

YEAR 8

ASSESSMENT BOOKLET

Important information for students in **2020**



Cronulla High School

■ Raising expectations ■ Communicating with parents ■ Recognising achievement

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ASSESSMENT PROCEDURES IN YEAR 8

WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about students learning. The central purpose of assessment is to provide information on student achievement as well as to set the direction for ongoing learning programs. Formal assessment tasks are used across all subjects so as to provide a basis for comparing evidence of a student's achievements both against other students and predetermined levels of achievement.

WHEN WILL I BE ASSESSED?

- Assessment can commence from the beginning of the school year.
- This is a program of dates to be followed, which outlines the **approximate weeks** when assessment tasks are due.
- At least 10 school days' notice will be given of the **specific date** that an assessable task is to be either submitted for marking or will take place. Circumstances may arise that will lead to a change in the due date for an assessment task. In this case, teachers would give students appropriate notice of any change in date.
- **Assessment Week** – During predetermined Assessment Weeks for each year, you will sit a number of exams or assessment tasks. Assessment Week dates are published in the school e-diary and school calendar every year.

TO WHOM AND WHEN DO I SUBMIT MY ASSESSMENT TASK?

Your class teacher, at a time designated by the class teacher on or before the **day the task is due**. If your teacher is away that day, you must submit it to the Head Teacher of that subject. You must **only** hand in the tasks/assignments to your **Class teacher or Head Teacher** of the relevant faculty. If for any reason both are absent on the day then the task is to be submitted to a Deputy Principal.

WHAT HAPPENS IF I AM ABSENT WHEN THE ASSESSMENT TASK IS SET?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assignment was set. Students are urged to check e-diary daily, see their teachers immediately upon their return to be advised of missed work and to implement a buddy system so as to be informed of tasks issued in absentia.

WHAT IF I DO NOT COMPLETE ASSESSMENT TASKS?

The school expects that all students will **complete all assessment tasks** and that they will **complete them on time**. Where this does not happen the student should advise the subject teacher and Head Teacher as a matter of urgency.

In Year 8, if an assessment task is not submitted for marking by the due date and stated time, a **sliding penalty scale** will be applied to the assessment mark awarded.

A penalty of 20% of the awarded marks for that task will be applied for each school day, after the due date, that the assessment task is submitted for marking. For example, if an assessment task is submitted one school day late, a penalty of 20% will be applied. If the task is submitted three school days late, a penalty of 60% will be applied. If a task is submitted five or more school days late, no credit for that task will be given towards a student's overall assessment.

Where a student is absent for an in class assessment task, they will receive zero for the task until they have completed satisfactorily the necessary illness and misadventure claim procedures. Please note it is not automatic that the student will receive any concession for their absence.

WHAT HAPPENS IF I AM ABSENT WHEN AN ASSESSMENT TASK IS ON OR DUE?

The school must be contacted on the day of the task (Ph: 9523 4017) to inform the subject teacher of the student's absence. Any student who is absent without an acceptable reason **will be** given zero for that task. If the absence was unavoidable and the student believes that they should still receive credit for the assessment task then they should submit an **Illness or Misadventure Claim form, with supporting evidence that makes clear the illness or the misadventure that prevented the student attending**. A general note from home is unlikely to be considered sufficient. For an illness a medical certificate is required. For misadventure, evidence of the misadventure that prevented attendance is required.

The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher's pigeon hole.

In the case of a prolonged unavoidable absence, where an illness or misadventure claim is upheld, a substitute task may need to be set to ensure fairness to all concerned.

Other circumstances that need to be noted include:

- Where a student has **prior knowledge of an absence** (e.g. due to a family holiday, scheduled medical reasons) **the student must submit a written application (Illness or Misadventure Claim form) before the absence**, to the Head Teacher of the relevant subject. It is not automatic that any concession will be given. Each application will be judged entirely on its own merit. A substitute assessment task may be arranged.
- It is expected that students will attend all timetabled lessons, including study periods, on the day of an assessment task whether it be an in class task or a hand in task. Where a student is absent **during periods prior to the task** and on the same day as the task, a 20% penalty of the awarded marks will be applied to marks received.
- Any student arriving to school late on the day of the task will be considered to be seeking to gain an unfair advantage and in the absence of substantiated and justified reasons, a 20% penalty of the awarded marks will be imposed.

- A student who truants from a class while at school on the day an assessment task is being undertaken or submitted will be considered in the same manner and a 20% penalty of the awarded marks available will be imposed.
- Any student found to be preparing for an assessment task in another class while at school on the day an assessment task is being undertaken or submitted will be considered to be seeking an unfair advantage and a 20% penalty of the awarded marks will be imposed.
- If a student is absent from school on the due date of an assessment task because of a legitimate school activity (eg a sporting carnival, an excursion) the student must first notify the relevant Head Teacher and in the case of a hand in task negotiate an appropriate time for submission of the task **before the student attends the event**. In the case of an **in class task**, arrangements for the completion of the task must be made with the relevant Head Teacher **before** attending the event.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal to the Principal in writing.

Students can expect to sit for any missed 'in class' assessment task on their first timetabled lesson back, or at a time negotiated between the class teacher and the student.

Where a student **has failed to complete a formal assessment task, made a non-serious attempt at an assessment task and/or incurred any loss of marks due to late submitting of the task**, a Parent Advice letter will be sent home by the class teacher.

GRADES FOR SCHOOL REPORTS

The table below indicates the final assessment mark required for the allocation of grades for the school reports.

Final Grade
A – 100 to 85
B – 84 to 70
C – 69 to 50
D – 49 to 30
E - 29 to 0

WHAT IS PLAGIARISM?

Plagiarism is a form of theft. Plagiarism is the taking or imitation of another person's ideas and manner of expressing them and presenting them as one's own. That is, plagiarism is copying other people's work or taking another's ideas and using them without appropriate acknowledgement.

What is NOT acceptable

- Copying parts (phrases, sentences, paragraphs etc) out of books, short stories, newspapers, encyclopedias, internet sites, and other students' work.
- Using other people's ideas without correct acknowledgement (see below).
- Quoting without providing acknowledgement (see below).
- Submitting work that has been written by someone else, such as a tutor, parent or friend, or which has had more than reasonable input from someone else.

What IS acceptable

- Using published texts – short stories, essays, poems, and media items etc – as **MODELS** for your own writing. A model shows you the structure and type of language that is appropriate for a particular form of writing. You make use of the model to show you **HOW** something is done; the content and expression must be your own.
- Borrowing ideas for creative writing – you must acknowledge your source which has inspired you. This is often what writers do at the beginning of novels to show where their inspiration came from.
- Editing assistance – all good writers have good editors who suggest ways of making their writing better. This advice can be about ideas, expression, structure etc. However, an editor does **NOT** make these changes – the writer does if he or she agrees with them. You are welcome to use parents, friends, teachers as editors to **ADVISE** you but they must **NOT** do the work for you.

How do I avoid it?

The full proof way to avoid plagiarism is to include **ALL** sources of information in a reference list (bibliography) at the end of your assignment. In-text citations are not necessary for Years 7-10.

Always cite the following; Internet, Magazines and Newspapers, Books, Music, TV programs and films, Interviews, Maps, Summaries, other student's work and other people's ideas.

Requirements and guidelines are set out below and are also available on Cronulla HS Library Moodle page under "Referencing and Bibliographies".

Prevent Plagiarism – create a bibliography

Guidelines

A general guide for the number of resources is **1 per 100 words** of the assignment. Resources must be from a variety of sources.

Junior (Years 7-10) Bibliographies need to be **listed alphabetically**. They may contain subheadings for each source, for example, "Book", "Website", "Media" etc. Each citation must be in correct **APA format** (see samples on Library Moodle page)

Referencing tools available within the school

Library Moodle → Referencing and Bibliographies

- Student samples – both Junior and Senior
- Full Referencing Guide for all text types
- Cite This For Me – Online Bibliography building tool

School website → Learning → Library

Cite This For Me –

Cite This For Me is an intuitive bibliography building tool, creating citations for referencing lists online that can be easily transferred to a student's referencing list. **APA** formatting must be selected. For books, an efficient method is by entering the ISBN number found on the library enquiry tool or book into the search bar. Take note of the manual entry mode for more obscure texts. A link for this can be found on Library Moodle under "Referencing and Bibliographies". For websites, the URL will be entered to generate the citation.

Infobase Research database –

For all research items sourced through Infobase, our subscription database, an **APA citation tab** is available under the article's title. When copying and pasting these citations from Infobase, the title of the resource needs to be manually italicised after pasting.

Referencing formats

At Cronulla HS, we use **APA** (American Psychology Association) referencing format. This format is most common in the first choice universities. It is important to select the **APA** option in Infobase and *Cite This For Me* to elicit the correct citation.

Some other referencing formats include Harvard, MLA and Chicago Manual of Style. Infobase, particularly, does not always offer an APA option. In these cases the source must be entered into *Cite This For Me*, available through the Library Moodle page. Some examples of APA formatted citations are below;

Book

- Lumby, J. (2001). *Who cares? The changing health care system*. Sydney, Australia: Allen & Unwin.

Book chapter

- McKenzie, H., Boughton, M., Hayes, L., & Forsyth, S. (2008). Explaining the complexities and value of nursing practice and knowledge. In I. Morley & M. Crouch (Eds.), *Knowledge as value: Illumination through critical prisms* (pp. 209-224). Amsterdam, Netherlands: Rodopi.

Journal article

- Boughton, M., & Halliday, L. (2008). A challenge to the menopause stereotype: Young Australian women's reflections of 'being diagnosed' as menopausal. *Health & Social Care in the Community*, 16(6), 565-572. <http://dx.doi.org/10.1111/j.1365-2524.2008.00777>

More examples of citation entries are available through Library Moodle under "Referencing and Bibliographies". A bibliography sample is included in this booklet.

How do I acknowledge quotations in my work?

Quotations must have “quotation marks” around them followed by a basic in-text citation (i.e the name of the resource in brackets) stating where the quotation came from. This in-text citation will be developed further in senior years. At this stage, they are only needed to cite direct quotations.

For example,

Plagiarism, as Bryman notes, is ‘a notoriously slippery notion.’ (p.115)

Plagiarism is ‘a notoriously slippery notion’ (Bryman p. 115).

More examples and a complete guide to in-text citations may be found on the Library Moodle page under “Referencing and Bibliographies”

What happens if I Plagiarise in an Assessment Task?

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be awarded for that task. However, if only a certain section of the task has been plagiarised then only that part of the task will get zero. You will be only marked on the work that is your own and not taken from someone else. For example, if it is proven that you have plagiarised 50% of a task then you will only be marked on the 50% that you did yourself.

WHAT IS MALPRACTICE?

Any failure to comply with the rules as set out in this policy or of NESAs will be judged to be malpractice. This will result in zero marks being awarded for the entire assessment task or definable parts of an assessment task as appropriate.

Examples of malpractice may include, but are not limited to:

- Copying someone else’s work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person’s work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date
- Assisting another student to engage in malpractice eg notifying them of details of a common task

In the event of malpractice the relevant Faculty Head Teacher will investigate and issue an appropriate consequence. Students will be informed of this in writing through a Parent Advice Letter.

ILLNESS OR MISADVENTURE CLAIM PROCEDURES

ILLNESS OR MISADVENTURE CLAIM PROCEDURES

Collect and complete an “Illness or Misadventure Claim” form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school’s website.

For an in class task students may be required to sit for the task on their first day back at school, or at a time that has been previously arranged with the class teacher.

Any claim due to:

1. **Illness should be supported by a medical certificate (failure to provide a doctor’s certificate may result in rejection of the claim) and submitted within 3 school days of when the student first returns to school.** The school should be contacted on or prior to the date of the task so the relevant Head Teacher can be informed. The medical certificate should specifically relate to the task and how the students’ performance has or will be affected.
2. **Misadventure must be supported by appropriate and detailed documentation in support of the claim.**
3. **Approved leave must be supported by attaching the Certificate of Exemption which will be provided by the Principal once the Application for Exemption has been approved.**

A Parent Advice Letter will be sent out if the above illness and misadventure claim procedures have not been followed.

- Any claim against a zero mark or procedural arrangements associated with an assessment task must be completed within **three school days** of the return of the task.
- Appeals must be submitted to the Head Teacher of the KLA concerned. The Principal, or nominee, will co-ordinate a committee to consider all aspects of the appeal.
- If an appeal is upheld, the committee may determine that an alternate task be sat or may authorise the use of an estimate based on other appropriate evidence.

Any dissatisfaction with the process should be referred to the Principal.

In **exceptional circumstances** where the completion of a substitute task is not reasonably possible, the Principal in consultation with the teacher and relevant Head Teacher may authorise the use of an estimate mark. The estimate mark will be **based on other appropriate evidence**.

The Head Teacher must notify the student and class teacher of the outcome when an illness and misadventure form is presented for due consideration.

TECHNOLOGICAL FAILURE

Computer/printer/storage device failure is not an excuse for inability to complete tasks by the due date. It is the student’s responsibility to back-up and keep a hard copy of any work in progress. This can be called upon for marking.

Good Advice to all students – implement a buddy system

It is important that you “buddy-up” with one or more students so that any time you are absent from school, your “Buddy” collects any hand-outs or assignments for you. Whilst many teachers will do so out of good will, it is not the teacher’s responsibility to contact you after your absence. It is your responsibility to pursue any missed work, hand-outs or assignments.

ILLNESS OR MISADVENTURE CLAIM FORM



CRONULLA HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's Name:..... Year: Roll Class:

Parent's name:..... Daytime parent contact number:

Exam or Assessment task affected:.....

..... Due date of task: / /

Subject:..... Class Teacher's name:.....

Type of claim Illness Misadventure Approved leave

Describe your reasons for submitting this claim:

(Any supporting evidence, such as a doctor's certificate, a letter from a parent or Certificate of Exemption, should be attached. This substantiates that you were prevented from satisfying assessment requirements due to an illness or unforeseeable misadventure)

.....
.....
.....
.....

State what outcome you hope to achieve by submitting this claim:

.....
.....
.....

Parent or Guardian's Signature:..... Date: / /

INSTRUCTIONS:

- This claim form, along with any supporting evidence, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted **within three school days** after the examination or assessment task in question has occurred. (It is to be submitted before the task is due in the case of a known absence)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Office use only – to be completed by Head Teacher

Day & Date claim received by Head Teacher: Mo Tu We Th Fr / /

Head Teacher's name: Signature:.....

Accepted Not accepted

If not accepted, please provide an explanation and return a photocopy to the student:

.....

BIBLIOGRAPHY

Years 7-10 Bibliography Sample

Website/Online

Bose-Einstein statistics. (2009). In *Encyclopedia of Physical Science*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein equation. (2002). In *Dictionary of Atomic and Nuclear Physics*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein: Theory of Relativity. (2008). In *Complete Dictionary of Scientific Biography* (Vol. 4, pp. 319-333). Detroit: Charles Scribner's Sons. Retrieved from <http://go.galegroup.com>

Energy. (2017). In *Encyclopædia Britannica*. Retrieved from <http://library.eb.com.au>

Print or Ebook

D'Amassa, Don. *Encyclopedia of Science Fiction, Second Edition*. Literary Movements. New York: Facts On File, 2013. February 25, 2016.

<http://ebooks.infobaselearning.com/View.aspx?ISBN=9781438140629&InstID>

Glenn, J. (1996). *Scientific genius: The twenty greatest minds*. Rowayton, CT: Saraband.

Reid, S. (2000). *Albert Einstein*. Oxford: Heinemann Library.

Multimedia

Corbet. (n.d.). Albert Einstein: A voice for the oppressed [Albert Einstein]. Retrieved May 21, 2016, from <https://www.theguardian.com/books/2015/jun/12/five-reasons-we-should-celebrate-albert-einstein>

Note: Ensure hyperlink is removed from URLs and the tail of the URL (highlighted here in italicised, red font, following .com) are removed.

ENGLISH 2020

Outcomes	Task	Due	Description	Weight %
4.1A, 4.3B, 4.5C, 4.7D, 4.8D	1	Term 1 Week 8	Essay: Representation and Context	25
Half-Yearly Report				
4.1A, 4.2A, 4.3B, 4.5C, 4.6C, 4.9E	2	Term 2 Week 8	Multi-modal Presentation: Literary Value & Connotation, Imagery and Symbol	25
Half Yearly Assessment - class ranks determined			Sub-Total	50
4.1A, 4.3B, 4.5C, 4.7D	3	Term 3 Week 9	Creative Writing: Point of View in Narratives	25
4.1A, 4.2A, 4.4B 4.5D	4	Term 4 Assessment Period Week 5	Exam: Representation and Perspective in Texts	25
Yearly Assessment			Totals	100

ENGLISH EXTENSION 2020

Outcomes	Task	Due	Description	Weight %
4.1A, 4.3B, 4.5C, 4.7D, 4.8D	1	Term 1 Week 8	Essay: Representation and Context	25
Half-Yearly Report				
4.1A, 4.2A, 4.3B, 4.5C, 4.6C, 4.9E	2	Term 2 Week 8	Multi-modal Presentation: Literary Value & Connotation, Imagery and Symbol	25
Half Yearly Assessment - class ranks determined			Sub-Total	50
4.1A, 4.3B, 4.5C, 4.7D	3	Term 3 Week 9	Creative Writing: Point of View in Narratives	25
4.1A, 4.2A, 4.4B 4.5D	4	Term 4 Assessment Period Week 5	Exam: Representation and Perspective in Texts	25
Yearly Assessment			Totals	100

MATHEMATICS 2020

Outcomes	Task	Due	Description	Weight %
MS4.1, NS4.3, NS5.1.1, PAS4.5, PAS5.1.1, PAS5.2.1	1	Term 1 Week 7	Class Exam	15
PAS4.4, PAS5.2.2, PAS4.5, SGS4.3(last 2 pts), MS4.1(last 4 pts)	2	Term 2 Assessment Period Week 5-6	Half Yearly Exam	25
Half Yearly Assessment out of 40 will be converted to a percentage out of 100 for reporting purposes				
Carried Forward - Half Yearly Assessment				40
NS4.3(last 8 pts), SGS4.3, SGS5.2.1, DS4.1, DS5.1.1	3	Term 3 Week 7	Class Exam	25
DS4.2, MS4.2, MS5.2.2, SGS4.4, SGS5.2.2	4	Term 4 Assessment Period Week 4-5	Yearly Exam	35
Yearly Assessment				100

The Yearly Exam will consist mainly of work covered in the second semester.

The total for both half yearly and yearly will be used to determine overall achievement in Year 8.

This mark along with teacher recommendations will determine class placements for Year 9.

MATHEMATICS EXTENSION 2020

Outcomes	Task	Due	Description	Weight %
MS4.1, NS4.3, NS5.1.1, PAS4.5, PAS5.1.1, PAS5.2.1	1	Term 1 Week 7	Class Exam	15
PAS4.4, PAS5.2.2, PAS4.5, SGS4.3(last 2 pts), MS4.1(last 4 pts)	2	Term 2 Assessment Period Week 5-6	Half Yearly Exam	25
	E1	Extension Challenge		Grade A-E
Half Yearly Assessment out of 40 will be converted to a percentage out of 100 for reporting purposes Carried Forward - Half Yearly Assessment				40
NS4.3(last 8 pts), SGS4.3, SGS5.2.1, DS4.1, DS5.1.1	3	Term 3 Week 7	Class Exam	25
DS4.2, MS4.2, MS5.2.2, SGS4.4, SGS5.2.2	4	Term 4 Assessment Period Week 5-6	Yearly Exam	35
	E2	Extension Challenge		Grade A-E
Yearly Assessment				100

The Yearly Exam will consist mainly of work covered in the second semester.

The total for both half yearly and yearly will be used to determine overall achievement in Year 8.

This mark along with teacher recommendations will determine class placements for Year 9.

SCIENCE 2020

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and communication.

Outcomes	Task	Due	Description	Weight %
WS 7.1, 7.2 LW5	1	Term 1 Week 7	Ecology Study	20
WS 4, 8 ES4 CWI, CW2, CW4	2	Term 2 Assessment Period Week 5-6	Practical Test	20
Half Yearly Assessment				40
(Half Yearly expressed as a percentage for reporting purposes)				
WS 4, 5, 6, WS 7, 8, 9	3	Term 3 Week 2	Student Research Project	25
WS7.1, 7.2, WS 9 PW4	4	Term 3 Week 9-10	Literacy and Numeracy Task	15
WS7.1, 7.2 WS 8, 9 PW3, PW4 ES1, ES3 CWI, CW2, CW4	5	Term 4 Assessment Period Week 4-5	Yearly Examination	20
Yearly Assessment				Totals
				100

SCIENCE EXTENSION 2020

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and communication.

Outcomes	Task	Due	Description	Weight %
WS 7.1, 7.2 LW5	1	Term 1 Week 7	Ecology Study	20
WS 4, 8 ES4 CW1, CW2, CW4	2	Term 2 Assessment Period Week 5-6	Practical Test	20
Extension Activities				Grade A - E
Half Yearly Assessment				40
(Half Yearly expressed as a percentage for reporting purposes)				
WS 4,5,6, WS 7,8,9	3	Term 3 Week 2	Student Research Project	25
WS 7.1, 7.2 WS 9 PW4	4	Term 3 Week 9-10	Literacy and Numeracy Task	15
WS7.1, 7.2 WS 8, 9 PW3, PW4 ESI, ES3 CW1, CW2, CW4	5	Term 4 Assessment Period Week 4-5	Yearly Examination	20
Extension Activities				Grade A - E
Yearly Assessment Totals				100

GEOGRAPHY 2020

Outcomes	Task	Due	Description	Weight %
GE4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8,	1	Term 1 Week 8	Task 1 Water in the World Class Based Assessment	35
GE4.1, 4.3, 4.4, 4.6, 4.7, 4.8	2	Term 2 Assessment Period Week 5-6	Task 2 Water in the World Exam	35
Semester Assessment Sub-Total				70
	3	Ongoing	Bookwork	10
	4	Ongoing	Numeracy Task 1	10
	5	Ongoing	Literacy Task 2	10
Semester Class Assessment				30
Totals				100

GEOGRAPHY EXTENSION 2020

Outcomes	Task	Due	Description	Weight %
GE4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.9	1	Term 1 Week 8	Task 1 Water in the World Class Based Assessment	35
GE4.1, 4.3, 4.4, 4.7, 4.8	2	Term2 Assessment Period Week 5-6	Task 2 Water in the World Exam	35
Extension Assessment			Sub-Total	70
4.5, 4.7, 4.8, 4.9, 4.10	3	Term 1	Extension Project Challenge	Grade A-E
	4	Ongoing	Literacy Task 1	10
	5	Ongoing	Numeracy Task 2	10
	6	Ongoing	Bookwork	10
Semester Class Assessment			Totals	30 100

HISTORY 2020

Outcomes	Task	Due	Description	Weight %
4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	1	Term 3 Week 6	Task 1 Class Based Assessment The Western & Islamic World	35
4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	2	Term 4 Assessment Period Week 4-5	Task 2 The Black Death Exam	35
Semester Assessment			Sub-Total	70
	3	Ongoing	Literacy Task 1	10
	4	Ongoing	Numeracy Task 2	10
	5	Ongoing	Bookwork	10
Semester Class Assessment			Totals	30 100

HISTORY EXTENSION 2020

Outcomes	Task	Due	Description	Weight %
4.1, 4.4, 4.5, 4.6, 4.7, 4.8	1	Term 3 Week 6	Task 1 Class Based Assessment The Western & Islamic World	35
4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	2	Term 4 Assessment Period Week 4-5	Task 2 The Black Death Exam	35
Semester Assessment			Sub-Total	70
4.6, 4.7, 4.8, 4.9, 4.10	3	Term 3	Extension Challenge	Grade A-E
	4	Ongoing	Literacy Task 1	10
	5	Ongoing	Numeracy Task 2	10
	6	Ongoing	Bookwork	10
Semester Class Assessment			Totals	30 100

The extension activity set for Year 8 will run over the course of Term 3 and will allow students to demonstrate and develop their historical knowledge and skills. Students will be allocated some class time, however, students are expected to undertake the majority of the task challenge at home.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2020

Outcomes	Task	Due	Description	Weight %
4.1, 4.6, 4.7	Be Smart, Be Safe	Monday 30 March Week 10	Research Task	25
4.4, 4.11	On the Court	Term 1 Set Week 4 Term 2 Due Week 2-3	Students perform a range of court skills	25
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
4.4, 4.5, 4.10, 4.11	Dance	Term 3 Set Week 1 Term 3 Due Week 4-6	Group task Students compose, design and perform a dance	25
4.1, 4.2, 4.3, 4.9, 4.10	Yearly examination	Assessment Period Term 4 Week 4-5	The yearly examination will include topics covered through Semester 2	25
Yearly Assessment			Totals	100

COMPUTING STUDIES 2020

Outcomes	Task	Due	Description	Weight %
TE4-IDP	1	Term 1 Week 7	Photoshop Task - Technologies	20
TE4-2DP	2	Term 2 Week 6	Animation Skills	20
Half Yearly Assessment			Sub-Total	40
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
TE4-4DP	3	Term 3 Week 5	Character Design & Animation	20
TE4-4DP	4	Term 4 Week 3	Digital Media Task	20
	5	Term 4 Week 5	Keyboarding Skills	20
Yearly Assessment			Totals	100

JAPANESE 2020

Outcomes	Task	Due	Description	Weight %
LJA4-2C, LJA4-4C, LJA4-6U	1	Ongoing	Class Based Assessment	15
LJA4-1C, LJA4-4C, LJA4-5U	2	Term 2 Week 1	Cultural Investigation	10
LJA4-2C, LJA4-3C, LJA4-4C, LJA4-6U	3	Term 2 Assessment Period Week 5-6	Half Yearly Examination	25
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ 50 expressed as percentage for reporting purposes)				
LJA4-2C, LJA4-4C, LJA4-6U, LJA4-7U	4	Ongoing	Class Based Assessment	10
LJA4-6U, LJA4-9U	5	Term 3 Week 5	Food Menu Assignment	10
LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-8U	6	Term 4 Assessment Period Week 4-5	Yearly Examination	30
Yearly Assessment			Totals	100

COMPONENT/DOMAIN		Weight %
C1	Performance	25
C2	Composition	25
C3	Aural	25
C4	Musicology	25
Total		100

Outcomes	Task	Due	Description	C1	C2	C3	C4	Weight %
4.7, 4.10, 4.11, 4.12	1	Term 1 Assessment Period	Musicology Assessment Individual ICT Research Task				25	25
4.7, 4.8, 4.9	2	Term 2 Assessment Period Week 5-6	Aural Assessment			20		20
4.12	Ongoing		Class Tasks	5				5
Half Yearly Assessment							Sub-Total	50
(Half Yearly Assessment /50 expressed as percentage for reporting purposes)								
4.4, 4.5, 4.6, 4.9, 4.10	3	Term 3 Assessment Period	Composition Assessment		25			25
4.1, 4.2, 4.3	4	Term 4 Assessment Period Week 4-5	Performance Assessment	20				20
4.7, 4.8, 4.9, 4.11, 4.12	Ongoing		Class Tasks			5		5
Yearly Assessment Totals				25	25	25	25	100

TECHNOLOGY(MANDATORY) – HOME ECONOMICS 2020

Timing	Area of Study	Project Name	Weight	
Semester 1 or Semester 2	Materials Technologies Textiles Focus	New Earth Entrepreneur	50	
	Agriculture and Food Technologies	Fantastic Food	50	
Total			100	
Technology Textiles Outcomes				
Outcomes	Task	Due	Description	Weight %
TE4- 1DP TE4- 9MA	1	TBA	Research and Design Folio (Student Workbook)	20
TE4-2DP TE4-3DP	2	TBA	Practical Project (Cushion Construction)	20
TE4 – 10TS	3	TBA	ICT Presentation on Sustainability	10
Half-Yearly Sub Total (Half Yearly Assessment/ expressed as percentage for reporting purposes)			50	
Technology Food Outcomes				
Outcomes	Task	Due	Description	Weight %
TE4-1DP TE4-2DP TE4-6FO	1	TBA	Web Site Design on Nutrition	20
TE4-3DP	2	TBA	Lunch Box/ Health Bowl Design	20
TBATE4-3DP	3	TBA	Individual Practical Task	10
Yearly Total Assessment			100	

Once pattern of study is set for each class, an updated schedule will be issued to the student.

TECHNOLOGY(MANDATORY) INDUSTRIAL ARTS 2020

Technology Mandatory is based upon 4 context areas: Agriculture and Food, Digital Technologies, Materials Technologies and Engineered Systems.

Two content areas will be addressed each year in IA, however the practical project may be changed to allow for rooming and materials availability.

A practical project will be completed each semester.

Each content area has equal weighting.

Timing	Area of Study	Project Name	Weight
Semester 1	Engineered Systems	Rubber Band Racer	50
Semester 2	Digital Technologies	Arduino Lamp	50
Total			100

Outcomes	Task	Due	Description	Weight
TE4-1DP, TE4-2DP, TE4-3DP	1	Term 2 Assessment Period Week 5-6	Practical Project	30
TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN	2	Term 2 Assessment Period Week 5-6	Journal/ Folio	10
TE4-8EN, TE4-10TS	3	Term 1 Week 6	Assignment	10
Half Yearly Assessment Sub-Total				50
(Half Yearly Assessment / expressed as percentage for reporting purposes)				
TE4-1DP, TE4-2DP, TE4-3DP	1	Term 4 Assessment Period Week 4-5	Practical Project	30
TE4-1DP, TE4-2DP, TE4-3DP, TE4-7DI	2	Term 4 Assessment Period Week 4-5	Journal/ Folio	10
TE4-7DI, TE4-10TS	3	Term 3 Week 8	Assignment	10
Yearly Assessment				Totals
				100

VISUAL ARTS 2020

Core Units	Weight
Art making (AM)	70
Art Criticism and Art History	30
Total	100

Outcomes	Task	Due	Description	Weight
4.1, 4.2, 4.3, 4.4, 4.5, 4.6	1	Term 1 Week 9	Art Criticism and History Assignment	15
4.7, 4.9, 4.10	2	Term 2 Week 3	Visual Arts Process Diary and Body of Work	35
Half Yearly Assessment Sub-Total (Half Yearly Assessment / 50 expressed as percentage for reporting purposes)				50
4.7, 4.8, 4.9, 4.10,	1	Term 3 Week 9	Art Criticism and History Test	15
4.1, 4.2, 4.3, 4.4, 4.5, 4.6	2	Term 4 Assessment Period Week 4-5	Body of Work (AM)I	35
Yearly Assessment				100