



Asquith Girls High School

Year 8 2021

Assessment Handbook



EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP

Cover artwork: Ella Hall, Year 8 Visual Arts, 2020

PRINCIPAL'S MESSAGE

Dear Year 8,

Welcome back in 2021.

Asquith Girls is a place of learning where staff, students, parents and caregivers 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 Asquith Girls High School for Year 8.

Please read it carefully and make sure you understand it. 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.

Our aim is to help you realise your talents and develop as individuals so that you can become responsible and confident global citizens. We intend to achieve this by providing you with a broader body of knowledge that focuses on authentic learning and assessment experiences.

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 Asquith Girls we believe that all of our students should strive to achieve their personal best and reflect in their learning the school values.

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

Ms Amvrazis
Principal

ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:

Nurturing personal best and global citizenship in every student by providing a safe and vibrant learning environment with inspiring teaching.

ASSESSMENT POLICY – STAGE 4, YEAR 8

The purpose of this document is to outline the Assessment Policy of Asquith 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.

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;
- reporting to parents/caregivers on student achievement.

At Asquith 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.

The assessment program at Asquith 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 tasks
- Group work/presentations/research

FORMAL ASSESSMENT

- Presentations
- Research assignments
- Portfolios
- Course Diaries
- Logbooks

Syllabuses for all courses may be accessed through the NSW Education Standards website at <http://educationstandards.nsw.edu.au>

For each task, student progress will be reported by constructive feedback and feed-forward (see page 8). Feed forward encourages students to reflect on their performance, highlights their strengths and provides explicit suggestions for improvement, as well as a grade or mark for the task.

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, recorded systematically as part of teachers' ongoing classroom assessment practice (refer to the assessment calendar for each course in this handbook).

School reports are issued twice a year (one each semester) including a grade (A-E). The grades are informed by the Common Grade scale as outlined in NESA.

THE COMMON GRADE SCALE

The Common Grade Scale shown below describes the performance at each of the five grade levels used to report student achievement in all NSW schools.

“The NSW syllabuses state the intended learning for students by the end of each stage. The A to E grade scales describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved at a particular point-in-time. These decisions are based on evidence of achievement and information teachers have collected during the teaching and learning” (NESA *.Common Grade Scale*. Retrieved from <https://bit.ly/34azFam>)

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 sound 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.

For more information about the Common Grade Scale See:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>

STUDENT RESPONSIBILITIES

1. ATTENDANCE

Students must attend all classes to satisfactorily achieve the course requirements. The minimum attendance required is 90%. Students are expected to complete all formal and informal assessment tasks for each course.

2. ACADEMIC INTEGRITY

Students are required to pledge that all work submitted for assessment is their own. An assessment task cover sheet for all courses is included in this handbook (page 10). A hard copy of this cover sheet must be submitted even if the task is submitted electronically.

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. All tasks must be submitted by the date and time indicated on the assessment notification (page 9)

4a. ABSENT FROM A FORMAL ASSESSMENT TASK

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

- provide a valid explanation, e.g. doctor's certificate or a parent/caregiver's note to the class teacher
- 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 getting zero marks. Not meeting the course outcomes may impact on the student's academic progression to the next academic year/stage.

4b. LATE SUBMISSIONS AND ABSENCE FOR ASSESSMENT TASKS

A student who takes additional time to complete an assessment may unfairly disadvantage others and late submission of an assessment may delay marking and feedback of the assessments to students.

Note:

A student with late submission/attempt of an assessment task without a valid explanation will have a letter of concern generated and sent to parents/caregivers by the Head Teacher of the faculty.

More than one incident of this nature would require a Head Teacher and parent/caregiver meeting. Multiple such incidents would require a meeting with the relevant stage Deputy Principal and the parent/caregiver.

4c. FAILURE TO SUBMIT/ATTEMPT AN ASSESSMENT TASK

A student who fails to submit or attempt an assessment task will:

- be interviewed by the Head Teacher,
- have a letter of concern generated and sent to parents/caregivers by the Head Teacher of the faculty, and
- have a mark of zero awarded if no valid reason is given.

5. USE OF TECHNOLOGY

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 task is in progress and
- bring a copy of the file to school by USB, email it to the school address with attention to the relevant teacher asquithgir-h.school@det.nsw.edu.au, or share it with the teacher using Google apps

Important Note: Technology failure or printer breakdown will not be accepted as a valid reason for late submission

6. DILIGENCE

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 jeopardise successful completion of the course.

7. 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. A sample of a subject notification is included in this handbook (page 10). Students are required to routinely check their school email for information about assessment tasks.

8. MALPRACTICE

When undertaking assessment tasks at school and at home, it is important that students do not use other people's work as their own.

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 credit through appropriate referencing. To not credit them is the same as stealing, and this is known as **plagiarism**.

All students need to understand that it is wrong to copy and submit work that they have not created themselves and it will jeopardise their results. 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 tasks (do not leave it to the last moment),
- making effective notes and summarising key points, rather than copying whole sentences,
- avoiding copying and pasting from the Internet - doing this makes it very hard to avoid plagiarising,
- write your assessment task from notes, not the original source of information, and
- keep accurate records of where you find your information and include a bibliography for every task as required by your teacher.

Plagiarised material will receive a mark of zero for the plagiarised content.

8. BIBLIOGRAPHIES

When required, assessments 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 two additional pieces of information – the URL and the date the page was accessed. Teachers will be able to guide students through this process as required.

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

A book with an author:

Knapp, B. (1996). *Lead and Tin*, Melbourne: Reed

A book without an author:

United Press International stylebook: The authoritative handbook for writers, editors, and news directors (3rd ed.). (1992). Lincolnwood, IL: National.

A webpage:

Ogilvie, D. (n.d.). Why I don't eat honey. In *Why be vegan*. Retrieved from <http://www.vnv.org.au/WhyBeVegan.htm>

FEED-FORWARD AT ASQUITH GIRLS HIGH SCHOOL

Each teacher is committed to providing students with specific and actionable strategies to improve. These strategies, referred to as **feed-forward**, describe the opportunities for future growth by suggesting actions. Feed-forward strategies will be provided by teachers at all stages of learning, including assessment tasks. Students are responsible for actioning these suggestions to improve the quality of their work and demonstrate growth in their learning.

When students submit an assessment task, teachers will provide both feedback and feed-forward strategies.

- **Feedback** is comments about a student's achievement towards task outcomes.
- **Feed-forward** is comments that identify specific strategies and/or targets for further improvement.

EFFECTIVE FEED-FORWARD

Effective feed-forward:

- describes a problem and its impact, then suggests a solution. For example, a teacher may write, *"You are currently referring to one source. The rubric states that to achieve high outcomes for research skills you must consult a variety of sources. Have you considered adding...?"*
- focuses on a few actionable strategies that, if actioned, may improve the standard of the work. For example, a teacher may say, *"You are currently demonstrating outcomes at this level. To improve to the next level consider the following steps";*
- assists students to see possibilities for improvement. For example a teacher may ask, *"What if you added this?"* or *"If you changed that, how would it strengthen your overall argument?"*

Important Note: Feed-forward is not editing. Teachers will suggest specific strategies for growth however teachers are not responsible for editing students' work for spelling, grammar, punctuation and syntax.

DISABILITY PROVISIONS

WHO CAN APPLY FOR DISABILITY PROVISIONS?

Any student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions.

The definition of 'disability' in the Disability Discrimination Act 1992 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: the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an examination 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 their stage Deputy.

CONTACT THE RIGHT PEOPLE

If you have a specific course enquiry please contact the Head Teacher of that Faculty. If it is a wellbeing enquiry, please contact the student's Year Adviser, Head Teacher Wellbeing or the relevant stage Deputy Principal.

DETERMINATION OF WHOLE SCHOOL AWARDS

Teachers collect evidence of student learning and achievement throughout the year. Explicit feedback on student progress is provided to parents and caregivers through reports received in Semester One and Semester Two each year.

Information collated from whole-school reports is used to determine recipients of special awards to be acknowledged at Presentation Day. These awards include:

Attendance	Attendance data is used to determine the number of days students attend school in a calendar year. Students who achieve 100% attendance are eligible for this award.
Sustained Effort	The personal learning profile published on each report will be used to determine which students consistently demonstrate positive learning attributes in all subjects.
Outstanding Academic Achievement	Teachers use the descriptors in the Common Grade Scale (see page 5) to provide an overall grade for each student in their course. Recipients of this award receive an A grade (representing Outstanding Academic Achievement) in the majority of courses.



STAGE FOUR

ASSESSMENT TASK NOTIFICATION

COURSE NAME:		DATE TASK ISSUED:	
NATURE OF TASK:		TASK DUE DATE AND TIME:	
MARKS AVAILABLE:		EQUIPMENT REQUIRED:	
OUTCOMES TO BE ASSESSED:			
TASK DESCRIPTION:			
CRITERIA FOR ASSESSING LEARNING:			
MARKING CRITERIA:			
FEED-FORWARD PROCEDURES			



STAGE FOUR

HAND-IN ASSESSMENT TASKS COVER SHEET

Student Name:	Year:
Assessment Task Title:	Date Submitted:
Course:	Teacher:

Academic Integrity Statement

I declare that:

- this work is my own
- any quotes, information or works have been properly acknowledged and cited in the bibliography
- it has not been copied from another person's work.

Student signature _____ Date: _____

Warning

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 -----

Assessment Receipt **Student Copy**

Name of student: _____ Year: ____ Course: _____

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

This task was submitted to _____ on _____
Teacher's name Date

Student Signature

Teacher Signature

Date

English

Syllabus Outcomes

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

2021 Year 8 Assessment Schedule

	Task 1	Task 2	Task 4
Topic	Indigenous Australian Experiences	Anime and Manga	Novel Study
Nature of task	Reading and Writing (In-class)	Writing and Viewing (In-class)	Essay Writing (In-class)
Due Date (Week, Term)	Week 8, Term 1, 2021	Week 3, Term 2, 2021	Week 5, Term 4, 2021
Outcomes assessed	EN4-3B, EN4-5C, EN4-6C, EN4-7D, EN4-8D	EN4-2A, EN4-3B, EN4-5C, EN4-7D, EN4-8D	EN4-1A, EN4-3B, EN4-5C, EN4-7D, EN4-8D

Geography

Syllabus Outcomes

GE4-1	<i>Locates and describes the diverse features and characteristics of a range of places and environments</i>
GE4-2	<i>Describes processes and influences that form and transform places and environments</i>
GE4-3	<i>Explains how interactions and connections between people, places and environments result in change</i>
GE4-4	<i>Examines perspectives of people and organisations on a range of geographical issues</i>
GE4-5	<i>Discusses management of places and environments for their sustainability</i>
GE4-6	<i>Explains differences in human wellbeing</i>
GE4-7	<i>Acquires and processes geographical information by selecting and using geographical tools for inquiry</i>
GE4-8	<i>Communicates geographical information using a variety of strategies</i>

2021 Year 8 Assessment Schedule

	Task 1
Topic	Interconnections
Nature of task	Feature Article
Due Date (Week, Term)	Semester 1 Week 9, Term 1, 2021 Semester 2 Week 9, Term 3, 2021
Outcomes assessed	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8

History

Syllabus Outcomes

HT4-1	<i>Describes the nature of history and archaeology and explains their contribution to an understanding of the past</i>
HT4-2	<i>Describes major periods of historical time and sequences events, people and societies from the past</i>
HT4-3	<i>Describes and assesses the motives and actions of past individuals and groups in the context of past societies</i>
HT4-4	<i>Describes and explains the causes and effects of events and developments of past societies over time</i>
HT4-5	<i>Identifies the meaning, purpose and context of historical sources</i>
HT4-6	<i>Uses evidence from sources to support historical narratives and explanations</i>
HT4-7	<i>Identifies and describes different contexts, perspectives and interpretations of the past</i>
HT4-8	<i>Locates, selects and organises information from sources to develop an historical inquiry</i>
HT4-9	<i>Uses a range of historical terms and concepts when communicating an understanding of the past</i>
HT4-10	<i>Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</i>

2021 Year 8 Assessment Schedule

	Task 1
Topic	The Western and Islamic World: Medieval Europe
Nature of task	Research and Oral Task
Due Date (Week, Term)	Semester 1: Week 9, Term 1, 2021 Semester 2 Week 9, Term 3, 2021
Outcomes assessed	HT4-2, , HT4-4, HT4-6, HT4-10

Mathematics

Syllabus Outcomes

MA4-1WM	<i>Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols</i>
MA4-2WM	<i>Applies appropriate mathematical techniques to solve problems</i>
MA4-3WM	<i>Recognises and explains mathematical relationships using reasoning</i>
MA4-6NA	<i>Solves financial problems involving purchasing goods</i>
MA4-7NA	<i>Operates with ratios and rates, and explores their graphical representation</i>
MA4-8NA	<i>Generalises number properties to operate with algebraic expressions</i>
MA4-10NA	<i>Uses algebraic techniques to solve simple linear and quadratic equations</i>
MA4-11NA	<i>Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane</i>
MA4-13MG	<i>Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</i>
MA4-14MG	<i>Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume</i>
MA4-16MG	<i>Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems</i>
MA4-17MG	<i>Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles</i>
MA4-19SP	<i>Collects, represents and interprets single sets of data, using appropriate statistical displays</i>
MA4-20SP	<i>Analyses single sets of data using measures of location, and range</i>
MA4-21SP	<i>Represents probabilities of simple and compound events</i>

2021 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Area of plane shapes, Applications of percentages and Financial mathematics	Algebraic Techniques, Equations	Data collection and representation and Single variable data analysis	Pythagoras' Theorem, Probability, Linear Relationships, Ratio
Nature of task	In class test	In class test	Hand in task	In class test
Due Date (Week, Term)	Week 9, Term 1, 2021	Week 4, Term 2, 2021	Week 3, Term 3, 2021	Week 2, Term 4, 2021
Outcomes assessed	MA4-13MG,MA4-6NA	MA4-8NA,MA4-10NA,	MA4-20SP,MA4-19SP	MA4-16MG,MA4-21SP, MA4-11NA, MA4-7NA

Music

Syllabus Outcomes

4.1	<i>Performs in a range of musical styles demonstrating an understanding of musical concepts</i>
4.2	<i>Performs music using different forms of notation and different types of technology across a broad range of musical styles</i>
4.3	<i>Performs music demonstrating solo and/or ensemble awareness</i>
4.4	<i>Demonstrates an understanding of musical concepts through exploring, Experimenting, improvising, organising, arranging and composing</i>
4.5	<i>Notates compositions using traditional and/or non-traditional notation</i>
4.6	<i>Experiments with different forms of technology in the composition process</i>
4.7	<i>Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas</i>
4.8	<i>Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire</i>
4.9	<i>Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study</i>
4.10	<i>Identifies the use of technology in the music selected for study, appropriate to the musical context</i>
4.11	<i>Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform</i>
4.12	<i>Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</i>

2021 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Popular Music	Popular Music	Popular Music	Popular Music
Nature of task	Informal Performance	Informal Composition	Listening - Hand In	Informal Musicology
Due Date (Week, Term)	Week 7, Term 1	Week 9, Term 1	Week 3, Term 3	Week 9 Term 3
Outcomes assessed	4.1, 4.2, 4.3, 4.4, 4.5	4.6, 4.7, 4.8	4.7, 4.8, 4.9	4.7, 4.8, 4.9

Personal Development, Health and Physical Education

Syllabus Outcomes

PD4-1	<i>Examines strategies to manage current and future challenges</i>
PD4-2	<i>Examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others</i>
PD4-3	<i>Recognises behaviours and qualities of respectful relationships and explores strategies to address the abuse of power</i>
PD4-4	<i>Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts</i>
PD4-5	<i>Transfers and adapts solutions to complex movement challenges</i>
PD4-6	<i>Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</i>
PD4-7	<i>Investigates health practices, behaviours and resources to promote healthy, safe and active communities</i>
PD4-8	<i>Plans for and participates in activities that encourage lifelong physical activity</i>
PD4-9	<i>Demonstrates strategies to effectively manage emotional situations</i>
PD4-10	<i>Applies and refines skills to assist themselves and others to build and manage relationships in various social situations</i>
PD4-11	<i>Demonstrates how movement skills and elements of movement can be adapted and transferred to enhance and solve movement challenges</i>

2021 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Practical Component 1	Health Matters	Relationships	Practical Component 2
Nature of task	Movement Elements and Sequences	Research Task	Writing Task	Fundamental and Specialised Movement Skills
Due Date (Week, Term)	Semester 1	Week 7, Term 1, 2021	Week 8, Term 3, 2021	Semester 2
Outcomes assessed	PD4-4, PD4-5, PD4-10, PD4-11	PD4-1, PD4-2, PD4-7, PD4-10,	PD4-2, PD4-3, PD4-6, PD4-9, PD4-10	PD4-4, PD4-5, PD4-10, PD4-11

Science

Syllabus Outcomes

Skills

SC4-4WS	<i>identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</i>
SC4-5WS	<i>collaboratively and individually produces a plan to investigate questions and problems</i>
SC4-6WS	<i>follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</i>
SC4-7WS	<i>processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</i>
SC4-8WS	<i>selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</i>
SC4-9WS	<i>presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</i>

Knowledge and Understanding

SC4-10PW	<i>describes the action of unbalanced forces in everyday situations</i>
SC4-11PW	<i>discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations</i>
SC4-12ES	<i>describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system</i>
SC4-13ES	<i>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</i>
SC4-14LW	<i>relates the structure and function of living things to their classification, survival and reproduction</i>
SC4-15LW	<i>explains how new biological evidence changes people's understanding of the world</i>
SC4-16CW	<i>describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles</i>
SC4-17CW	<i>explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life</i>

2021 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3	
Nature of task	Student Research Project (Part 1)	Skills	Student Research Project (Part 2)	Science Folio
Due Date (Week, Term)	Week 8, Term 1, 2021	Week 3, Term 2, 2021	Week 1, Term 4, 2021	Ongoing across the year
Outcomes assessed	SC4-4WS, SC4-5WS, SC4-6WS, SC4-11PW, SC4-13ES, SC4-15LW, SC4-16CW	SC4-6WS, SC4-7WS, SC4-8WS	SC4-7WS, SC4-8WS, SC4-9WS	All

Technology (Mandatory)

Syllabus Outcomes

TE4-1DP	<i>Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</i>
TE4-2DP	<i>Plans and manages the production of designed solutions</i>
TE4-3DP	<i>Selects and safely applies a broad range of tools, materials and processes in the production of quality projects</i>
TE4-4DP	<i>Designs algorithms for digital solutions and implements them in a general-purpose programming language</i>
TE4-7DI	<i>Explains how data is represented in digital systems and transmitted in networks</i>
TE4-9MA	<i>Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</i>
TE4-8EN	<i>Explains how force, motion and energy are used in engineered systems</i>
TE4-10TS	<i>Explains how people in technology related professions contribute to society now and into the future</i>

2021 Year 8 Assessment Schedule

	Task 1	Task 2
Topic	(Materials) Textiles Technology	Agriculture & Food Technologies
Nature of task	Individual - Boxer Shorts Practical Project & Portfolio	Group Task - Designer Hamburger Practical Project & Portfolio
Due Date (Week, Term)	Semester 1: Week 9, Term 2, 2021 Semester 2: Week 9, Term 4, 2021	Semester 1: Week 9, Term 2, 2021 Semester 2: Week 9, Term 4, 2021
Outcomes assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS

Visual Arts

Syllabus Outcomes

4.1	<i>Uses a range of strategies to explore different artmaking conventions and procedures to make artworks</i>
4.2	<i>Explores the function of and relationships between artist – artwork – world – audience (through making artworks)</i>
4.3	<i>Makes artworks that involve some understanding of the frames</i>
4.4	<i>Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts</i>
4.5	<i>Investigates ways to develop meaning in their artworks</i>
4.6	<i>Selects different materials and techniques to make artworks</i>
4.7	<i>Explores aspects of practice in critical and historical interpretations of art</i>
4.8	<i>Explores the function of and relationships between the artist – artwork – world – audience (through critical and historical interpretation of art)</i>
4.9	<i>Begins to acknowledge that art can be interpreted from different points of view</i>
4.10	<i>Recognises that art criticism and art history construct meanings</i>

2021 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Artmaking Task 1	Artmaking Task 2	Historical & Critical study Task 2
Nature of task	Practical (all work completed in class)	Practical (all work completed in class)	Written Response
Due Date (Week, Term)	Week 10, Term 1, 2021	Week 8, Term 2, 2021	Week 10, Term3, 2021
Outcomes assessed	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.7, 4.8, 4.9, 4.10

STUDENT ASSESSMENT PLANNER 2021

SEMESTER ONE

TERM ONE	TASKS TO COMPLETE	TERM TWO	TASKS TO COMPLETE
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	

STUDENT ASSESSMENT PLANNER 2021

SEMESTER TWO

TERM THREE	TASKS TO COMPLETE	TERM FOUR	TASKS TO COMPLETE
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
		WEEK 11	

