



HASTINGS
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

YEAR 8 ASSESSMENT BOOKLET 2024

WESTPORT CAMPUS

YEAR 8 ASSESSMENT BOOKLET

This booklet is issued to Year 8 students of Hastings Secondary College and provides information to students and parents/carers about:

- Assessment procedures and grades
- Hastings Secondary College policy for late/non-completion of assessment tasks
- Applications for considerations of Illness/Misadventure
- Malpractice
- Assessment schedules for each course

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Term Dates for Students

Term 1 – 11 weeks

Commences

Tuesday 30th January

Concludes

Friday 12th April

Term 2 – 10 weeks

Commences

Monday 29th April

Concludes

Friday 5th July

Term 3 – 10 weeks

Commences

Monday 22nd July

Concludes

Friday 27th September

Term 4 – 10 weeks

Commences

Monday 14th October

Concludes

Friday 20th December

OBJECTIVES OF ASSESSMENT

The purpose of assessment is to judge competence based on performance. This judgement is made on the basis of evidence, which may be in a variety of forms. Schools are responsible for awarding each student who completes a Stage 4 course a grade to represent that student's achievement in accordance with the A to E grade scales detailed below.

Course performance descriptors are available on [syllabus pages](#) for Stage 4 Board Developed Courses.

Below is a breakdown of the mark ranges for each grade, depending on the value or weighting of the assessment task. Included is a general description of student performance within this range.

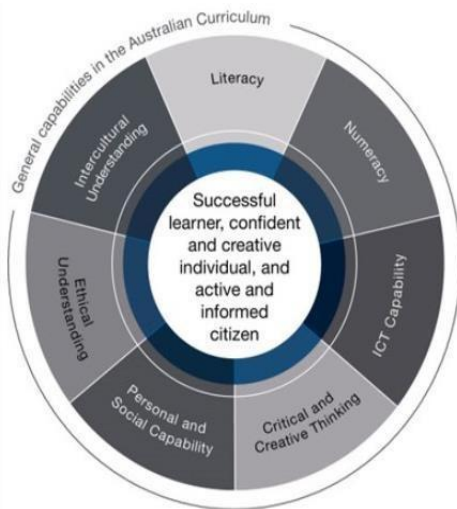
Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to consider possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Grade	General Performance Criteria Students performing at this grade are typically;
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a substantial knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills
N	The student has not satisfactorily attempted the content, therefore failing to demonstrate the processes and skills.

Assessment tasks will generally be one, or a combination of:

- Scheduled tasks completed in-class under examination conditions.
- Hand-in tasks that are submitted via an online platform or handed-in by a due date and time.
- Practical assessment completed in class.

The General Capabilities



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

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

NOTIFICATION OF ASSESSMENT TASKS

At least two calendar weeks notice of the details of a task will be given. Tasks are due at the beginning of the lesson of that subject on the due date. Students will sign the Assessment Task Register document when they have received their task, submitted their task, and had their task marked and returned. School reports will be issued twice during the school year. This report will show the student's level of achievement of relevant outcomes for each course.

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include:

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover.

Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

TECHNOLOGY AND ASSESSMENT TASKS

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues, are not an acceptable excuse for late submission.

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

- Always complete the work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly
- Submit work using the learning platform advised by your teacher, such as, Google Classroom.
- Print out copies of drafts and keep them, whilst the assignment is in progress
- Bring a copy of the file to school by saving into the cloud, email or on a USB.

MALPRACTICE

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing, or borrowing 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 acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs, and journals.
- using any artificial intelligence software in any capacity.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contains evidence of plagiarism may be awarded a zero mark for the task. A student may appeal. The student will be responsible for proving that the submitted work in question is their own.

[General Guidelines For The Use of GAI in Assessment.pdf](#)

POLICY FOR LATE/ NON-COMPLETION OF ASSESSMENT TASKS

Students are always responsible for finding out work missed in their subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification. If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints).

The head teacher will make the final decision in these circumstances.

Assessment tasks will be scheduled to be completed / submitted to teachers on or by specified dates throughout each course. Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students will not be allowed to sit for an in-class task or test before the due date unless it is deemed by the head teacher to be an extreme case. Unless circumstances are extenuating, it is expected that students will notify the head teacher of their absence prior to the date of the task. The student must provide evidence that the absence was/is unavoidable (e.g. medical certificate).

1. If a student is unable to complete any hand-in assessment task, including online submission, by the due date, they may submit it unfinished and receive marks according to the quality of the work done.
2. If however, the student
 - (a) does not hand in any evidence of work on or before the due time/ date; or
 - (b) is absent on the day a hand in assessment task is due, they will receive a penalty of 10% of the available marks per school day that the task is overdue. After 5 school days, they will receive a zero for that task.
 - (c) is absent on the day an in class assessment task is scheduled, they will receive a penalty of 10% of the available marks per lesson that the task is overdue. After 5 School days they will receive a zero for that task. The student must complete the task on the first lesson upon their return.

Note: An estimate may be given for a practical task if it cannot be rescheduled.

3. If a student is found to have engaged in malpractice in an assessment task, they may be awarded a zero mark.

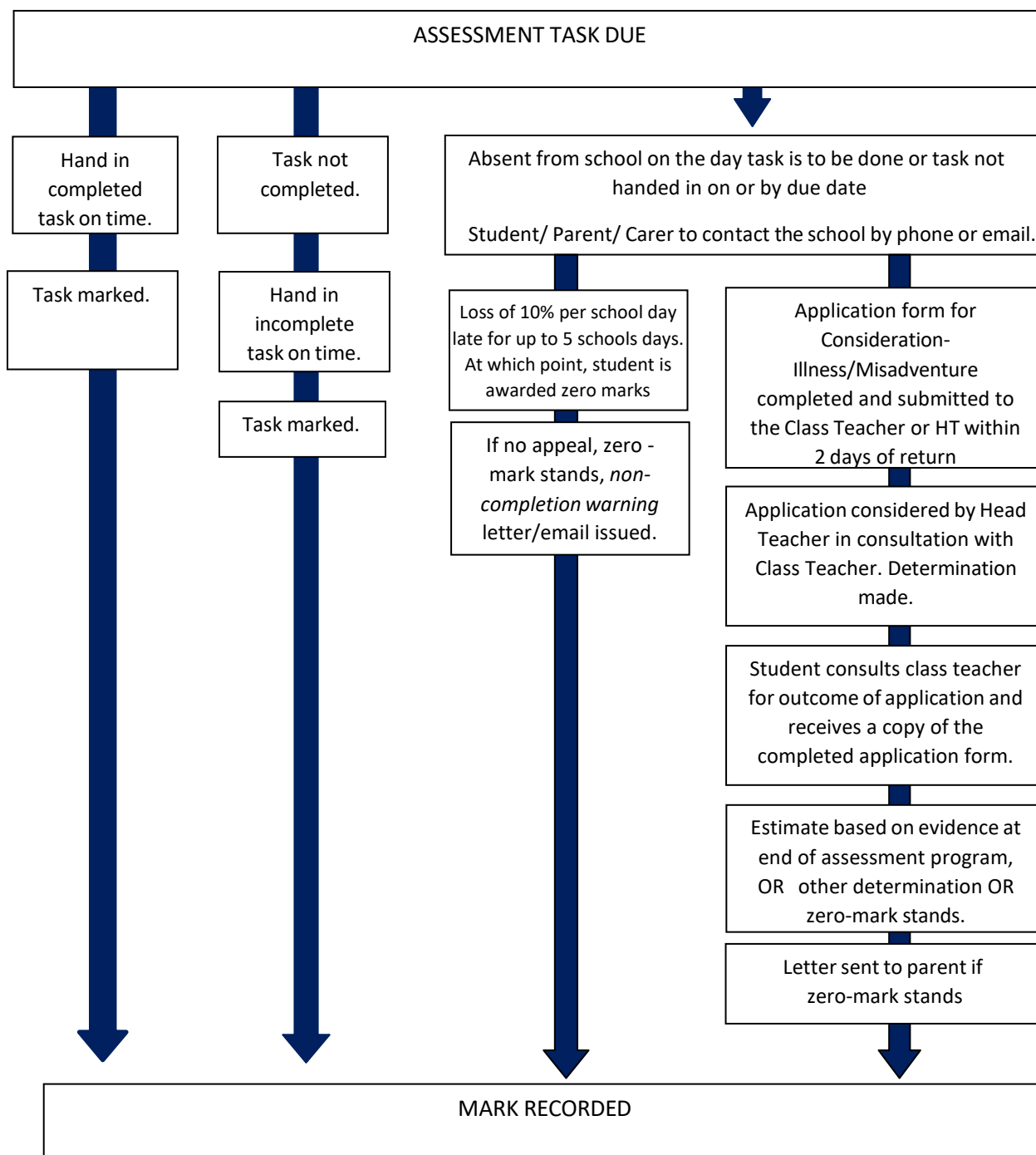
In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. This request is to come from the parent/caregiver to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school after an absence which encompasses the due date. See below for further information.

The request for *consideration for illness or misadventure* should outline the reason/s for the illness or misadventure and come with supplementary evidence to support the *consideration for illness or misadventure*

If a student receives a zero mark or has not made a satisfactory attempt at the task, a non-completion warning will be issued. The non-completion warning will outline the task requirements and it will detail the new due date for the completion of the task. This task must be submitted by the new due date, and it must demonstrate a satisfactory attempt.

ASSESSMENT FLOWCHART

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.



APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

Students who have a special circumstance that prevented them from completing an assessment task by the due date or attend a scheduled test/ practical assessment, may request *consideration for illness or misadventure*. This application is made by the student's parent/ carer providing a written justification to the class teacher or head teacher within two school days following the specified due date for the task, or by the second day of return to school after an absence which encompasses the due date.

An Application for Consideration- Illness/Misadventure requires the following information:

1. Written justification from parent/carer. Supporting documentation, such as a Medical Certificate, may also be provided.' *Note: written justification includes parent/carer communication with the school (SMS or phone call) to explain the student's absence.*

Applications may be in respect of:

- Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (e.g.: asthma attack, cut hand).
- Misadventure – any event beyond the student's control which allegedly affected the student's performance in the assessment (e.g., death of a friend or family member, involved in traffic accident).
- Limitations on Applications
- Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application on the basis of:

- long term illnesses such as asthma, epilepsy, or glandular fever, unless you suffer a flare up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment
- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable, instructions, or notification
- Not understanding assessment commitment when on approved family leave

The application will be reviewed by the class teacher and the head teacher of the course. A determination will be made and a recommendation given. Once this determination is made, the decision is final.

Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

ASSESSMENT SCHEDULE SUMMARY

The purpose of the schedule below is to assist students to plan and prepare for assessment tasks. Due to unforeseen circumstances, there will be occasions where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Term 1		
Week / Date	Subjects with a scheduled task:	
2	30/01	
3	06/02	
4	13/02	
5	20/02	
6	27/02	
7	06/03	English
8	13/03	Geography
9	20/03	
10	27/03	Science, Visual Arts
11	03/04	
		Music (Theory assessment ongoing throughout the semester – performance dates TBA) Technology Mandatory (Food, Textiles, Timber and Metal are all project assessment tasks that are worked on throughout each term to complete) PDHPE Practical and Participation is assessed throughout the whole semester.

Term 2		
Week / Date	Subjects with a scheduled task:	
1	24/04	
2	01/05	
3	08/05	Mathematics
4	15/05	Geography
5	22/05	Visual Arts
6	29/05	English, Personal Development, Health and Physical Education
7	05/06	Science
8	12/06	
9	19/06	
10	26/06	
		Technology Mandatory (Food, Textiles, Timber and Metal are all project assessment tasks that are worked on throughout each term to complete) PDHPE Practical and Participation is assessed throughout the whole semester.

Term	3	
Week / Date	Subjects with a scheduled task:	
1	17/07	
2	24/07	
3	31/07	English
4	07/08	
5	14/08	
6	21/08	Mathematics
7	28/08	
8	04/09	Science
9	11/09	Geography
10	18/09	Visual Arts
		<p>Music (Theory assessment ongoing throughout the semester – performance dates TBA)</p> <p>Technology Mandatory (Food, Textiles, Timber and Metal are all project assessment tasks that are worked on throughout each term to complete)</p> <p>PDHPE Practical and Participation is assessed throughout the whole semester.</p>

Term	4	
Week / Date	Subjects with a scheduled task:	
1	09/10	
2	16/10	English
3	23/10	
4	30/10	Yearly Examination (wk4 & 5): Geography, Mathematics, Personal Development, Health and Physical Education, Science
5	06/11	Visual Arts
6	13/11	
7	20/11	
8	27/11	
9	04/12	
10	11/12	
11	18/12	
		<p>Technology Mandatory (Food, Textiles, Timber and Metal are all project assessment tasks that are worked on throughout each term to complete)</p> <p>PDHPE Practical and Participation is assessed throughout the whole semester.</p>

Year 8 English

Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Writing what the world might be! Sci-Fi Genre Study	Hand in the Darkness: Writing that Inspires Us	Australian Perspectives - Poetry	The Beauty of Novels

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Viewing and Responding	Examination (Short answer questions and Imaginative)	Extended Response	Persuasive Writing and Presentation	
Date	Week 7, Term 1	Week 6, Term 2	Week 3, Term 3	Week 2, Term 4	
Outcomes Assessed	EN4-ECA-01, EN4-ECB-01, EN4-URC-01	EN4-ECA-01, EN4-RVL-01, EN4-URB-01, EN4-ECB-01	EN4-ECA-01, EN4-URA-01, EN4-URC-01	EN4-ECA-01, EN4-ECB-01, EN4-URA-01, EN4-ECB-01	
Total	25	25	25	25	

Outcomes

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

Year 8 Geography

Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Landscapes and Landforms	Place and Liveability	Water in the World	Interconnections

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Geomorphic Hazards Research Task	Mid-Course Examination	Water Scarcity Broadsheet and Written Response	Yearly Examination	
Date	Week 8, Term 1	Week 4, Term 2	Week 9, Term 3	Week 4/5, Term 4	
Outcomes Assessed	GE4-1, GE4-4, GE4-7, GE4-8	GE4-2, GE4-3, GE4-4, GE4-8	GE4-1, GE4-3, GE4-5, GE4-8	GE4-1, GE4-2	
Total	25	25	25	25	

Outcomes

- 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
- GE4-6** explains differences in human wellbeing
- 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

Year 8 Mathematics

Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
Algebraic Techniques and Indices Equations Measurement	Pythagoras' Theorem Fractions, Decimals & Percentages Financial Mathematics Ratios	Rates Data Collection, Representation & Analysis Linear Relationships	Angle relationships & Properties of Geometrical Figures Transformations and Congruence

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Class Test	Class Test	Yearly Examination	
Date	Term 2 Week 3	Term 3 Week 6	Term 4 Week 4/5	
Outcomes Assessed	MA4-8NA, MA4-9NA MA4-10NA, MA4-12, MA4-13MG, MA4-14MG	MA4-16MG, MA4-5NA, MA4-6NA, MA4-7NA,	MA4-19SP, MA4-20SP, MA4-11NA, MA4-17MG, MA4-18MG	
Total	30	30	40	

Outcomes

MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.

MA4-2WM applies appropriate mathematical techniques to solve problems.

MA4-3WM recognizes and explains mathematical relationships using reasoning.

MA4-4NA compares, orders, and calculates with integers, applying a range of strategies to aid computation.

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.

MA4-12MG 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.

MA4-15MG performs calculations of time that involve mixed units and interprets time zones.

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems.

MA4-17MG classifies, describes, and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.

MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines.

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.

MA4-21SP represents probabilities of simple and compound events.

Year 8 Music

Assessment Schedule 2024

Course Outline

Semester 1 or 2
Students will recognise the use of musical concepts in various repertoire characteristic of the topics studied. They will explore forms of musical notation, including computer-based applications, as a method of recording their own musical ideas and experiment and improvise music representative of various styles, periods and genres. Students will learn to respond to and discuss the varying repertoire in the world of music and aurally exploring music of various styles, periods and genres.

Assessment Tasks

Task number	Task 1	Task 2	Task 2	Weighting %
Nature of task	Performance	Listening	Composing	
Date	Performance Dates TBA	Ongoing	Ongoing	
Outcomes Assessed	4.2 4.3	4.7 4.9	4.4 4.6	
Total	50	25	25	

Outcomes

- 4.1** performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2** performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3** performs music demonstrating solo and/or ensemble awareness
- 4.4** demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5** notates compositions using traditional and/or non-traditional notation
- 4.6** experiments with different forms of technology in the composition process
- 4.7** demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8** demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9** demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10** identifies the use of technology in the music selected for study, appropriate to the musical context

Year 8 Personal Development, Health and Physical Education Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> It's Complicated Net/court and Wall Games (Volleyball, Squash, etc.) 	<ul style="list-style-type: none"> Do I or Don't I Individual Pursuits Athletics/Fitness/ Dance 	<ul style="list-style-type: none"> Multicultural Australia Indigenous and International Games (Gridiron, Handball/Lacrosse) 	<ul style="list-style-type: none"> Eating For Health Target and Striking Games (T-Ball, Bocce, Golf)

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Research Task plus ongoing bookwork	Practical Skills and Participation Semester 1	Yearly Examination	Practical Skills and Participation Semester 2	
Date	Week 6, Term 2	Ongoing throughout the Semester	Week 4-5, Term 4	Ongoing throughout the Semester	
Outcomes Assessed	PD4-1 PD4-2	PD4-4 PD4 5 PD4-6	All Outcomes	PD4-4 PD4 5 PD4-6	
Total	25	25	25	25	

Outcomes

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

Year 8 Science

Assessment Schedule 2024

Course Outline

Term 1	Term 2	Term 3	Term 4
<p>1. Working Scientifically Scientists carry out many experiments to help solve pieces of information. It involves taking accurate measurements, presenting data, making graphs and writing reports.</p> <p>2. Elements & Compounds Atoms are the smallest unit of matter. They make up everything on Earth and are made up of charged subatomic units.</p>	<p>3. Living Organisms (Animals) It is important to understand the interactions of living and non-living things in the environment.</p> <p>4. Energy Conversions (Electricity) Most of the appliances we use rely on electricity to function. We connect electrical circuits up in different ways depending on how we want appliances to operate, using energy conversions.</p>	<p>5. Living Organisms (Plants) Plants, their structures and their physical processes are critical to the survival of all living things on Earth.</p> <p>6. Rocks Understanding rocks and the rock cycle helps us to understand the structure and processes of the Earth.</p>	<p>7. Earth's Resources The Earth is made up of the biosphere, lithosphere, atmosphere and hydrosphere. Knowledge and understanding of resources can influence how we extract, use, recycle and manage resources.</p> <p>8. Forces There are a variety of forces which cause objects to interact and cause changes to motion.</p>

Assessments

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %	
Nature of task	Elements & Compounds Student Research Project	Living Organisms Research & Design	Plants Practical Task	Yearly Examination		
Date	Term 1 Week 10	Term 2 Week 7	Term 3 Week 8	Term 4 Weeks 4/5		
Outcomes Assessed	SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-4WS SC4-5WS SC4-7WS	SC4-7WS SC4-9WS	SC4-14LW SC4-15LW SC4-13ES SC4-10PW		
Components						
Skills in Working Scientifically	15	15	15	15		
Knowledge & Understanding	10	10	10	10		
Total %	25	25	25	25		100

Outcomes

SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.

SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.

SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.

SC4-5WS collaboratively and individually produces a plan to investigate questions and problems.

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.

SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.

SC4-10PW describes the action of unbalanced forces in everyday situations.

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.

SC4-13ES 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.

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction.

SC4-15LW explains how new biological evidence changes people's understanding of the world.

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.

SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

Year 8 Technology Mandatory

Assessment Schedule 2024

Course Outline

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

Students learn about:

- | | |
|-------------------------------|---------------------------------|
| WHS and Risk Management | Design |
| Materials | Workplace Communication Skills |
| Equipment, Tools and Machines | Societal & Environmental Impact |

Context Focus Areas

Engineered Systems	Agriculture and Food Technologies	Material Technology: Textiles	Material Technology: Timber	Material Technology: Metal
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Assessment Tasks

Task Number	Task 1*	
Nature of task	In-class Project & Folio	Weighting %
Date	Ongoing*	
Outcomes Assessed	In-class	
Components	Ongoing*	
Design Project	70	
Folio/Research Task	20	
Classroom Observations	10	
Total	100	

*Please note there will be an assessment task for each different Context Focus Area studied. Students will be notified of the due date for each task by their teacher at least two weeks prior to the due date. The components of the task will be as outlined on the table.

Outcomes

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

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language **TE4-**

5AG investigates how food and fibre are produced in managed environments

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-7DI explains how data is represented in digital systems and transmitted in networks

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

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Year 8 Visual Arts

Assessment Schedule 2024

Course Outline

Term 1 or 3	Term 2 or 4
Student will gain a deep understanding of the subject of Portraiture, and the ways we can depict people through art. They will submit a portfolio of work after undertaking a range of artmaking activities. Students will begin to understand the concept of Artist Practice by completing an artist study on a notable Portraiture artist. They will extend on their knowledge of The Structural and Subjective Frames and will consider the relationships between the agencies of The Conceptual Framework.	Students are introduced to the artmaking practice of Kimmy Cantrell. They will be inspired to create their own clay mask, using the slab method and other hand building techniques. Students will be encouraged to manipulate shape and colour to create a unified composition. They will need to consider the form when designing their mask. Students are introduced to the Cubist Art Movement and will undertake a comparative study of Kimmy Cantrell and Pablo Picasso.

Assessment Tasks

Task number	Task 1	Task 2	Weighting %
Nature of task	Portraiture 2D Body of Work	Kimmy Cantrell Inspired Clay Mask	
Date	Week 10, Term 1 or 3	Week 5, Term 2 or 4	
Outcomes Assessed	4.1, 4.2, 4.4, 4.7, 4.8, 4.9	4.1,4.3,4.6, 4.7,4.10	
Components			
Artmaking	30	30	
Critical & Historical Studies	15	15	
Visual Arts Diary	5	5	
Total	50	50	100

Outcomes

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