Kiama High School

Assessment Schedule

Year 8 - 2024



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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.

|  |  |
| --- | --- |
| **Assessment of Learning (Formal Assessment)** | **Assessment for Learning (Informal Assessment)** |
| * 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
 |
| **Types of Formal Assessment:*** Assessment tasks/unit tests
* Projects or research assignments
* Oral engagement or presentations
* Practical tasks and artworks
* Portfolios
* Practical performances and compositions
* Half Yearly and Yearly examinations
 | **Types of Informal Assessment:*** Observation of student learning
* Classroom activities
* Homework assignments
* Mini tests or quizzes
* Group or pair work
* Experiments
* Performances
* Book work
 |

# 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.

|  |
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| **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 | * The syllabus must be studied substantially throughout Years 7 to 10.
* By the end of Year 10, each student should have engaged in 400 hours of study in English.
 |
| Mathematics | * The syllabus must be studied substantially throughout Years 7 to 10.
* By the end of Year 10, each student should have engaged in 400 hours of study in Mathematics.
 |
| Science | * The syllabus must be studied substantially throughout Years 7 to 10.
* By the end of Year 10, each student should have engaged in 400 hours of study in Science.
 |
| Human Society & Its Environment (HISE) | * The syllabus must be studied substantially throughout Years 7 to 10.
* By the end of Year 10, each student should have engaged in 400 hours of study in HISE.
* This must include 100 hours of study of History and Geography in each stage.
 |
| Personal Development, Health and Physical Education (PDHPE) | * The mandatory 300 hour course is to be completed.
* This integrated course is to be studied in Years 7 to 10
 |
| Technology Mandatory (TAS) | * Students must participate in 200 hours of learning in Technology Mandatory.
* This subject is studied in Year 7 & 8
* Students must complete:
	+ 50 hours of Digital Technologies
	+ 150 hours of a combination of focus areas – Food & Agriculture Technology, Materials Technology (Timber, Metals & Textiles) and Engineered Systems.
 |
| Creative Arts | * Students are required to complete 200 hours of learning in Creative Arts. This is 100 hours in Visual Arts and 100 hours in Music.
* 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.
 |



# Course Assessment Programs

# A picture containing text, clipart, sign  Description automatically generatedEnglishHead 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 |

# A picture containing text, clipart  Description automatically generatedMathematicsHead Teacher – Mr J Jovanovski

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| Task Name: | Class Test | In class task | Research task | Examination |
| Due date: | Term 1, Week 7 | Term 2, Week 5 | Term 3, Week 8  | Term 4, week 5 |
| 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- |

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. |

# A picture containing text, clipart  Description automatically generatedScience

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 1Week 7 | Term 2Week 3 | Term 3Week 2 | Term 4Week 2 |
| Weighting: | 25% | 25% | 25% | 25% |
| Outcomes assessed: | SC4-16CWSC4-4WSSC4-7WS | SC4-14LWSC4-15LWSC4-1VASC4-9WS | SC4-3VASC4-14LWSC4-15LWSC4-9WS | 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 SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system |

# A picture containing text, clipart  Description automatically generatedGeography (HSIE)

Head Teacher – Mr L Anderberg

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **TASK 5** | **TASK 6** |
| Task Name: | Fieldwork Test | Research TaskLandscapes & Landforms | Geography Skills Test | PEEL Writing TaskSydney Water | Research TaskWater in the World | Research TaskPlace and Liveability |
| Due date: | T 1, Wk. 9 | T 2, Wk. 2 | T 2, Wk. 5 | T 3, Wk. 3 | T 3, Wk. 7 | T 4, Wk. 3 |
| Weighting: | 15% | 20% | 15% | 10% | 25% | 15% |
| Outcomes assessed: | GE4.1, GE4.2,  GE4.4, GE4.5 | GE4.2, GE4.3, GE4.4, GE4.5, GE4.8 | GE4.4, GE4.7,  | GE4.3, GE4.5, GE4.8 | GE4.2, GE4.3, GE4.4, GE4.5, GE4.8 | GE4.3, GE4.4, GE4.6, GE4.7, GE4.8 |

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 |

# Personal Development, Health and Physical EducationA picture containing text, clipart  Description automatically generated (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 |

# A picture containing text, clipart  Description automatically generatedTechnology 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. 2 |
| 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

# A picture containing text, clipart, sign  Description automatically generatedActiv8 (PDHPE Faculty)

Head Teacher – Mr Peter Quine

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| 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 3Week 8 | Term 4Week 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 |

# A picture containing text, clipart, sign  Description automatically generatedFood Technology (TAS Faculty)

Head Teacher – Mr M Yates

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| --- | --- | --- | --- | --- |
|  | **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:  | IND4-1IND4-5IND4-7 | IND4-2IND4-5IND4-7 | IND4-1IND4-9IND4-10 | IND4-2IND4-5IND4-7IND4-8 |

Course Outcomes:

*The student:*

|  |  |
| --- | --- |
| IND4-1 | Identifies and applies fundamental WHS principles when working with tools, materials and machines |
| IND4-2 | Applies a design process in the modification of projects |
| IND4-3 | Identifies and uses a range of hand and machine tools to produce quality practical projects |
| IND4-4 | Selects and uses a range of relevant materials for specific purposes |
| IND4-5 | Selects and uses communication techniques when designing, making and evaluating projects and ideas |
| IND4-6 | Participates in collaborative work practices in the learning environment |
| IND4-7 | Applies skills, processes, and materials to a variety of contexts and projects |
| IND4-8 | Evaluates products in terms of functional use and aesthetics |
| IND4-9 | Identifies a range of technologies and their intended uses |
| IND4-10 | Describes the impact of technology on society, the environment and cultural issues locally and globally. |
|   |  |

# A picture containing text, clipart, sign  Description automatically generatedMarine 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. |

# A picture containing text, clipart, sign  Description automatically generatedVisual Arts (CAPA Faculty)

Head Teacher – Ms M. Langlands

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|  | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| Task Name: | Ceramics Functional Objects Merran Essan Artist Study | Sneaker Design | Realistic Animals Jaimee Paul Artist Study | Digital Photography |
| 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% (Artwork) 5% (VAPD) | 15% | 15% (Artwork) 5% (VAPD) | 5%(Work-in-Progress ) |
| Historical/Critical (40%) | 20% (Exam) |  | 20% (Exam) |  |
| Outcomes assessed: | 4.2, 4.9, 4.10 | 4.4, 4.6 | 4.3, 4.8, 4.9 | 4.1, 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

# Year 8 Assessment Calendar 2024

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| **TERM 1, 2023** |
| **Week** | **Task due** |
| 7 | Task 1: Science, Geography |
| 8 |  |
| 9 | Task 1: English, Italian, Visual Art (Assign), PDHPE, Technology Mandatory, Activ8 |
| 10 | Task 1: Visual Art (Prac), Activ8 |

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| **TERM 2, 2023** |
| **Week** | **Task due** |
| 2 | Task 2: Geography, Technology Mandatory |
| 3 | Task 1: Marine Studies |
| 4 | Task 1: Mathematics, Food TechnologyTask 2: Activ8 (Weeks 4 to 10 inclusive) |
| 5 | Task 2: PDHPE |
| 6 | Task 2: Science |
| 7 |  |
| 9 | Task 2: English |
| 10 | Task 2: Visual ArtTask 3 & 4: PDHPE |

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| **TERM 3, 2023** |
| **Week** | **Task due** |
| 4 | Task 2: Food Technology |
| 6 | Task 2: Mathematics |
| 7 | Task 2: Marine StudiesTask 3: Science |
| 8 | Task 3: Japanese, Activ8, Technology Mandatory, Geography |
| 9 | Task 3: English, Visual Art (Assign), Food Technology |
| 10 | Task 3: Visual Art (Prac)  |

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| **TERM 4, 2023** |
| **Week** | **Task due** |
| 2 | Task 4: Geography, ItalianTask 4: Technology Mandatory |
| 3 | Task 3: Marine StudiesTask 4: Food Technology |
| 4 | Task 4: Visual Art, Activ8 |
| 5 | Task 3: Mathematics |
| 6 |  |
| 7 |  |
| 8 |  |