



Macarthur Girls High School



Year 8 2018 Assessment Handbook



MACARTHUR GIRLS HIGH SCHOOL

YEAR 8 ASSESSMENT HANDBOOK

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Stage 4 Message

Macarthur Girls is a place of learning where staff, students and parents are working together to provide a caring and challenging learning environment that will allow every girl to achieve her personal best.

The purpose of this booklet is to outline the assessment policy of Macarthur Girls High School for Year 8. Please read it carefully and make sure you understand it and talk to your teachers or Head Teachers if you have any concerns. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course you will have to complete a number of assessment tasks. Teachers will use these tasks (both formal and informal) to collect information about your learning.

The study planner in this booklet will allow you to set out every assessment task for each course term by term. It is essential that you complete your planner as it will help you become more organised in your study requirements for the year. It is also advised that you refer to your school diary and enter all assessment dates or important reminders. At Macarthur Girls we believe that all of our students should strive to achieve their personal best and reflect in their learning the school PRIDE values.

Good luck with your preparation for the assessment activities for the year!

ASSESSMENT POLICY – STAGE 4; Year 8

Introduction

The purpose of this document is to outline the Assessment Policy of Macarthur Girls High School for Stage 4 (Year 8)

Parents/Caregivers and students need to read this policy carefully, discuss, and ensure they understand the content and process.

All students must sign to acknowledge that they have received this booklet.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including:

- assisting in student learning;
- evaluating and improving teaching and learning programs;
- providing information on student learning and progress in a course in relation to the syllabus outcomes;
- providing evidence of satisfactory completion of a course and;
- reporting to parents/caregivers on student achievement.

At Macarthur Girls High School each course must provide a program of assessment tasks.

Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed;
- task description and;
- task marking criteria.

For each task student performance will be reported by

- Constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements and/or;
- Mark/Grade

The assessment program at Macarthur Girls High School contains both formal and informal assessment **of and for** learning.

This may include but not limited to:

Informal Assessment

- Observation of student learning
- Classroom activities
- Homework
- Research assignments
- Group work

Formal Assessment

- Presentations
- End of unit tests
- Half-Yearly and Yearly Examinations
- Assessment tasks
- Research assignments
- Portfolios/Course Diaries/Logbooks

Note:

Syllabuses for all courses may be accessed through The Board of Studies, Teaching and Educational Standards NSW (BOSTES) website at <http://www.boardofstudies.nsw.edu.au/syllabuses/>

YEAR 8 STUDENT RESPONSIBILITIES

1. Attendance

Students must attend all classes to satisfactorily achieve the course requirements. Students are expected to complete all formal and informal tasks for each course.

2. Academic Integrity

Students are required to pledge (Attachment A) that all work submitted for assessment must be their own.

3. Submission of formal assessment tasks

Students are expected to submit formal assessment tasks by the due date and sign and acknowledge submission of tasks.

4. Absent from a formal assessment task

Where a student cannot meet a deadline for a formal task the student must:

- bring a valid explanation, e.g. doctor's certificate or a parent/caregiver's note to the class teacher; and
- be prepared to submit/attempt the task on the first day she returns to school.

Failure to follow the above procedures may result in a student not meeting the course outcomes.

Late submissions and absence for assessment tasks

- a student who takes additional time to complete an assignment may be unfairly advantaged; and
- a late submission of an assignment may delay marking of the assignments and hence delay the giving of feedback to students.

Note: A student with late submission/attempt of an assessment task without a valid explanation will have:

- a letter of concern generated to parents;
- the student will be ineligible to be first or second in the course at the end of the year;
- a statement will appear on the Half Yearly and Yearly Reports detailing the number of tasks in each course that have been submitted late.

Important Note:

Technology and/or computer equipment failure are not valid grounds for misadventure. It is the student's responsibility to keep hard copies of submitted assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress; and
- bring a copy of the file to school by either USB or email a copy to the relevant teacher.

5. Diligence

It is expected that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

Students must make a genuine attempt at ALL assessment tasks. Failure to complete assessment tasks may jeopardize successful completion of the course.

6. Notification of Formal Assessment Tasks

Written and/or electronic notification of formal assessment tasks will be issued at least **TWO weeks** prior to assessment tasks as per assessment schedules published in this handbook. (See Attachment B)

7. Procedures relating to plagiarism

The **values of PRIDE** are highly regarded both in the school, and later at work. When undertaking assignments at school and at home it is important that students do not use other people's work as their own. If students submit other people's work as their own it is called plagiarism.

Students are expected to research and prepare a range of tasks that will require them to read and use other people's ideas and words to help them develop their own understanding. It is important that when they use other people's words and ideas that they give them the appropriate credit. To not credit them is the same as stealing, and this is known as plagiarism.

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.'

All students need to understand that it is wrong to copy and submit work that they have not created themselves. Changing a few words around is still plagiarising.

Some of the best methods to avoid plagiarism include:

- giving yourself enough time to research and write your own assignments (don't leave it to the last moment); making effective notes – jotting down points, not copying whole sentences. Copying and pasting from the Internet makes it very hard to avoid plagiarising;
- write your assignment from notes, not the original source of information; keep accurate records of where you find your information and include a bibliography for every assignment (not just when a teacher asks for it).

Bibliographies

All assignments and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The Internet requires 2 additional pieces of information – the URL and the date the page was accessed.

The following are examples of one way of presenting your bibliography.

A book with an author:

KNAPP, Brian (1996), *Lead and Tin*, Melbourne: Reed

A book without an author:

The Law Handbook. (1997), Redfern, NSW, Redfern Legal Centre

A webpage:

Tilling, Robert. (2008) *Types of volcanoes*, [United States]: Fact Monster
<http://www.factmonster.com/ipka/A0862596.html> {accessed 29/8/2008}

Comfortable, Low-energy Houses (2007) [Australia]: Bureau of Meteorology
<http://www.born.gov.au/climate/envIRON/housedesign/index.shtml> {accessed 5/2/2007}

*With all items in a bibliography include as many of the required details as you can find and **list the entries in alphabetical order**, by the beginning of the entry, ie. author or title (if no author).*

8. Letters of Concern

Letters of concern are issued to students and their parents/caregivers if students are in danger of not meeting the course requirements, if they have handed in a formal assessment late and in order to give the students the opportunity to redeem themselves.

9. Disability provisions

Who can apply for disability provisions?

Any student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*.

The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an exam situation.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Students need to discuss their case with the School Counsellors, Head Teacher Female Students or their Year Adviser.

10. Reporting Procedures

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice (refer to the assessment schedule for each course in this handbook).

School reports are issued **twice a year**; one each semester. Students must sign upon receipt of their report.

Contact the right people

If you have a specific course enquiry please contact the Head Teacher of that Faculty. If it is a more general enquiry please contact the Year 8 Adviser.

MGHS Literacy and Numeracy Online Enrichment Program

Macarthur Girls High School views the literacy and numeracy online enrichment program as a building block for success across all learning stages, resulting in better life options, academic success and skills for life enhancement.

MGHS students from Years 7 to 10 participate in weekly literacy and numeracy enrichment activities located on the school's online learning platform – Moodle. These activities significantly contribute to the improvement of student learning outcomes at MGHS as measured by NAPLAN results over the past years.

Students will participate weekly in a range of literacy and numeracy activities to enhance and enrich their literacy and numeracy development across all subjects. It is expected that all students will complete all online enrichment activities.

Student completion rates of weekly Moodle activities will be acknowledged on their semester reports. Students who fail to complete their weekly online literacy and numeracy enrichment activities will be considered as not diligently applying themselves to their studies. Consequences for non-completion of learning activities for whole school and/or faculties are outlined in the MGHS "Non-completion of tasks" procedure located on our school website:

www.macarthur-g-h.school.nsw.edu.au SRC Website/MGHS Links

How to complete the MGHS Literacy and Numeracy Online Enrichment Activities

Students are required to follow the process:

1. Log on to <http://web2.macarthur-h.schools.nsw.edu.au/moodle/> using their personal login details
2. Click on literacy and numeracy enrichment
3. Click on the sub-category which corresponds with their grade of study
4. Complete all weekly activities in the literacy and numeracy courses
5. All activities must be completed by Sunday night each week
6. The new weekly activities open on Monday mornings
7. If login details or errors appear, student needs to see the TSO

PRIDE – MGHS Wellbeing Program

The MGHS Wellbeing Program explores and develops the school's PRIDE values. This innovative program establishes an educational foundation for young students to understand and practise the values of Participation, Respect, Integrity, Diversity and Excellence. The school believes that modelling and instilling these values in students' everyday school lives is central to forming a sense of self-efficacy, character and self-mastery. Our aim is to develop the whole person so students can take charge of their own learning and make responsible choices for their future.

Our program comprises of activities involving students, staff and guest speakers. It is designed to inform and motivate students on the importance of personal wellbeing, ethical and exemplary behaviour, building self-esteem and earning respect through achievement and service. Students will feel proud of their cultural identity and will develop caring and understanding attitudes towards other.

Each year level focuses on themes appropriate to the students' intellectual, social and emotional development. These themes emphasise issues important to identity, relationships, supporting others, making considered decisions, taking responsibility for one's actions and providing leadership based on honesty, integrity and optimism.

Year 8

In Year 8 students feel more familiar with the high school environment. Their PRIDE program has been designed to ensure that they are supported through their social and academic development at school. In this program they cover one topic each term, each designed to provide them with the skills and ability to cope with the pressures of modern life.

At this time in their lives, students are beginning to explore the world and are evolving into independent and mature young women. The ability to show respect for themselves, others and their environment is fundamental to their social development. As they progress through the year, students face changes and sometimes conflicts within their friendship groups. Both the PRIDE program and the wider school environment help the students feel safe and supported as they cope with these evolving elements of their friendships and lives. We support them to establish goals in their school and personal lives as this is essential understanding prior to choosing their elective subjects for their Year 9 course of study. "Harmony" focuses on all students to develop an understanding of world peace and their participation in it. Students use a range of resources to creatively present their ideas on these issues.

Modules - Explore/Evolve; Friendship and Family; Goals; Harmony /Hope.

You need to complete and attach this cover sheet to every formal assessment task that you submit

Student name:		Class:
Assessment Task Title:		Date due:
Course:	Teacher:	

I _____ declare that this work is my own and

that any quotes, information or works have been properly acknowledged and cited in the bibliography.

Student signature _____ Date: _____

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

-----cut here-----

Student copy

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Class Teacher: _____ Date Due: _____

This task was submitted to _____ on _____
teacher's name date

Teacher's signature

Student's signature

Attachment B



Course:

Unit of work:

Assessment weighting:

Issue date:

Due date:

Outcomes:

By completing this task you will be able to:

Explanation of syllabus outcomes should be given so that students are able to understand what it is that they will be able to do.

Task:

Is the quality teaching framework embedded in this task?

- Intellectual Quality
- Significance
- Quality Learning Environment

Does this task provide students with the opportunity to learn?

Assessment criteria:

You will be marked on your ability to:

-
-
-

Steps to completing task successfully:

In sequential order, what steps in the process does the student need to complete?

1)

2)

3)

4)

5)

Guide to structuring your task and additional information:

e.g. showing working, essay structure, using evidence, using headings, any relevant information which may help student achieve in task.

English

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators. Students will learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing.

The English course assessment will consist of 60% formal assessment tasks and 40% class work.

Students will be assessed on the following outcomes:

Stage 4 (Year 8) Syllabus Outcomes	
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

Formal assessment tasks are listed below:

Task	Outcomes - assessed	Description	Date
Task A	1A, 3B, 7D, 8D	Scaffolded PEEL Paragraph (Reading / Writing) Read to Succeed- end of term	Term 1- Formative Assessment Week 5 *
Task B	1A, 3B, 4B, 5C, 9E	Shakespeare Speech (Speaking)	Term 2- Summative Assessment Week 7/8 *
Task C	1A, 2A, 3B, 4B, 8D	Anime Short Answer Questions (Viewing/Listening/Writing) (Write to Bite)	Term 3- Summative Assessment Week 5 *
Task D	1A, 2A, 4B, 5C, 6C	Radio Script (PBL) (Creative Writing/Representation)	Term 4- Formative Assessment Week 2/3 *

*The above are indicators only – the task will be confirmed prior to due date.

Reporting: Each Report communicates the Level of Achievement for that semester's work.

Mathematics

The content for Mathematics in K–10 is structured using one process strand

- Working Mathematically

and five content strands

- Number, Patterns and Algebra, Data, Measurement, Space and Geometry.

These strands contain the knowledge, skills and understanding for the study of mathematics in the compulsory years of schooling.

Stage 4 (Years 8) Mathematics Syllabus Outcomes	
NS4.1	Applies a range of strategies to aid computation
NS4.3	Operates with percentages, rates and ratio
NS4.4	Solves probability problems involving simple events
DS4.1	Constructs, reads and interprets graphs, tables, charts and statistical information
DS4.2	Collects statistical data using either a census or a sample, and analyses data using measures of location and range
PAS4.2	Creates, records, analyses and generalises number patterns using words and algebraic symbols in a variety of ways
PAS4.3	Uses the algebraic symbol system to simplify, expand and factorise simple algebraic expressions
PAS4.4	Uses algebraic techniques to solve linear equations and simple inequalities
MS4.1	Recognises and applies Pythagoras Theorem to solve problems related to the lengths of sides of right angled triangles: Uses formulae in calculating perimeter and area of circles
MS4.2	Calculates surface area of rectangular and triangular prisms and volumes
SGS4.3	Classifies, constructs, and determines the properties of triangles and quadrilaterals
SGS4.4	Identifies congruent and similar two dimensional figures

Task	Outcomes - assessed	Description	Date
Task 1	NS4.1, NS4.3, DS4.1, PAS4.3	Common Tests – Algebra, Equations, measurement	Term 1 Week 7 Term 1 Week 10
Task 2	MS4.1, PAS4.4, SGS4.3, PAS4.2	Common Tests – Pythagoras Measurement	Term 2 Week 3 Term 2 Week 7
Task 3	MS4.2, MS4.2, DS4.2, MS4.1	Common Tests – Percentages fractions and decimals Ratio/Rates, Geometry	Term 3 Week 3 Term 3 Week 8
Task 4	NS4.3, NS4.4, SGS4.4	Common Tests – Linear Relationships	Term 4 Week 4,

Tasks 3 and 4 will each incorporate a literacy component via a question requiring responses using persuasive writing. The remainder of each task will focus on numeracy so as to support the school's numeracy initiatives and targets.

The student Assessment will be initially determined by the performance in the formal assessment tasks followed by consultation with class teachers to allow for teacher profession judgement.

The dates for the topic tests are estimates. The tests will occur approximately 2 weeks after the conclusion of the topic.

Please note:

- 1. The Common Yearly Examination , completed in Term 4, will not be included in the overall assessment required for Semester 2 reports.**
- 2. Students will also complete a Read to Succeed Task in class.**

Science

“Be less curious about people and more curious about ideas.” Marie Curie

The Science course has 3 objectives;

- develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- develop knowledge, understanding of and skills in applying the processes of Working Scientifically

The Science course has a breakdown of knowledge and understanding and skills including at least 50% practical experience.

The course is broken up into 2 semesters.

You will be assessed on the following outcomes throughout Stage 4 Science.

Stage 4 Science Syllabus Outcomes	
Outcome Description	Outcome
Knowledge and understanding	SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW
Skills	SC4-4WS - SC4-9WS
Values and attitudes	SC4-1VA - SC4-3VA

For the full Year 7- 10 Science Syllabus including detailed descriptions of the outcomes being assessed visit: <http://syllabus.bos.nsw.edu.au/science/science-k10/syllabus-elements/>

Each Report communicates the student’s Level of Achievement for that semester’s work. The report will consist of 50% Informal Assessment including Read to Succeed and 50% Formal Assessment for and of learning in Science. Each Report communicates your Level of Achievement for that semester’s work. Please note: Students will also complete a Read to Succeed Task in class.

Task	Topic	Outcomes - assessed	Description	Date
Task 1	Time Machine	A selection of student outcomes to measure student achievement throughout Stage 4.	Secondary Sources Task & Reflection Quiz	Term 1 Week 7
Task 2	Macarthur CSI	A selection of student outcomes to measure student achievement throughout Stage 4.	Part 1: First Hand Investigation & Reflection Quiz Part 2: Write to bite	Term 2 Week 9
Task 3	STEM	A selection of student outcomes to measure student achievement throughout Stage 4.	Presentation of Student Research Project & Reflection Quiz	Term 3 Week 8
Task 4	Battle for Life	A selection of student outcomes to measure student achievement throughout Stage 4.	Yearly Examination	Term 4 Week 3

Geography

The aim of Geography is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales to become informed, responsible and active citizens. Reporting will be based on assessment for, as and of learning.

Stage 4 Geography Syllabus 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	discuss management of places and environments for their sustainability
GE4.6	explains differences in human wellbeing
GE4.7	acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4.8	communicate geographical information using a variety of strategies

Syllabus Outcomes	Stage 4 (Year 8) Geography Reporting Outcomes
GE4.1; GE4.2; GE4.5	Demonstrates understanding and knowledge of geographical information
GE4.1; GE4.4; GE4.7	Researches and presents geographical information from a variety of sources
GE4.3; GE4.7	Demonstrates competency in the use of a variety of geographical tools
GE4.6; GE4.8	Communicates geographical information using a variety of formats

Task	Outcomes assessed	Description	Weighting	Date
1	GE4.2; GE4.4; GE4.6; GE4.7; GE4.8	Research task	50%	Term 1, Week 9 OR Term 3, Week 9
2	GE4.1; GE4.3; GE4.7; GE4.8	Geographical tools test	50%	Term 2, Week 5 OR Term 4, Week 5

Please note that this is a semesterised course. Students will **only** receive **either** a Semester 1 **or** a Semester 2 report.

History

In Year 8, students continue to develop their knowledge and understanding of the nature of history, past societies and periods by studying the transformation of societies from the end of the ancient period to the beginning of the modern world. Students also develop their skills in undertaking the process of historical inquiry and develop an ability to communicate their understanding of history.

Stage 4 History Syllabus Outcomes	
HT4-1	Describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4 -2	Describes the 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

Stage 4 History Syllabus Outcomes	Stage 4 (Year 8) History Reporting Outcomes
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry
HT4-5, HT4-6, HT4-7,	Identifies and uses sources to support historical narratives and explanations
HT4-1, HT4-2, HT4-3, HT4-4	Describes the nature of history and applies it to different historical societies
HT4-9, HT5-10	Communicates effectively about the past using appropriate oral, written, visual and digital forms

Reporting will be made up of both formal tasks and classwork/course work.

Formal tasks listed below:

Task	Outcomes - assessed	Historical Skill focus:	Description	Date
1	HT4-3, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10	Analysis and use of sources	Source Based Task on the Asia-Pacific World (Japan Under the Shoguns)	Term 1, Week 5 OR Term 3, Week 5
2	HT4-1, HT4-2, HT4-4, HT4-7, HT4-8, HT4-10	Explain and Communication and Cause and Effect	In-class test on the Western and Islamic World (Medieval Europe)	Term 2, Week 3 OR Term 4, Week 3

This is a semesterised course. Students will receive either a Semester 1 or Semester 2 report.

Music

“Life is like playing a violin in public and learning the instrument as one goes along” Samuel Butler

The Music course has 3 components;

- Performing
- Listening
- Composing

The course runs for one semester.

Each Report communicates your Level of Achievement for that semester’s work.

You will be assessed on the following outcomes for Reports.

Stage 4 Music Syllabus Outcomes	Stage 4 (Year 8) Music Reporting Outcomes
4.2 4.3	Demonstrates an understanding of musical concepts through performing music in a range of musical styles.
4.4 4.6	Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging, notating and composing.
4.9 4.10	Demonstrates an understanding of musical concepts through listening, responding, discriminating, analysing, notating and score-reading.

For the full Year 8- 10 Music Syllabus including detailed descriptions of the outcomes being assessed visit: http://www.boardofstudies.nsw.edu.au/syllabus_sc/music.html

Reporting will be based on both summative tasks 75% and formative tasks 25% (classwork/coursework)

Summative tasks listed below:

Task	Outcomes - assessed	Description	Date
Task 1 25%	4.9, 4.10	Listening: Students create a website for an artist of their choice, including a detailed analysis of two contrasting pieces music from their repertoire.	Term 1 Week 5 or Term 3 Week 5
Task 2 25%	4.2, 4.3	Performance: Students perform 2 pieces of music on Piano or Guitar and one other instrument of their choice.	Term 2 Week 2 or Term 4 Week 2
Task 3 25%	4.4, 4.6	Composition: Students compose a melody over a popular chord progression for piano.	Term 2 Week 4 or Term 4 Week 4

Literacy task: Read to Succeed and Write to Bite will be held in Term 2 Week or Term 4 Week 7 but is not part of the formal assessment schedule.

This is a semesterised course. Students will receive **either** a Semester 1 **or** Semester 2 report

Visual Arts

“We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.”

Peter Drucker

The Visual Arts course has 2 components;

- Art making
- Critical/Historical Study.

The Visual Arts course has a breakdown of 70% Making and 30% Critical/Historical Study.

The course runs for one semester.

Each Report communicates your Level of Achievement for that semester’s work.

You will be assessed on the following outcomes for your Reports.

Stage 4 Visual Arts Syllabus Outcomes	Stage 4 (Year 8) Visual Arts Reporting Outcomes
4.1 4.2 4.5	1 Explores forms, materials and technique (Material Practice as evident in the Visual Arts Diary and/or the completed artwork)
4.2 4.3 4.4 4.6	2 Makes artworks using the Frames and Conceptual Framework to represent their ideas about the world (Completed Body of Work)
4.7 4.8 4.9 4.10	3 Uses art vocabulary to critically and historically interpret art (Workbook)

For the full Year 8- 10 Visual Arts Syllabus including detailed descriptions of the outcomes being assessed visit: http://www.boardofstudies.nsw.edu.au/syllabus_sc/visual-arts.html

Reporting is based on both summative tasks 70% and formative tasks (classwork) 30%.

Summative tasks listed below:

Task	Outcomes - assessed	Description	Date
Sem 1			
Task 1 – 20%	4.7 4.8 4.9 4.10	Studying Workbook (exercises Review: Write to Bite and Multiple choice: Read 2 Succeed): Fantasy	Term 1 Week 9 Or Term 3 Week 9
Task 2 – 20%	4.1 4.2 4.5	Visual Arts Diary: Preliminary designs and Artist Practice for Fantasy	Term 2 Week 1 Or Term 4 Week 1
Task 3 – 30%	4.2 4.3 4.4 4.6	Making: Fantasy – ceramic container (teapot)	Term 2 Week 3 Or Term 4 Week 3

This is a semesterised course. Students will receive **either** a Semester 1 **or** Semester 2 report

Japanese

Year 8 Japanese course has two major components that incorporate a range of activities:

- Communicating through language using the four language skills – listening, reading, speaking and writing.
- Cultural Studies which are mainly embedded in each language topic.

The Japanese course has a breakdown of activities that comprise assessments of all language skills, ICT skills and an understanding of cultural topics.

http://www.boardofstudies.nsw.edu.au/syllabus_sc/japanese.html

Stage 4 Japanese Syllabus Outcomes	Stage 4 (Year 8) Japanese Reporting Outcomes
4.UL.1	Responds to the main ideas and supporting detail in spoken Japanese
4.UL.2	Responds to written texts in Japanese
4.UL.3, 4.MLC.2	Establishes and maintains oral communication in familiar situations
4.UL.4, 4.MLC.1	Produces original text using information and communication technologies
4.MLC.1, 4.MLC.2	Writes in Japanese using accurate, appropriate vocabulary and sentence structures
4.MBC.1, 4.MBC.2	Demonstrates intercultural understanding and knowledge of key features of the Japanese culture

Task	Outcomes - assessed	Description	Date
Task 1	4.UL.1 4.UL.3 4.MBC.2	Listening test on greetings and cultural understanding	Term 1 Week 6
Task 2	4.UL.2, 4.UL.3 UL.4, 4.MLC.1 4.MLC.2	Personal profile (ICT Writing and oral presentation)	Term 2 Week 9
Task 3	4. UL.1, 4.UL.2, 4.UL.4 4.MLC.2	Hiragana Characters and Topic Written Test	Term 3 Week 7
Task 4	4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1 4.MBC.2	Learn about a role-play script on “Dining in a Japanese Restaurant” and role-play performance as speaking task	Term 4 Week 2

Spanish

Year 8 Spanish course has two major components that incorporate a range of activities:

- Communicating through language using the four language skills – listening, reading, speaking and writing.
- Cultural Studies which are mainly embedded in each language topic.

The Spanish course has a breakdown of activities that comprise assessments of all language skills, ICT skills and an understanding of cultural topics.

http://www.boardofstudies.nsw.edu.au/syllabus_sc/spanish.html

Stage 4 Japanese Syllabus Outcomes	Stage 4 (Year 8) Japanese Reporting Outcomes
4.UL.1	Responds to the main ideas and supporting detail in spoken Spanish
4.UL.2	Responds to written texts in Spanish
4.UL.3, 4.MLC.2	Establishes and maintains oral communication in familiar situations
4.UL.4, 4.MLC.1	Produces original text using information and communication technologies
4.MLC.1, 4.MLC.2	Writes in Spanish using accurate, appropriate vocabulary and sentence structures
4.MBC.1, 4.MBC.2	Demonstrates intercultural understanding and knowledge of key features of the culture of Spanish-speaking countries

Task	Outcomes - assessed	Description	Date
Task 1	4.UL.1 4.UL.3 4.MBC.2	Listening and reading test on greetings and cultural understanding	Term 1 Week 6
Task 2	4.UL.2, 4.UL.3 UL.4, 4.MLC.1 4.MLC.2	Personal profile (ICT Writing and oral presentation)	Term 2 Week 9
Task 3	4. UL.1, 4.UL.2, 4.UL.4 4.MLC.2	Topic Test – Listening, Reading and Writing)	Term 3 Week 7
Task 4	4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1 4.MBC.2	Group Role Play Speaking Task “Dining in a Spanish Restaurant” and role-play performance	Term 4 Week 2

Personal Development/Health/Physical Education (PDHPE)

The PDHPE content is divided into four strands:

Strand 1: Self & Relationships

Strand 2: Movement Skill & Performance

Strand 3: Individual & Community Health

Strand 4: Lifelong Physical Activity

A series of units of work are completed throughout the year to develop student knowledge, understanding and skills. Learning is undertaken as practical and theory lessons.

Two semester reports communicate your Level of Achievement.

[BOS Personal Development, Health and Physical Education Years 7-10 Syllabus](#)

Stage 4 Syllabus Outcomes	Stage 4 (Years 8) Reporting Outcomes
4.6	Describes the factors that affect health
4.9	Assesses participation in physical activity
4.6	Describes healthy food habits and their relationship to health
4.8	Assesses health information, products and services to promote health
4.9 4.10	Explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.
4.4 4.10	Participates in a range of physical activities that develop selected fitness components.
4.6	Analyses the factors that influence body image
4.1	Analyses the embedded messages in the media in relation to body image
4.2	Identifies appropriate ways to support and seek support for self and others in relation to body image issues
4.2	Identifies and applies a range of appropriate strategies to deal with changes and challenges and minimise harm
4.5	Combines the features and elements of movement composition perform in a range of contexts and environments
4.7	Identifies the consequences of risk behaviours in relation to drug use and sexual health
4.4	Demonstrates and refines movement skills in a range of sporting and physical activities

The PDHPE course assessment will consist of:

50% Formal assessment tasks

50% Classwork

Formal Task	Outcomes - assessed	Description	Date
Task 1	4.1 4.2 4.6 4.8	Unreal Images – E-magazine	Term 1 Week 8
Task 2	4.2	Change, Challenge and Risk – ICT pamphlet	Term 2 Week 9
Task 3	4.4 4.5	Dance Crew Challenge – Practical movement assessment	Term 3 Week 4

Please note: Class teachers will also collect evidence of student's learning during class time by observing written responses, contribution to class discussion and activities. Assessment is ongoing, formal and informal.

Technology (Mandatory)

The aim of the *Technology (Mandatory) Years 7–8 Syllabus* is to develop students' ability to design, produce and evaluate quality solutions that respond to identified opportunities and needs. It enables students to justify solutions and to responsibly, safely and creatively use and select materials, tools and techniques.

Year 8 Technology (Mandatory) Syllabus Outcomes	
4.1.1	applies design processes that respond to needs and opportunities in each design project
4.1.2	describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
4.1.3	identifies the roles of designers and their contribution to the improvement of the quality of life
4.2.1	generates and communicates creative design ideas and solutions
4.2.2	selects, analyses, presents and applies research and experimentation from a variety of sources
4.3.1	applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
4.3.2	demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
4.4.1	explains the impact of innovation and emerging technologies on society and the environment
4.5.1	applies management processes to successfully complete design projects
4.5.2	produces quality solutions that respond to identified needs and opportunities in each design project
4.6.1	applies appropriate evaluation techniques throughout each design project
4.6.2	identifies and explains ethical, social, environmental and sustainability considerations related to design projects

Note: Year 8 classes complete each unit over 13 weeks. Assessment varies depending on the unit of work being done. Please refer to the appropriate part of the assessment grid.

Task	Outcomes - assessed	Description of Task	Date
Food Technology			
Task	4.2.2, 4.5.1, 4.5.2	Video promotion – Healthy Lifestyle	T1 WK 6 OR T2 WK 8 OR T4 WK 1
Textile Technology			
Task	4.3.1, 4.3.2, 4.5.1	Practical product & Design Folio	T2 WK 1 OR T3 WK 4 OR T4 WK 6
Mixed Material Technology			
Task	4.2.2, 4.4.1	Research project	T1 WK 6 OR T2 WK 8 OR T4 WK 1

STEM

STEM education is the learning of science, technology, engineering and mathematics in an interdisciplinary or integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context. It may include inquiry and project-based learning.

Stage 4 STEM Outcomes	Stage 4 (Year 8) STEM Reporting Outcomes
4.1	Uses technology in a range of contexts to carry out functions relating to Science, Technology, Engineering and Mathematics
4.2	Demonstrates self-regulation and problem solving skills in the creation of a STEM project
4.3	Demonstrates and applies scientific, technological and mathematical knowledge to complete tasks, challenges and projects

This is a school based course.

The Report communicates your Level of Achievement for the semester's work.

Task	Outcomes - assessed	Description of Task	Date
Task 1	4.1,4.2,4.3	Value for Money Flight	Term 1 or 3 Week 10
Task 2	4.1,4.2,4.3	Bridge Building	Due Term 2 or 4 Week 5

This is a semesterised course. Students will receive **either** a Semester 1 **or** Semester 2 report.

Integrated Curriculum

“If we teach today the way we were taught yesterday, we aren’t preparing students for today or tomorrow.” *Mark Twain*

The course is a project-based unit which continues to develop students’ 21st century skills, as students undertake various research units throughout the semester. The unit has a focus on ICT and combines skills and content from a variety of different subjects throughout the school.

The course is a project-based unit which helps to develop students’ 21st century skills, as students undertake various research units throughout the semester. The unit has a focus on enhancing skills of self-regulation, improving literacy and numeracy skills and combines skills and content from a variety of different subjects throughout the school.

Stage 4 Integrated Curriculum Outcomes	Stage 4 (Year 8) Integrated Curriculum Reporting Outcomes
4.1	Demonstrates a variety of communication skills
4.2	Shows self-regulation and problem solving in the creation of the project
4.3	Uses learned knowledge and applies it to real-world situations
4.4	Uses ICT appropriately in their learning
4.5	Demonstrates shared responsibility and decision making with peers for their learning

This is a school based course.

The Report communicates your Level of Achievement for the semester’s work.

Reporting will be based on both formal tasks and informal tasks (classwork/coursework).

Formal tasks =50% Class/coursework = 50%

Formal tasks listed below:

Task	Outcomes - assessed	Description of Task	Date
Task 1	4.2, 4.3, 4.5	Development of Research Project 1	Term 1, Week 4 or Term 3, Week 4
Task 2	4.1, 4.2, 4.3, 4.4, 4.5	Completed Research Project 1	Term 1, Week 8 or Term 3, Week 8
Task 3	4.1, 4.2, 4.5	Development of Research Project 2	Term 2, Week 4 or Term 4, Week 4

This is a semesterised course. Students will receive **either** a Semester 1 **or** Semester 2 report.

Assessment Planner 2018		
	Term 1	Term 2
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		
WEEK 10		

Assessment Planner 2018		
	Term 3	Term 4
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		