, cds or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

Where cheating is detected a mark of zero will be given for the task to each student involved.

2.6 Student preparation of assessment tasks

Our aim at MGHS is for all students to become responsible for their own learning. Parents / Carers are encouraged to assist in their students learning and establishing a regular home study / revision routine.

3. Student responsibilities

- Students are expected to complete ALL assessment tasks by the due dates and times specified.
- Where assessment tasks involve attendance at excursions, field studies etc, attendance is compulsory.
- All work submitted for assessment must be your own work. (See Malpractice above)
- It is each student's responsibility to be aware of assessment task dates for all courses and to organise a study schedule accordingly.
- Technology malfunction is not an acceptable excuse for non-submission of a task. If this occurs, students should submit the '**draft**' of the task (labelled as such) to their teacher on the due date. Keep copies of all drafting so that your progress can be shown in the case of a computer/printer/technology USB malfunction.

4. Parental notification

Years 7-9 – All assessment tasks not submitted will result in an **Academic Warning Letter** being sent. Teachers are required to send one warning per task.

5. Absence, illness & misadventure

When a student is absent on the day when a task is due or an in-class assessment performed, and **the absence is known beforehand**, the student must make arrangements for the task to be submitted or completed **on or before** time.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. Wherever possible, **this is required on the student's first day back at school.**

Where special consideration is required, the teacher, in consultation with the Head Teacher, may make arrangements which may include, but are not limited to:

- (i) completing the original task
- (ii) completing an alternate task

Examples of illness/ misadventure include (but not limited to):

- Bereavement
- Illness
- Family Leave
- School Representation for sports or academic pursuits
- Personal Issues

6. Advice to students

- ✓ Be positive and optimistic.
- ✓ Ensure that you are familiar with the sections of this assessment booklet relevant to your pattern of study.
- ✓ As an active learner who exercises self-regulation, take responsibility for managing your assessment schedule and meeting deadlines. The assessment for each term has been mapped out for you in the following pages. Use the summary and a diary or electronic calendar to help with your organisation.
- ✓ Keep a record of tasks completed for each subject so that, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- ✓ Seek feedback from teachers if you are unsure about what you need to do to improve and make further progress.
- ✓ Open communication helps to minimise misunderstanding and confusion. Communication regarding assessment tasks is managed by each faculty- the classroom teacher in the first instance, and then the Head Teacher of the subject concerned. If issues with your health and wellbeing are impacting upon your learning, contact your teachers and Year Advisers so that measures of guidance and support can be discussed.
- ✓ Inform your teacher if you know that you will be absent when a task is due and make alternative arrangements for the task to be submitted or completed **on or before** time.

7. Appendices

MGHS Illness/Misadventure Appeal Form

PART A: STUDENT SECTION (Please return to your class teacher)

Student Name: _____ Year: _____ Subject: _____

Task: _____ Due Date: _____

Reason for failure to meet requirements (please outline):

Documentation: (please attach)

- | | |
|--------------------------|----------|
| 1. Statutory Declaration | Yes / No |
| 2. Medical Certificate | Yes / No |
| 3. Other Documentation | Yes / No |

Student Signature: _____ Parent/Carer Signature: _____ Date: _____

***SUBMIT THIS FORM TO THE DEPUTY PRINCIPAL WITHIN 5 DAYS OF THE ILLNESS/ MISADVENTURE**

PART B: CLASS TEACHER SECTION

I have noted the above request and recommend the following action:

Details: _____

Teacher Signature: _____ Date: _____

PART C: HEAD TEACHER SECTION

Based on the documentation above, I recommend:

Details: _____

Head Teacher Signature: _____ Date: _____

PART D: DEPUTY PRINCIPAL SECTION

Based on the above recommendation I uphold the appeal/ dismiss the appeal

Details: _____

Deputy Signature: _____ Date: _____

Student advised of decision: Teacher Signature: _____ Date: _____

PART E: TO BE COMPLETED BY THE APPEALS COMMITTEE (IF REQUIRED)

Scheduled Meeting Date: _____ Venue: _____ Uphold the appeal/ Dismissing the appeal (circle)

Details: _____

Signature: _____ Date: _____

8. Stage 4 Assessment Overview

	Week	Assessments Scheduled
Term 1 2022	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 2 2022	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 3 2022	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4 2022	1	
	2	
	3	
	4	
	5	
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	7	
	8	
	9	
	10	
	11	

9. Scope and Sequence and Assessment Schedules

Stage 4

Scopes & Sequences and Assessment Schedules

English - Year 8 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p>“Cultural Assumptions” Close Study of Traditional Australian Poetry including Indigenous and Multicultural <i>Outcomes: EN4-1A, EN4-5C, EN4-6C, EN4-7D, EN4-8D</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 2	1	<p>‘What the ...?’ Crafting Character in Novels and Prose <i>Outcomes: EN4-4B, EN4-5C, EN4-7D, EN4-9E</i></p>
	2	
	3	
	4	
	5	
	6	<p>“Shakespeare’s World” Character and Context <i>Outcomes: EN4-1A, EN4-3B, EN4-6C, EN4-7D</i></p>
	7	
	8	
	9	
	10	
Term 3	1	<p>“Shakespeare’s World” Character and Context <i>Outcomes: EN4-1A, EN4-3B, EN4-6C, EN4-7D</i></p>
	2	
	3	
	4	
	5	<p>“The Edge of Imagination” Film and Genre – Science-Fiction and Fantasy <i>Outcomes: EN4-2A, EN4-3B, EN4-6C, EN4-7D</i></p>
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p>“The Edge of Imagination” Film and Genre – Science-Fiction and Fantasy <i>Outcomes: EN4-2A, EN4-3B, EN4-6C, EN4-7D</i></p>
	2	
	3	
	4	<p>“Seriously Funny” Representation of humour in texts. <i>Outcomes: EN4-3B, EN4-5C, EN4-6C, EN4-7D</i></p>
	5	
	6	
	7	
	8	
	9	
	10	
	11	

English - Year 8 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Structured Essay - Poetry	EN4-8D	25%	Term 1 Week 8
2	Creative/Reflection task - Novel	EN4-4B, EN5-9E	25%	Term 2 Week 5
3	Reading Task - Shakespeare	EN4-1A, EN4-3B	25%	Term 3 Week 4
4	Viewing and Listening task - Film	EN4-2A, EN5-6C	25%	Term 4 Week 3

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

French- Year 8 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	Introductions and Greetings <i>LFR4-1C, LFR4-2C, LFR4-3C, LFR4-5U, LFR4-7U, LFR4-8U</i>
	2	
	3	
	4	Family and Descriptions <i>LFR4-1C, LFR4-2C, LFR4-4C, LFR4-6U, LFR4-7U</i>
	5	
	6	
	7	
	8	
	9	Animals <i>LFR4-2C, LFR4-3C, LFR4- 4C, LFR4-6U, LFR4-7U</i>
	10	
Term 2	1	Daily Routines <i>LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-6U, LFR4-7U</i>
	2	
	3	
	4	
	5	Food <i>LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U</i>
	6	
	7	
	8	
	9	Tour de France and Bastille Day <i>LFR4-8U, LFR4-2C, LFR4-3C</i>
	10	
Term 3	1	Film Appreciation Study <i>LFR4-2C, LFR4-3C, LFR4-8U</i>
	2	
	3	
	4	
	5	
	6	Out and About <i>LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U</i>
	7	
	8	
	9	
	10	
Term 4	1	Out and About <i>LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U</i>
	2	
	3	
	4	Clothing and Fashion <i>LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U</i>
	5	
	6	
	7	
	8	
	9	International Culture Comparison <i>LFR4-8U, LFR4-4C, LFR4-7U</i>
	10	
	11	

French – Year 8 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Family Tree - Vocabulary	LFR4-4C LFR4-6U	20%	Term 1 Week 8
2	Comprehension Task	LFR4-2C LFR4-3C	30%	Term 2 Week 4
3	Film Study	LFR4-8U	25%	Term 3 Week 5
4	Summative Task	LFR4-4C LFR4-5U LFR4-7U	25%	Term 4 Week 3

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

Geography - Year 8 Scope and Sequence

		Semester 1 Classes Topic(s) Covered
Term 1	Week 1	Water in the World GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 2	Week 1	Interconnections GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Semester 2 Classes Topic(s) Covered		
Term 3	Week 1	Water in the World GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	Week 1	Interconnections GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	

Geography - Year 8 Assessment Schedule

Semester 1 Classes				
Task	Description	Outcomes	Weighting	Date Due
1	Research Activity	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	40%	Term 1 Week 10
2	Semester Test	GE4-1, GE4-2, GE4-3, GE4-5	60%	Term 2 Week 4
Semester 2 Classes				
Task	Description	Outcomes	Weighting	Date Due
1	Research Activity	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	40%	Term 3 Week 10
2	Semester Test	GE4-1, GE4-2, GE4-3, GE4-5	60%	Term 4 Week 3

Outcomes – A student:	
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
GE4-7	Acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8	Communicates geographical information using a variety of strategies

History - Year 8 Scope and Sequence

		Semester 1 Classes Topic(s) Covered
Term 1	Week 1	<p>Medieval Europe (Integrating Black Death in Asia, Europe and Africa) <i>HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 2	1	<p>Medieval Europe (Integrating Black Death in Asia, Europe and Africa) <i>HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10</i></p>
	2	
	3	
	4	
	5	<p>Japan under the Shoguns <i>HT4-2, HT4-4, HT4-6, HT4-7, HT4-9, HT4-10</i></p>
	6	
	7	
	8	
	9	
	10	
Semester 2 Classes Topic(s) Covered		
Term 3	1	<p>Medieval Europe (Integrating Black Death in Asia, Europe and Africa) <i>HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<p>Medieval Europe (Integrating Black Death in Asia, Europe and Africa) <i>HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10</i></p>
	2	
	3	
	4	
	5	<p>Japan under the Shoguns <i>HT4-2, HT4-4, HT4-6, HT4-7, HT4-9, HT4-10</i></p>
	6	
	7	
	8	
	9	
	10	
	11	

History - Year 8 Assessment Schedule

Semester 1 Classes				
Task	Description	Outcomes	Weighting	Date Due
1	Site Study	HT4-3, HT4-4, HT4-5, HT4-6	40%	Term 1 Week 5
2	Historical Investigation	HT4-2, HT4-8, HT4-9, HT4-10	60%	Term 2 Week 2
Semester 2 Classes				
Task	Description	Outcomes	Weighting	Date Due
1	Site Study	HT4-3, HT4-4, HT4-5, HT4-6	40%	Term 3 Week 5
2	Historical Investigation	HT4-2, HT4-8, HT4-9, HT4-10	60%	Term 4 Week 2

Outcomes – A student:	
HT4-2	Describes major periods of historical time and sequences events, people and societies from the past
HT4-3	Describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	Describes and explains the causes and effects of events and developments of past societies over time
HT4-5	Identifies the meaning, purpose and context of historical sources
HT4-6	Uses evidence from sources to support historical narratives and explanations
HT4-7	Identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry
HT4-9	Uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Mathematics - Year 8 Scope and Sequence

	Week	Topics Covered
Term 1	1	Pythagoras Theorem <i>MA4-8NA, MA4-1WM, MA4-2WM</i>
	2	
	3	
	4	
	5	Percentages <i>MA4-5NA, MA4-6NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	6	
	7	
	8	Perimeter <i>MA4-12MG, MA4-13MG, MA4-1WM, MA4-2WM</i>
	9	
	10	
Term 2	1	Area <i>MA4-12MG, MA4-13MG, MA4-1WM, MA4-2WM</i>
	2	
	3	
	4	Algebraic Techniques & Indices <i>MA4-8NA, MA4-9NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	5	
	6	
	7	
	8	Volume <i>MA4-14MG, MA4-1WM, MA4-2WM</i>
	9	
	10	
Term 3	1	Equations <i>MA4-10NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	2	
	3	
	4	Investigating & Analysing Data <i>MA4-19SP, MA4-20SP, MA4-1WM, MA4-2WM, MA4-3WM</i>
	5	
	6	
	7	
	8	Ratio & Rates <i>MA4-6NA, MA4-7NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	9	
	10	
Term 4	1	Financial Maths <i>MA4-6NA, MA4-7NA, MA4-1WM, MA4-2WM, MA4-3WM</i>
	2	
	3	
	4	Graphing Linear Relationships <i>MA4-11NA, MA4-1WM, MA4-3WM</i>
	5	
	6	
	7	
	8	Congruent Figures <i>MA4-17MG, MA4-1WM, MA4-2WM, MA4-3WM</i>
	9	
	10	
	11	

Mathematics - Year 8 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Half Yearly Exam	MA4-8NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA, MA4-12MG, MA4-13MG	25%	Term 2 Week 5
2	Semester 1 Portfolio of Class work	MA4-8NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA, MA4-12MG, MA4-13MG, MA4-9NA	25%	Term 2 Week 7
3	Yearly Exam	MA4-14MG, MA4-1WM, MA4-2WM, MA4-3WM, MA4-10NA, MA4-19SP, MA4-20SP, MA4-6NA, MA4-7NA	25%	Term 4 Week 3
4	Semester 2 Portfolio of Class work	MA4-14MG, MA4-1WM, MA4-2WM, MA4-3WM, MA4-10NA, MA4-19SP, MA4-20SP, MA4-6NA, MA4-7NA, MA4-11NA	25%	Term 4 Week 5

Outcomes – A student:	
MA4-5NA	Operates with fractions, decimals and percentages
MA4-6NA	Solves financial problems involving purchasing goods
MA4-7NA	Operates with ratios and rates, and explores their graphical representation
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-9NA	Operates with positive-integer and zero indices of numerical bases
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
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
MA4-12MG	Calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-19SP	Collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	Analyses single sets of data using measures of location, and range

PDHPE - Year 8 Scope and Sequence

	Week	Theoretical Topic(s) Covered	Practical Topic(s) Covered
Term 1	1	Beautiful Mind PD4-1, PD4-2, PD4-6, PD4-7, PD4-9, PD4-10	Dribbling Skills PD4-4, PD4-5, PD4-10, PD4-11
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	6		Athletics PD4-4, PD4-5, PD4-10, PD4-11
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Term 2	1	Eat Well, Live Well PD4-2, PD4-6, PD4-7, PD4-8, PD4-9	Hybrid Football Games PD4-4, PD4-5, PD4-10, PD4-11
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Term 3	1	Hit the Road PD4-1, PD4-2, PD4-6, PD4-7, PD4-9	Australian Bush Dance PD4-4, PD4-5, PD4-10, PD4-11
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	3		
	4		
	5		
	6		Net Games PD4-4, PD4-5, PD4-10, PD4-11
	7		
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	9		
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Term 4	1	I Like to Move It PD4-1, PD4-3, PD4-4, PD4-6, PD4-7, PD4-8, PD4-9	Small Ball Games PD4-4, PD4-5, PD4-10, PD4-11
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	3		
	4		
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	6		Large Ball Games PD4-4, PD4-5, PD4-10, PD4-11
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PDHPE - Year 8 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Semester One Progressive Practical Progressive Practical Assessment throughout all units completed in Terms 1 and 2.	PD4-4, PD4-5, PD4-10, PD4-11	20%	Terms 1-2
2	Topic Test Students complete a formal examination on content covered throughout the Term 1 and Term 2 units of study. Multiple choice, short response and labelling diagrams.	PD4-1, PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10	30%	Term 2 Week 5
3	Road Safety Board Game Students demonstrate their knowledge and application of understanding through the creation of a board game focusing on harm minimisation strategies when using roadways.	PD4-1, PD4-2, PD4-6, PD4-7, PD4-8, PD4-9	30%	Term 3 Week 9
4	Semester Two Progressive Practical Progressive Practical Assessment throughout all units completed in Terms 3 and 4.	PD4-4, PD4-5, PD4-10, PD4-11	20%	Terms 3-4

Outcomes – A student:	
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

Science - Year 8 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p align="center">Multicellular Organisms <i>14LW(LW3), 15LW(LW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Term 2	1	<p align="center">Energy and Energy Transformations <i>11PW(PW3 & PW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Term 3	1	<p align="center">Elements, Compounds and Chemical Reactions <i>16CW(CW2), 17CW(CW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Term 4	1	<p align="center">Ecosystems <i>15LW(LW5), 13ES(ES4d), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
	2	
	3	
	4	
	5	
	6	<p align="center">Solar System <i>12ES(ES2), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Science - Year 8 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Research Task	15LW(LW4), 7WS, 8WS, 9WS	20%	Term 1 Week 7
2	Half-Yearly Examination	14LW(LW3), 15LW(LW4), 11PW(PW3ab), 7WS, 9WS	25%	Term 2 Week 4
3	Working Scientifically Skills Task	4WS, 5WS, 6WS, 7WS, 9WS	25%	Term 3 Week 9
4	Yearly Exam	11PW(PW3 & PW4), 16CW(CW2), 17CW(CW4), 7WS	30%	Term 4 Week 2

Outcomes – A student:	
4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
5WS	Collaboratively and individually produces a plan to investigate questions and problems
6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
12ES	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
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
14LW	Relates the structure and function of living things to their classification, survival and reproduction
15LW	Explains how new biological evidence changes people's understanding of the world
16CW	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
17CW	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Technology Mandatory - Year 8 Scope and Sequence

	Week	Topic(s) Covered			
Term 1	1	<i>Students will complete two of the following Focus Areas during Semester 1</i>			
	2	Food and Agriculture (TAS)	Materials Technologies (TAS)	Engineered Systems (IA)	Materials Technologies (IA)
	3				
	4				
	5				
	6	Practical Projects	Practical Projects	Practical Projects	Practical Projects
	7	Specific Theory	Specific Theory	Specific Theory	Specific Theory
	8	Safety	Safety	Safety	Safety
	9	<i>TE4-2DP TE4-3DP</i>	<i>TE4-2DP TE4-3DP</i>	<i>TE4-3DP TE4-8EN</i>	<i>TE4-2DP TE4-9MA</i>
	10	<i>TE4-5AG TE4-6FO</i>	<i>TE4-5AG</i>		
Term 2	1	Food and Agriculture (TAS)	Materials Technologies (TAS)	Engineered Systems (IA)	Materials Technologies (IA)
	2				
	3				
	4				
	5	Practical Projects	Practical Projects	Practical Projects	Practical Projects
	6	Specific Theory	Specific Theory	Specific Theory	Specific Theory
	7	Safety	Safety	Safety	Safety
	8	<i>TE4-2DP TE4-3DP</i>	<i>TE4-2DP TE4-3DP</i>	<i>TE4-3DP TE4-8EN</i>	<i>TE4-2DP TE4-9MA</i>
	9	<i>TE4-5AG TE4-6FO</i>	<i>TE4-5AG</i>		
	10				
Term 3	1	<i>Students will complete two of the following Focus Areas during Semester 2</i>			
	2	Food and Agriculture (TAS)	Materials Technologies (TAS)	Engineered Systems (IA)	Materials Technologies (IA)
	3				
	4				
	5				
	6	Practical Projects	Practical Projects	Practical Projects	Practical Projects
	7	Specific Theory	Specific Theory	Specific Theory	Specific Theory
	8	Safety	Safety	Safety	Safety
	9	<i>TE4-2DP TE4-3DP</i>	<i>TE4-2DP TE4-3DP</i>	<i>TE4-3DP TE4-8EN</i>	<i>TE4-2DP TE4-9MA</i>
	10	<i>TE4-5AG TE4-6FO</i>	<i>TE4-5AG</i>		
Term 4	1	Food and Agriculture (TAS)	Materials Technologies (TAS)	Engineered Systems (IA)	Materials Technologies (IA)
	2				
	3				
	4				
	5	Practical Projects	Practical Projects	Practical Projects	Practical Projects
	6	Specific Theory	Specific Theory	Specific Theory	Specific Theory
	7	Safety	Safety	Safety	Safety
	8	<i>TE4-2DP TE4-3DP</i>	<i>TE4-2DP TE4-3DP</i>	<i>TE4-3DP TE4-8EN</i>	<i>TE4-2DP TE4-9MA</i>
	9	<i>TE4-5AG TE4-6FO</i>	<i>TE4-5AG</i>		
	10				
	11				

Technology Mandatory - Year 8 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Practical / Portfolio Task (Semester 1 Focus Area)	TE4-2DP TE4-3DP + TE4-5AG or T34-8EN or TE4-9MA	70	Term 1 Week 10
2	Research Task (Semester 1 Focus Area)	TE4-1DP TE4-6FO or TE4-9MA TE4-10TS	30	Term 2 Week 3
3	Practical / Portfolio Task (Semester 2 Focus Area)	TE4-2DP TE4-3DP + TE4-5AG or T34-8EN or TE4-9MA	70	Term 3 Week 10
4	Research Task (Semester 2 Focus Area)	TE4-1DP TE4-6FO or TE4-9MA TE4-10TS	30	Term 4 Week 3

Outcomes – 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
TE4-5AG	Investigates how food and fibre are produced in managed environments
TE4-8EN	Explains how force, motion and energy are used in engineered systems
TE4-9MA	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-6FO	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

Visual Arts - Year 8 Scope and Sequence

	Week	Topics Covered
Term 1	1	<p style="text-align: center;">Street Art Studying Art 4.7, 4.8, 4.9, 4.10</p> <p style="text-align: center;">Street Art / Animals in Art Making Art 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>
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Term 2	1	<p style="text-align: center;">Animals in Art Making Art 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Studying Art 4.7, 4.8, 4.9, 4.10</p>
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Term 3	1	
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Term 4	1	<p style="text-align: center;">Steampunked Sculpture Making Art 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>
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Visual Arts - Year 8 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Studying Art: In-class Writing Task	4.7, 4.8, 4.9, 4.10	15%	Term 1 Week 9/10
2	Making Art: Portfolio Submission	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	35%	Term 2 Week 2/3
3	Studying Art: In-class Writing Task	4.7, 4.8, 4.9, 4.10	15%	Term 3 Week 5/6
4	Making Art: Portfolio Submission	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	35%	Term 4 Week 2/3

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 the artist – artwork – world – audience
4.3	Makes artworks that involve some understanding of the frames
4.4	Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	Investigates ways to develop meaning in their artworks
4.6	Selects different materials and techniques to make artworks.
4.7	Explores aspects of practice in critical and historical interpretations of art
4.8	Explores the function of and relationships between artist – artwork – world – audience
4.9	Begins to acknowledge that art can be interpreted from different points of view
4.10	Recognises that art criticism and art history construct meanings.