

# Year 8 Assessment Booklet

MAITLAND GROSSMANN HIGH SCHOOL  
55 CUMBERLAND STREET, EAST MAITLAND NSW 2323  
PH: 02 4934 2066  
EMAIL: MAITGROSS-H.SCHOOL@DET.NSW.EDU.AU



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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 and 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.
- 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, **may incur a loss of marks.** Penalties for late submission of tasks will be determined by the Head Teacher of the Key Learning Area.

### 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

All assessment tasks not submitted will result in an **Academic Warning Letter** being sent.

## 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. Year 8 Assessment Planner

	Week	Assessments Scheduled
<b>Term 1 2024</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 2 2024</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 3 2024</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 4 2024</b>	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

9. Scope and Sequences, and Assessment Schedules

# Year 8

## Scope & Sequences, and Assessment Schedules

# English - Year 8 Scope & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	<p><b>'Cultural Assumptions'</b>                      Close Study of Traditional Australian Poetry  <i>Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01</i></p>
	2	
	3	
	4	
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	7	
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	10	
	11	
Term 2	1	<p><b>'Empathy and Intercultural understanding'</b>                      Film</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 3	1	<p><b>Film: 'Empathy and Intercultural understanding'</b>  <i>Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-URC-01, EN4-ECB-01</i></p>
	2	
	3	
	4	
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	8	
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	10	
	11	
Term 4	1	<p><b>'Shakespeare's World'</b>                      Introduction to Shakespeare  <i>Outcomes: EN4-URC-01, EN4-URB-01, EN4-URA-01, EN4-RVL-01</i></p>
	2	
	3	
	4	
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	7	
	8	
	9	
	10	
	11	
Term 5	1	<p><b>'Shakespeare's World'</b>                      Introduction to Shakespeare</p>
	2	
	3	
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	7	
	8	
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	10	
	11	
Term 6	1	<p><b>'What the ....'</b>                      Crafting the elements of fiction in a novel  <i>Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01</i></p>
	2	
	3	
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	11	
Term 7	1	<p><b>'What the....'</b>                      Crafting the elements of fiction in a novel</p>
	2	
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	9	
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	11	
Term 8	1	<p><b>'Representation in Advertising'</b>                      Identify codes and conventions of visual representation  <i>Outcomes: EN4-URA-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01</i></p>
	2	
	3	
	4	
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	7	
	8	
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	10	
	11	

## English - Year 8 Assessment Schedule 2024

Task	Description	Outcomes	Weighting	Date Due
1	Structured Essay	EN4-RVL-01	25%	Term 1 Week 9
2	Multimodal	EN4-URA-01 EN4-URB-01	25%	Term 2 Week 5
3	Matrix Portfolio	EN4-URC-01	25%	Term 3 Week 3
4	Creative and reflection	EN4-ECA-01 EN4-ECB-01	25%	Term 4 Week 3

Outcomes – A student:	
EN4-RVL-01	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures.
EN4-URB-01	Examines and explains how texts represent ideas, experiences and values
EN4-URC-01	Identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

# French - Year 8 Scope & Sequence 2024

	Week	Topic(s) Covered
<b>Term 1</b>	1	<p style="text-align: center;"><b>Les Trois Petits Cochons</b>  <i>ML4-INT-01, ML4-UND-01, ML4-CRT-01</i></p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
<b>Term 2</b>	1	<p style="text-align: center;"><b>Les Trois Petits Cochons</b>  <i>ML4-INT-01, ML4-UND-01, ML4-CRT-01</i></p>
	2	
	3	
	4	
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	8	
	9	<p style="text-align: center;"><b>Tour de France and Bastille Day</b>  <i>ML4-INT-01, ML4-UND-01, ML4-CRT-01</i></p>
	10	
<b>Term 3</b>	1	<p style="text-align: center;"><b>Film Appreciation Study</b>  <i>ML4-INT-01, ML4-UND-01, ML4-CRT-01</i></p>
	2	
	3	
	4	
	5	
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	7	
	8	
	9	
	10	
<b>Term 4</b>	1	<p style="text-align: center;"><b>Comment y aller ?</b>  <i>ML4-INT-01, ML4-UND-01, ML4-CRT-01</i></p>
	2	
	3	
	4	
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	8	
	9	<p style="text-align: center;"><b>International Culture Comparison</b>  <i>ML4-INT-01, ML4-UND-01, ML4-CRT-01</i></p>
	10	

## French - Year 8 Assessment Schedule 2024

Task	Description	Outcomes	Weighting	Date Due
1	Portfolio of Vocabulary quizzes	ML4-UND-01	20%	Term 1 Week 9
2	Responding to a letter from a French child	ML4-UND-01 ML4-CRT-01	30%	Term 2 Week 4
3	Small group verbal reflection on play and performance)	ML4-INT-01	20%	Term 2 Week 10
4	Film reviews and conversation	ML4-INT-01 ML4-CRT-01	30%	Term 3 Week 9

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

# Geography - Year 8 Scope & Sequence 2024

	Week	Topic(s) Covered
<b>Semester 1 Classes</b>		
<b>Term 1</b>	1	<b>Water in the World</b> GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8
	2	
	3	
	4	
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	10	
	11	
<b>Term 2</b>	1	<b>Interconnections</b> GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8
	2	
	3	
	4	
	5	
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	7	
	8	
	9	
	10	
<b>Semester 2 Classes</b>		
<b>Term 3</b>	1	<b>Water in the World</b> GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8
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	3	
	4	
	5	
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	8	
	9	
	10	
<b>Term 4</b>	1	<b>Interconnections</b> GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8
	2	
	3	
	4	
	5	
	6	
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## Geography - Year 8 Assessment Schedule 2024

Task	Description	Outcomes	Weighting	Date Due
<b>Semester 1 Classes</b>				
1	Research Task	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	60%	Term 1 Week 10
2	Test	GE4-1, GE4-2, GE4-3, GE4-5	40%	Term 2 Week 2
<b>Semester 2 Classes</b>				
1	Research Task	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	60%	Term 3 Week 9
2	Test	GE4-1, GE4-2, GE4-3, GE4-5	40%	Term 4 Week 2

<b>Outcomes – A student:</b>	
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 & Sequence 2024

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

## History - Year 8 Assessment Schedule 2024

Task	Description	Outcomes	Weighting	Date Due
<b>Semester 1 Classes</b>				
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 3
<b>Semester 2 Classes</b>				
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 3

<b>Outcomes – A student:</b>	
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 & Sequence 2024

	Week	Topic(s) Covered
Term 1	1	<b>Investigating &amp; Analysing Data</b> MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02  Related Life Skills outcomes: MALS-DAT-01, MALS-DAT-02
	2	
	3	
	4	
	5	
	6	
	7	
	8	<b>Algebra</b> MAO-WM-01, MA4-ALG-C-01  Related Life Skills outcomes: MALS-PAT-01
	9	
	10	
	11	
Term 2	1	<b>Equations</b> MAO-WM-01, MA4-EQU-C-01  Related Life Skills outcomes: MALS-ADS-01, MALS-MDI-01
	2	
	3	
	4	
	5	
	6	<b>Linear Relationships</b> MAO-WM-01, MA4-LIN-C-01  Related Life Skills outcomes: MALS-POS-01
	7	
	8	
	9	
	10	
Term 3	1	<b>Pythagoras</b> MAO-WM-01, MA4-PYT-C-01
	2	
	3	
	4	<b>Length, Perimeter, Area &amp; Volume</b> MAO-WM-01, MA4-LEN-C-01, MA4-ARE-01, MA4-VOL-C-01  Related Life Skills outcomes: MALS-LEN-01, MALS-ARE-01, MALS-VOL-01
	5	
	6	
	7	
	8	
	9	
	10	
Term 4	1	<b>Percentage Problems</b> MAO-WM-01, MA4-FRC-C-01  Related Life Skills outcomes: MALS-FRC-01, MALS-DEP-01
	2	
	3	
	4	
	5	
	6	<b>Ratio &amp; Rates</b> MAO-WM-01, MA4-RAT-C-01  Related Life Skills outcomes: MALS-ADS-01, MALS-MDI-01
	7	
	8	
	9	
	10	

## Mathematics - Year 8 Assessment Schedule 2024

Task	Description	Outcomes from	Weighting	Date Due
1	Half Yearly Exam	Number and algebra Measurement and space Statistics and probability Working mathematically	50%	Term 2 Week 5
2	Yearly Exam	Number and algebra Measurement and space Statistics and probability Working mathematically	50%	Term 4 Week 3

### Stage 4 Outcomes

These can be found on NESA's website <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes>

# PDHPE - Year 8 Scope & Sequence 2024

	Week	Theoretical Topic(s) Covered	Practical Topic(s) Covered
Term 1	1	<b>Beautiful Mind</b> <i>PD4-1, PD4-2, PD4-6, PD4-7, PD4-9, PD4-10</i>	<b>Dribbling Skills</b> <i>PD4-4, PD4-5, PD4-10, PD4-11</i>
	2		
	3		
	4		
	5		
	6		<b>Athletics</b> <i>PD4-4, PD4-5, PD4-10, PD4-11</i>
	7		
	8		
	9		
	10		
	11		
Term 2	1	<b>Eat Well, Live Well</b> <i>PD4-2, PD4-6, PD4-7, PD4-8, PD4-9</i>	<b>Net Games</b> <i>PD4-4, PD4-5, PD4-10, PD4-11</i>
	2		
	3		
	4		
	5		
	6		<b>Australian Bush Dance</b> <i>PD4-4, PD4-5, PD4-10, PD4-11</i>
	7		
	8		
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Term 3	1	<b>Hit the Road</b> <i>PD4-1, PD4-2, PD4-6, PD4-7, PD4-9</i>	<b>Hybrid Football Games</b> <i>PD4-4, PD4-5, PD4-10, PD4-11</i>
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Term 4	1	<b>I Like to Move It</b> <i>PD4-1, PD4-3, PD4-4, PD4-6, PD4-7, PD4-8, PD4-9</i>	<b>Small Ball Games</b> <i>PD4-4, PD4-5, PD4-10, PD4-11</i>
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	6		<b>Large Ball Games</b> <i>PD4-4, PD4-5, PD4-10, PD4-11</i>
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## PDHPE - Year 8 Assessment Schedule 2024

Task	Description	Outcomes	Weighting	Date Due
1	<b>Semester One Progressive Practical</b> 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	<b>Topic Test</b> 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	<b>Road Safety Case Study</b> Students demonstrate their knowledge and application of understanding through a case study focusing on harm minimisation strategies when using roadways.	PD4-1, PD4-2, PD4-6, PD4-7, PD4-9	30%	Term 3 Week 9
4	<b>Semester Two Progressive Practical</b> 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 & Sequence 2024

	Week	Topic(s) Covered	
Term 1	1	<p><b>Systems in Multicellular Organisms/Scientific Research and Discoveries</b>  <i>14LW(LW3), 15LW(LW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA, 2VA, 3VA</i></p>	
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Term 2	1	<p><b>Energy/Energy Transformations</b>  <i>11PW(PW3 &amp; PW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA, 2VA, 3VA</i></p>	
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Term 3	1	<p><b>Elements and Compounds/Chemical Reactions</b>  <i>16CW(CW2), 17CW(CW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA, 2VA, 3VA</i></p>	
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Term 4	1	<p><b>Ecosystems</b>  <i>15LW(LW5), 13ES(ES4d), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA, 2VA, 3VA</i></p>	
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		6	<p><b>Solar System</b>  <i>12ES(ES2), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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## Science - Year 8 Assessment Schedule 2024

Task	Description	Outcomes	Weighting	Date Due
1	Research Task	15LW(LW4), 7WS, 8WS, 9WS	30%	Term 1 Week 10
2	Working Scientifically Skills Task	11PW, 4WS, 5WS, 6WS, 7WS, 9WS	30%	Term 3 Week 5
3	Yearly Exam	14LW(LW3), 15LW(LW4), 11PW(PW3 & PW4), 16CW(CW2), 17CW(CW4), 4WS, 5WS, 7WS, 8WS, 9WS	40%	Term 4 Week 3

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
1VA	Appreciates the importance of science in their lives and the role of scientific
2VA	Shows a willingness to engage in finding solutions to science-related personal, social, and global issues, including shaping sustainable futures
3VA	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use including ethical considerations.



# Technology Mandatory - Year 8 Scope & Sequence 2024

Week		Topic(s) Covered			
<b>Students will complete two of the following Focus Areas during Semester 1</b>					
<b>Term 1</b>	1	<b>Food and Agriculture (TAS) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS</i>	<b>Material Technologies (TAS) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS</i>	<b>Engineered Systems (IA) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS</i>	<b>Material Technologies (IA) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS</i>
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<b>Term 2</b>	1	<b>Food and Agriculture (TAS) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS</i>	<b>Material Technologies (TAS) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS</i>	<b>Engineered Systems (IA) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS</i>	<b>Material Technologies (IA) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS</i>
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<b>Students will complete two of the following Focus Areas during Semester 2</b>					
<b>Term 3</b>	1	<b>Food and Agriculture (TAS) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS</i>	<b>Material Technologies (TAS) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS</i>	<b>Engineered Systems (IA) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS</i>	<b>Material Technologies (IA) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS</i>
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<b>Term 4</b>	1	<b>Food and Agriculture (TAS) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-5AG TE4-6FO TE4-10TS</i>	<b>Material Technologies (TAS) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS</i>	<b>Engineered Systems (IA) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS</i>	<b>Material Technologies (IA) Practical Projects Specific Theory Safety</b>  <i>TE4-1DP TE4-2DP TE4-3DP TE4-9MA TE4-10TS</i>
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## Technology Mandatory - Year 8 Assessment Schedule 2024

Task	Description	Outcomes	Weighting	Date Due
1	Practical / Portfolio Task (Semester 1 Focus Area)	TE4-1DP TE4-2DP + TE4-6FO <b>OR</b> TE4- 9MA <b>OR</b> TE4-8EN	50%	Term 1 Week 11
2	Practical / Portfolio Task (Semester 2 Focus Area)	TE4-1DP TE4-2DP + TE4-6FO <b>OR</b> TE4-9MA <b>OR</b> TE4-8EN	50%	Term 3 Week 10

### Outcomes- A student:

The following link can be used to access the objectives and outcomes that are covered in this course:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/technology-mandatory-7-8-new-syllabus/outcomes>

# Visual Arts - Year 8 Scope & Sequence 2024

	Week	Topics Covered
<b>Term 1</b>	1	<p style="text-align: center;"><b>Street Art</b> Studying Art 4.7, 4.8, 4.9, 4.10</p> <p style="text-align: center;"><b>Street Art / Animals in Art</b> Making Art 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>
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<b>Term 2</b>	1	<p style="text-align: center;"><b>Animals in Art</b> Making Art 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p> <p style="text-align: center;">Studying Art 4.7, 4.8, 4.9, 4.10</p>
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<b>Term 3</b>	1	<p style="text-align: center;"><b>Steampunk Sculpture</b> Making Art 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>
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<b>Term 4</b>	1	<p style="text-align: center;"><b>Steampunk Sculpture</b> 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 2024

Task	Description	Outcomes	Weighting	Date Due
1	Making Art: Portfolio Submission	4.1, 4.2, 4.3, 4.4, 4.5, 4.6,	35%	Term 2 Week 4/5
2	Studying Art: In-class Writing Task	4.7, 4.8, 4.9, 4.10	30%	Term 3 Week 9/10
3	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.