



# Assessment Schedule

Year 8 - 2023

Kiama High School

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## What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

## Assessment of learning in Year 8

Assessment of Learning determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting.

## Assessment for learning in Year 8

Assessment For Learning gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

<b>Assessment of Learning (Formal Assessment)</b>	<b>Assessment for Learning (Informal Assessment)</b>
➤ Assessment tasks usually occur at the end of a unit to check your overall understanding.	➤ Assessment that checks your progress along the way to make sure that you are learning as the teacher moves through the unit of work
<b>Types of Formal Assessment:</b> <ul style="list-style-type: none"><li>➤ Assessment tasks/unit tests</li><li>➤ Projects or research assignments</li><li>➤ Oral engagement or presentations</li><li>➤ Practical tasks and artworks</li><li>➤ Portfolios</li><li>➤ Practical performances and compositions</li><li>➤ Half Yearly and Yearly examinations</li></ul>	<b>Types of Informal Assessment:</b> <ul style="list-style-type: none"><li>➤ Observation of student learning</li><li>➤ Classroom activities</li><li>➤ Homework assignments</li><li>➤ Mini tests or quizzes</li><li>➤ Group or pair work</li><li>➤ Experiments</li><li>➤ Performances</li><li>➤ Book work</li></ul>

## What do formal assessment tasks look like?

Formal assessment tasks should:

- Be based on syllabus outcomes.
- Be a valid instrument designed to assess student learning.
- Include a task description to clarify student understanding of what is required in the task.
- Be reliable, measure what the task intends to assess and provide feedback that is relevant, explicit, constructive, and actionable.
- Be free from bias and provide evidence that accurately represents student's knowledge, understanding and skills.
- Enable students and teachers to use feedback effectively and reflect on the learning process.
- Be inclusive to and accessible by all students.
- Be a part of the ongoing monitoring of student progress.

## Student rights and responsibilities in assessment:

As a student at Kiama High School, you have the **right** to:

- Two weeks formal notice for any assessment task.
- Receive clear guidelines for any assessment task
- Receive formal feedback from your teacher.
- To query a result of an assessment task.
- To apply for an extension of time/misadventure through the proper channels.

As a student at Kiama High School you have the **responsibility** to:

- Submit all tasks on time.
- Submit work that is your own - i.e. not copied from another source such as friends or the Internet. To do this is an act of plagiarism and will result in a mark of zero.
- Not engage in behaviour that is considered cheating.
- Take responsibility for your own learning. If you cannot submit a task on time, it is up to you to approach your teacher and look at options for handing in the work at another time.
- Complete all classwork to the best of your ability in all lessons.
- Complete homework as requested by your teacher.

## Kiama High School Assessment Policy for Stage 4

All students are required to submit their work on the due date provided by their teacher, in accordance with their teacher's instructions. Failure to hand in work on the designated day will incur the following penalties:

1. **The loss of 10% of the full marks per school day.**
2. Failure to submit a task after **five (5) days** will see the student receive a mark of **zero**. The student is expected to complete the work even after the five-day cut-off date to satisfy course outcomes.
3. A letter will be sent home to your parent/caregiver to inform them that you have not submitted the required work.

*Suitable reasons for failing to submit a task:*

1. Genuine illness.
2. School business (i.e. sporting teams or excursions). If this is the case, students must notify their teacher *before* the due date to negotiate a new due date.
3. Accident or misadventure.

**NOTE:** Access to or failure of technology is NOT a suitable reason to not submit your task on time. There is plenty of technology (i.e. computers and printers) available at school for you to complete your work. It is suggested that all tasks are saved on Google Drive or One Drive so students have access to their work at home and school. If a student is experiencing difficulty with technology, they must see their teacher as soon as possible to ensure they are able to resolve the problem.

### Request for consideration or extension

Students are responsible for making sure they hand in their assessment tasks on time, but there are incidences when you may not be able to meet a due date. This may be because of a sporting event, other school business or illness or accident.

If you have a legitimate reason from missing an assessment task, you can apply for consideration or extension. To apply for consideration or an extension you should:

- Talk to your classroom teacher:
  - If you know you are going to be absent on the day of an assessment task or a test and explain to them the reason you may be missing the task. They will be able to help you with an extension.
  - If you were sick and missed the assessment task, then bring a note in from home on your first day back from school and give it to your teacher. You can then talk with your teacher about rescheduling or handing in the task on another day.
- It is always advisable to have a medical certificate when you miss an assessment due to illness or accident, this creates good habits for when you are in Years 10, 11 and 12.

Your classroom teacher may speak to the Head Teacher before deciding about consideration or an extension.

## Core Stage 4 Courses at Kiama High School

KLA	Description
English	<ul style="list-style-type: none"> <li>➤ The syllabus must be studied substantially throughout Years 7 to 10.</li> <li>➤ By the end of Year 10, each student should have engaged in 400 hours of study in English.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>➤ The syllabus must be studied substantially throughout Years 7 to 10.</li> <li>➤ By the end of Year 10, each student should have engaged in 400 hours of study in Mathematics.</li> </ul>
Science	<ul style="list-style-type: none"> <li>➤ The syllabus must be studied substantially throughout Years 7 to 10.</li> <li>➤ By the end of Year 10, each student should have engaged in 400 hours of study in Science.</li> </ul>
Human Society & Its Environment (HISE)	<ul style="list-style-type: none"> <li>➤ The syllabus must be studied substantially throughout Years 7 to 10.</li> <li>➤ By the end of Year 10, each student should have engaged in 400 hours of study in HISE.</li> <li>➤ This must include 100 hours of study of History and Geography in each stage.</li> </ul>
Personal Development, Health and Physical Education (PDHPE)	<ul style="list-style-type: none"> <li>➤ The mandatory 300 hour course is to be completed.</li> <li>➤ This integrated course is to be studied in Years 7 to 10</li> </ul>
Technology Mandatory (TAS)	<ul style="list-style-type: none"> <li>➤ Students must participate in 200 hours of learning in Technology Mandatory.</li> <li>➤ This subject is studied in Year 7 &amp; 8</li> <li>➤ Students must complete:               <ul style="list-style-type: none"> <li>○ 50 hours of Digital Technologies</li> <li>○ 150 hours of a combination of focus areas – Food &amp; Agriculture Technology, Materials Technology (Timber, Metals &amp; Textiles) and Engineered Systems.</li> </ul> </li> </ul>
Creative Arts	<ul style="list-style-type: none"> <li>➤ Students are required to complete 200 hours of learning in Creative Arts. This is 100 hours in Visual Arts and 100 hours in Music.</li> <li>➤ It is expected that the 100 hour mandatory courses in each of these subjects will be taught as coherent units of study and not split over a number of years.</li> </ul>



# Course Assessment Programs

# English

Head Teacher – Ms L. Chapman



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Listening Task	Digital Advertisement	Essay	Speaking
Due date:	Term 1, Week 5	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7
Weighting:	20%	20%	30%	30%
Outcomes assessed:	EN4-6C, EN4-7D	EN4-1A, EN4-2A	EN4-1A, EN4-3B, EN4-7D	EN4-3B, EN4-4B, EN4-5C

## Course Outcomes:

*A student:*

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



# Mathematics

Head Teacher – Mr T. Wrigley



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Semester 1 Examination	Investigation Task	Semester 2 Examination	Cumulative Topic Assessment
Due date:	Term 2, Week 4 Examination Week	Term 3, Week 6	Term 4, Week 5 Examination week	Ongoing
Weighting:	20%	30%	20%	30%
Outcomes assessed:	MA4-1WM; MA4-2WM; MA4-3WM; MA4-5NA; MA4-6NA; MA4-8NA; MA4-9NA; MA4-10NA; MA4-12MG; MA4-13MG; MA4-14MG; MA4-16MG; MA4-19SP	MA4-1WM; MA4-2WM; MA4-3WM; MA4-5NA; MA4-6NA; MA4-7NA; MA4-8NA; MA4-9NA; MA4-10NA; MA4-12MG; MA4-13MG; MA4-14MG; MA4-16MG MA4-19SP; MA4-20SP	MA4-1WM; MA4-2WM; MA4-3WM; MA4-7NA; MA4-11NA; MA4-13MG; MA4-14MG; MA4-17MG; MA4-18MG; MA4-20SP; MA4-21SP	MA4-1WM; MA4-2WM; MA4-3WM; MA4-5NA; MA4-6NA; MA4-7NA; MA4-8NA; MA4-9NA; MA4-10NA; MA4-11NA; MA4-12MG; MA4-13MG; MA4-14MG; MA4-16MG; MA4-17MG; MA4-18MG; MA4-19SP; MA4-20SP; MA4-

\*Note: Assessment Task 4 Cumulative Topic Assessment is made up of a range of informal tasks. These tasks may include, but are not limited to research, homework, assignments, topic tests, bookmarks and oral presentations.

## Course Outcomes:

*A student:*

- MA4-1WM Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbol
- MA4-2WM Applies appropriate mathematical techniques to solve problems
- MA4-3WM Recognises 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

## Mathematics Course Outcomes (continued)

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.

# Science

Head Teacher – Mr H. McKay



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Working Scientifically with Chemistry	Body Systems Research Project	Major Work: Ecosystems Portfolio	Earth Science Skills Task
Due date:	Term 1 Week 7	Term 2 Week 3	Term 3 Week 2	Term 4 Week 2
Weighting:	25%	25%	25%	25%
Outcomes assessed:	SC4-16CW SC4-4WS SC4-7WS	SC4-14LW SC4-15LW SC4-1VA	SC4-4WS SC4-5WS SC4-8WS SC4-9WS	SC4-5WS, SC4-12ES

## Course Outcomes:

*The student:*

- 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
  - SC4-7WS 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
  - SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
  - 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
  - SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

# Geography (HSIE)

Head Teacher – Mr M. Storch



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Fieldwork Booklet and Test	Research Task	Presentation Place and Liveability	Skills and Content Examination
Due date:	Term 1, Wk. 11	Term 2, Wk. 4	Term 3, Wk. 9	Term 4, Wk. 5
Weighting:	5% Booklet 20% Test = 25%	25%	25%	25%
Outcomes assessed:	GE4-1, GE42, GE4-4, GE4-5, GE4-7	GE4-2, GE4-3, GE4-5, GE4-8	GE4-4, GE4-6, GE4-7, GE4-8	GE4-2, GE4-3, GE4-5, GE4-6,

## Course Outcomes:

*The student:*

- GE4.1 Locates and describes the diverse features and characteristics of a range of places and environments
- GE4.2 Describes processes and influences that form and transform places and environments
- GE4.3 Explains how interactions and connections between people, places and environments result in change
- GE4.4 Examines perspectives of people and organisations on a range of geographical issues
- GE4.5 Discusses management of places and environments for their sustainability
- GE4.6 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

# Italian (LOTE Faculty)

Head Teacher – Ms M Langlands



	TASK 1	TASK 3	TASK 3	TASK 4
Task Name:	Accessing and responding (Reading)	Accessing and responding (Listening)	Composing (Writing)	Communicating Interacting 10% Composing Speaking 15%
Due date:	Term 1  Week 7	Term 2  Week 3	Term 3  Week 6	Term 4  Week 2
Weighting:	25%	25%	25%	25%
Outcomes assessed:	LIT4 -2C LIT4 -7U LIT4 -8U	LIT4 -2C LIT4 -8U	LIT4-3C LIT4-4C LIT4-6U	LIT4-1C LIT4-4C LIT4-5U LIT4-6U
In addition to these formal assessments, students will complete weekly quizzes and homework that assesses the skills of reading, writing, speaking, and listening. These informal tasks will also be used to calculate each student's overall grade.				

## Course Outcomes:

### *The student:*

- LIT4-1C uses Italian to interact with others to exchange information, ideas and opinions, and make plans
- LIT4-2C identifies main ideas in, and obtains information from texts
- LIT4-3C organises and responds to information and ideas in texts for different audiences
- LIT4-4C applies a range of linguistic structures to compose texts in Italian, using a range of formats for different audiences
- LIT4-5U applies Italian pronunciation and intonation patterns
- LIT4-6U applies features of Italian grammatical structures and sentence patterns to convey information and ideas
- LIT-7U identifies variations in linguistic and structural features of texts
- LIT4-8U identifies that language use reflects cultural ideas, values and beliefs

# Japanese (LOTE Faculty)

Head Teacher – Ms M Langlands



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Self-introduction & Katakana	Masterchef	All About Me	Hiragana
Due date:	Term 1 Week 5 & Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Week 6
Weighting:	Self-Introduction Week 5 10% Katakana test Week 9 15%	30%	35%	10%
Outcomes assessed:	LJA4-2C LJA4-5U LJA4-6U	LJA4-2C LJA4-3C LJA4-8U	LJA4-1C LJA4-4C LJA4-7U	LJA4-4C LJA4-5U LJA4-8U

In addition to these formal assessments, students will complete weekly quizzes and homework that assesses the skills of reading, writing, speaking, and listening. These informal tasks will also be used to calculate each student's overall grade.

## Course Outcomes:

*The student:*

- LJA4-1C uses Japanese to interact with others to exchange information, ideas and opinions, and make plans
- LJA4-2C identifies main ideas in, and obtains information from texts
- LJA4-3C organises and responds to information and ideas in texts for different audiences
- LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences
- LJA4-5U applies Japanese pronunciation and intonation patterns
- LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions
- LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
- LJA4-8U identifies variations in linguistic and structural features of texts
- LJA4-9U identifies that language use reflects cultural ideas, values and beliefs

# Personal Development, Health and Physical Education (PDHPE)

Head Teacher – Peter Quine



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Fitness Journal	Create Your Own Target Game	Teen Mental Health First Aid	Slide Hockey
Due date:	Term 1, Week 9	Term 2, Week 5	Term 3, Week 10	Term 3, Week 10
Weighting:	25%	25%	25%	25%
Outcomes assessed:	PD 4.6, PD 4.7	PD 4.8, PD 4.11	PD 4.2, PD 4.10	PD 4.4, PD 4.5

## Course Outcomes:

*A student*

- PD4-1 examines and evaluates strategies to manage current and future challenges
- PD4-2 examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others
- PD4-3 investigates effective strategies to promote inclusivity, equality, and respectful relationships
- PD4-4 refines, applies, and transfers movement skills in a variety of dynamic physical activity contexts
- PD4-5 transfers and adapts solutions to complex movement challenges
- PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing, and participation in physical activity
- PD4-7 investigates health practices, behaviours, and resources to promote health, safety, wellbeing, and physically active communities
- PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity
- PD4-9 demonstrates self-management skills to effectively manage complex situations
- PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

# Technology Mandatory (TAS Faculty)

Head Teacher – Mr M. Yates



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Common Assessment Task 1	Practical & Folio Semester 1	Common Assessment Task 2	Practical & Folio Semester 2
Due date:	Term 1, Wk. 9	Term 2, Wk. 2	Term 3, Wk. 8	Term 4, Wk. 7
Weighting:	20%	30%	20%	30%
Outcomes assessed:	TE4-1DP, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP, TE4-3DP

## Course Outcomes:

### Design and Production Skills

- 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

### Knowledge and understanding

- 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





# Elective Course Assessment Programs

# Activ8 (PDHPE Faculty)

Head Teacher – Mr Peter Quine



	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
Task Name:	Water Safety Exam	Court Games Coaching Task	Team Building Day Task	Scavenger Hunt Task
Due date:	Weeks 9-10	Term 2, Weeks 4-10	Term 3 Week 8	Term 4 Week 4
Weighting:	25%	25%	25%	25%
Outcomes assessed:	PD4.2, PD4.7	PD4.4, PD4.8	PD4.6, PD4.10	PD4.4, PD4.5

## Course 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
- PD4-7 investigates health practices, behaviours, and resources to promote health, safety, wellbeing, and physically active communities
- PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity
- PD4-9 demonstrates self-management skills to effectively manage complex situations
- PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

# Food Technology (TAS Faculty)

Head Teacher – Mr M Yates



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Nutrition Board Game	Food for Specific Needs Research Task	Practical Exam	Yearly Examination
Due date:	Term 2, Week 4	Term 3, Week 4	Term 3, Week 9	Term 4, Week 3
Weighting:	25%	25%	20%	30%
Outcomes assessed:	FT4-6, FT4-8, FT4-9	FT4-7, FT4-12	FT4-1, FT4-5, FT4-10, FT4-11	FT4-6, FT4-7, FT4-13

## Course Outcomes:

*The student:*

- FT4-1 Demonstrates hygienic handling of food to ensure a safe and appealing product
- FT4-2 Describes and manages the risk of injury and WHS issues associated with handling food
- FT4-3 Lists the basic components of a variety of foods
- FT4-4 Describes the changes which occur during processing, preparation and storage of food
- FT4-5 Applies appropriate methods of food preparation
- FT4-6 Relates the nutritional value of foods to health
- FT4-7 Identifies the factors that influence food habits and relates them to food choices
- FT4-8 Collects, interprets and uses information from a variety of sources
- FT4-9 Communicates ideas and information using a range of media and appropriate terminology
- FT4-10 Uses appropriate techniques and equipment for a variety of food specific purposes
- FT4-11 Plans, prepares, presents and evaluates practical food activities
- FT4-12 Outline the influence of technology and society on food supply
- FT4-13 Recognise the impact of food and related activities on the individual, society and the environment

# Industrial Technology (TAS Faculty) Timber



Head Teacher – Mr M. Yates

	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Research Task	Project 1 & Folio	Yearly Examination	Project 2 & Folio
Due date:	Term 2, Week 4	Term 3, Week 4	Term 3, Week 9	Term 4, Week 3
Weighting:	10%	25%	20%	30%
Outcomes assessed:	IND4-1 IND4-5 IND4-7	IND4-2 IND4-5 IND4-7	IND4-1 IND4-9 IND4-10	IND4-2 IND4-5 IND4-7 IND4-8

## Course Outcomes:

*The student:*

- 1 Identifies and applies fundamental WHS principles when working with tools, materials and machines
- 4-2 Applies a design process in the modification of projects
- 3 Identifies and uses a range of hand and machine tools to produce quality practical projects
- 4 Selects and uses a range of relevant materials for specific purposes
- 5 Selects and uses communication techniques when designing, making and evaluating projects and ideas
- 6 Participates in collaborative work practices in the learning environment
- 7 Applies skills, processes, and materials to a variety of contexts and projects
- 8 Evaluates products in terms of functional use and aesthetics
- 9 Identifies a range of technologies and their intended uses
- 10 Describes the impact of technology on society, the environment and cultural issues locally and globally.

# Marine Studies (Science Faculty)

Head Teacher – Mr H. McKay



	TASK 1	TASK 2	TASK 3
Task Name:	Water Safety Skills Test	Water Birds of NSW Assignment	Yearly Examination
Due date:	Term 2, Week 3	Term 3, Week 7	Term 4, Week 3
Weighting:	30%	30%	40%
Outcomes assessed:	MAR4-9, MAR4-10	MAR4-1, MAR4-2, MAR4-7, MAR4-14	MAR4-2, MAR4-7, MAR4-8, MAR4-13, MAR4-15

## Course Outcomes:

*The student:*

- MAR4-1 Identifies the nature and scope of the marine and aquatic environment.
- MAR4-2 Identifies and describes the components of some marine ecosystems.
- MAR4-3 Investigates attitudes towards the marine environment as a fisheries resource.
- MAR4-4 Investigates some of the effects human activity has had on the native fish stocks
- MAR4-5 Identifies the nature and scope of aquaculture.
- MAR4-6 Investigates plant and animal species suitable for aquaculture.
- MAR4-7 Identify the need to care for and protect the marine environment.
- MAR4-8 Demonstrates sound and responsible judgement in their personal use of the marine environment.
- MAR4-9 Selects, organises, assembles, uses, dismantles, cleans and stores equipment appropriately.
- MAR4-10 Interprets and follows instructions with accuracy.
- MAR4-11 Identifies employment opportunities in aquaculture, marine and maritime industries.
- MAR4-12 Investigates the opportunities to join volunteer marine-based service organisations.
- MAR4-13 Selects and presents the results of appropriate research from a variety of sources.
- MAR4-14 Uses appropriate language, signals, signs and conventions to communicate in marine contexts.

# Music (CAPA/LOTE Faculty)

Head Teacher: Ms M Langlands



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Concepts of Music	Blues Music	Reggae Music and Technology	Topic of Choice Ensemble
Due date:	Term 1, Week 8 and 10	Term 2, Week 9	Term 3, Week 7	Term 4, Week 4
Performance, Listening and Composition (100%)	30% Listening Task – 20% (Wk8) Performance – 10% (Wk10)	30% Blues Composition – 25% (Wk9) Performance - 5% (Wk9)	25% Reggae Performance – 10% (Wk7) Composition – 15% (Wk7)	15% Listening – 5% (Wk4) Performance – 10% (Wk4)
Outcomes assessed:	4.1, 4.4, 4.8, 4.12	4.2 4.3, 4.5, 4.7	4.2, 4.6, 4.10	4.7, 4.9

## Course Outcomes: *A student:*

- 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 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
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



# Visual Arts (CAPA Faculty)

Head Teacher – Ms M. Langlands



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Realistic Animals and Jaimee Paul Assignment	Masks	Cultural Ceramics and Totem Pole Assignment	Johnny Romeo Painting
Due date:	Term 1, Week 10 (Prac) Week 9 (Assign)	Term 2, Week 10	Term 3, Week 10 (Prac) Week 9 (Assign)	Term 4, Week 4
Artmaking (60%)	15% (Animal Drawing) 5% (VAPD)	15%	15% (Artwork) 5% (VAPD)	5% (Work-in-Progress)
Critical/Historical (40%)	20% (Assignment)		20% (Assignment)	
Outcomes Assessed:	4.7, 4.9, 4.10	4.4, 4.6	4.2, 4.3, 4.8, 4.9	4.3, 4.5

## Course Outcomes:

*A student:*

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between 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
- 4.10 recognises that art criticism and art history construct meanings



# Visual Design (CAPA Faculty)

Head Teacher – Ms M. Langlands



	TASK 1	TASK 2	TASK 3	TASK 4
Task Name:	Fashion Design Sneakers	Functional Ceramic Objects	Tree House Architecture	Christmas Décor Set
Due date:	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4
Artmaking (70%)	25% (Shoe Design)	25% (Ceramic Series)	15% (Tree House)	5% (Work-in-Progress Xmas Designs)
Historical/Critical (30%)	5% (Visual Design Diary Work)	20% (Ceramics Examination)	5% (Visual Design Diary Work)	
Outcomes assessed:	5.1, 5.4, 5.9	5.2, 5.7, 5.10	5.1, 5.6	5.2, 5.5

## Course Outcomes:

*A student:*

- 5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
- 5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks
- 5.6 selects appropriate procedures and techniques to make and refine visual design artworks
- 5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
- 5.9 uses the frames to make different interpretations of visual design artworks
- 5.10 constructs different critical and historical accounts of visual design artworks

## Year 8 Assessment Calendar 2023

<b>TERM 1, 2023</b>	
<b>Week</b>	<b>Task due</b>
7	Task 1: Science, Geography
8	
9	Task 1: English, Italian, Visual Art (Assign), PDHPE, Technology Mandatory, Activ8
10	Task 1: Visual Art (Prac), Visual Design, Japanese, Activ8 Task 2: Italian

<b>TERM 2, 2023</b>	
<b>Week</b>	<b>Task due</b>
2	Task 2: Geography, Technology Mandatory
3	Task 1: Marine Studies
4	Task 1: Mathematics, Food Technology Task 2: Activ8 (Weeks 4 to 10 inclusive)
5	Task 2: PDHPE Task 3: Italian
6	Task 2: Science
7	Task 2: Japanese
9	Task 2: English
10	Task 2: Visual Art, Visual Design Task 3 & 4: PDHPE

<b>TERM 3, 2023</b>	
<b>Week</b>	<b>Task due</b>
4	Task 2: Food Technology
6	Task 2: Mathematics
7	Task 2: Marine Studies Task 3: Science, Geography
8	Task 3: Japanese, Activ8, Technology Mandatory, Task 4: Italian
9	Task 3: English, Visual Art (Assign), Food Technology
10	Task 3: Visual Art (Prac) Visual Design

<b>TERM 4, 2023</b>	
<b>Week</b>	<b>Task due</b>
2	Task 4: Geography, Italian
3	Task 3: Marine Studies Task 4: Food Technology
4	Task 4: Visual Design, Visual Art, Activ8
5	Task 3: Mathematics
6	
7	Task 4: Technology Mandatory
8	Task 4: Japanese