

# GREAT LAKES COLLEGE

*One College  
Three Campuses  
Unlimited Opportunities*

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## Tuncurry Campus

# Assessment Schedule

Year 8  
2020

*Assessment Policy for Students and their Families*

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# Examination Expectations

As a student of Great Lakes College Tuncurry Campus you are expected to follow the code of conduct and examination expectations. This includes:

## Expectations throughout the Examination Process

- Follow the supervisor's instructions at all times
- Behave in a polite and courteous manner towards supervisors
- Demonstrate the College Core Expectations – Respect, Personal Best, Responsibility

## Prior to the Examination

- Be aware of when and where examinations are held
- Go to the toilet and have a drink before the examinations begin
- You must be wearing your school uniform
- Arrive at the examination prior to the start time to allow for the settling of all students and explanation of examination requirements
- Line up in classes as per assembly entrances or line up in the orange COLA as per instructions
- Leave all phones, ipods, organiser, dictionary or computerised watch and other electronic devices in bags along the wall. Electronic devices must also be switched off.

## Entering the Examination Room

- Enter the hall quietly and in an orderly fashion. Talking is to cease as you enter the examination room
- All bags are to be left in the appropriate location to the side of the hall
- Take all necessary examination equipment with you
- Proceed quietly to your desk

## During the Examination

- Write your name and your class in the spaces provided as directed by the supervisor
- Act appropriately in line with College expectations
- Check your examination paper to see if it has all the pages contained and it is in the correct order.
- Make a serious attempt at answering ALL the questions in the test
- Students are to remain in their seats until the examination time is up and the supervisor has indicated to move

## At the End of the Examination

- Remain seated and follow the directions of the examination supervisor
- Exit the examination quietly as directed by the supervisors. This is usually done in rows.

## Consequences for Failure to Follow the Expectations

- Students found to disrupt the test or the work of other students, or cheating will be removed and sent to the Head Teacher or the Deputy Principal. Parents will be informed of the incident.
- Students may be issued with consequences which include but are not limited to, a zero mark, N Warning, detention or Formal Caution of Suspension for failure to behave in an appropriate manner or follow the expectations outlined above

## Behaviours which will not be tolerated in examinations include

- Signalling, distracting other students, borrowing of equipment, making inappropriate noises, and talking are not permitted
- Disrupting the test or the work of other students
- Students *are not permitted to go to the toilet* during examinations unless there is an emergency
- Eating is not permitted in the test room but you may bring in water in a clear bottle
- Attending a test while under the influence of alcohol or illicit drugs is a serious offence in will incur the appropriate consequences. Parents will also be notified.

**Note:** If you miss an examination it is **your** responsibility to see the Head Teacher of the subject immediately on your return to school. A note or Doctor's Certificate must be handed to the Head Teacher as well as a Illness & Misadventure form signed by your parents. You will complete the examination as arranged by staff.

# Assessment and Reporting Guide

When a student enters Year 7, they start working towards gaining a NESA credential which is achieved at the end of Year 10. To be awarded a full credential at the end of Year 10, a student must satisfactorily complete all mandatory courses and elective courses throughout the four years.

NESA states that:

A student is considered to have satisfactorily completed a course if they have:

- followed the course developed by NESA;
- applied themselves with diligence and sustained effort to the tasks and experiences offered;
- and, achieved some or all of the course outcomes.

**This means a student attends lessons, completes all set class tasks and assessments and makes a genuine attempt to learn the course material and satisfactorily complete a course.**

## SCHOOL ASSESSMENTS AND ACADEMIC REPORTING

Student achievement is assessed throughout all the courses in Year 7 to 10, but the Year 10 credential (known as the Record of School Achievement or RoSA) is based on a student's achievement in Year 9 and 10. Course Performance Descriptors are used to describe student outcomes and levels of achievement and tasks are set to help assess the extent of a student's skills and knowledge. The student's performance on the achievement of the outcomes for each course is what is important. Teachers have many different ways of measuring and assessing the achievement of outcomes.

These methods may include:

- class observations
- completion of homework
- book reviews
- topic tests/class tests
- excursion reports
- practical projects
- speaking tasks
- research assignments
- experiments
- formal examinations

## Reporting

Students will receive reports at the end of each semester. The report will indicate the overall performance of the student in each course. This will be determined by the quality of the student performance when measured against the course performance descriptors and course outcomes.

Feedback will be provided after each assessment task and through academic monitoring and school reports.

## What are performance descriptors?

For all courses, each student's performance will be matched against **Course Performance Descriptors** based on the Knowledge and Skills objectives of courses.

General performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as a standard or benchmark against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A - E.

Assessment Tasks and/or coursework will be used to determine the description, which best reflects the level of achievement of each student and thus the grade in a particular course.

Grade	General performance descriptors
<b>A</b>	The student has extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills of the course and can apply these skills to new situations.
<b>B</b>	The student has thorough knowledge and understanding of the course content and a high level of competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of the course content and has achieved an adequate level of competence in the processes and skills of the course.
<b>D</b>	The student has a basic knowledge and understanding of the course content and has achieved a limited level of competence in the processes and skills of the course.
<b>E</b>	The student has elementary knowledge and understanding in a few areas of the course content and has achieved very limited competence in some of the processes and skills of the course.

**Assessment Tasks are mandatory for each course.** Students will be expected to complete set work regularly, in order to be determined as having satisfactorily studied the course. A variety of assessment task styles for example speaking, listening, reading and writing will be included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

# Procedures

## Tasks

A maximum of five assessment tasks may be scheduled per course in a year. This may include both Semester 1 and 2 Examinations. An assessment task may include more than one component.

Tasks are carefully timetabled to avoid student overload. A course assessment outline will be provided to students at the commencement of each calendar year.

## Notice to students

General notice about assessment tasks and procedures must be given to all students at the commencement of the course.

A moratorium on assessment tasks and excursions will be set during the week prior to semester examinations. Special exemptions will be at the campus Principal's discretion.

A common proforma on gold paper will be used indicating: date of the task, value of the task, required equipment, syllabus areas covered in the task, outcomes/objectives to be assessed and marking criteria.

Notice of upcoming tasks will be given to students two weeks before the assessment due date.

## Late submission/Absence on date of task

If a student is absent on the day or part day that a task is to be completed or submitted, the following procedure must be followed:

1. For known absences prior to the task, students are responsible for making arrangements with their teacher to submit or sit the task prior to their absence. This includes school representation. Where applicable, students may make other arrangements with their teacher with regards to submitting tasks. An illness/misadventure form is to be submitted prior to the student's absence.
2. For unforeseen absences, on the morning of the task, the parent/caregiver must contact the Tuncurry Campus office on 6555 0500 and leave a message for the relevant Head Teacher.
3. The student must be prepared to complete the task in the first lesson, or hand in the task on the first day of return to school.
4. The student must collect an illness/misadventure form on the first day of returning to school and it is to be submitted to the relevant classroom teacher within two days of return to school. Completion of the form does not guarantee that no penalties will apply. Reasons provided on the form must be deemed valid with supporting evidence where appropriate and be approved by the relevant Head Teacher.

If the task is handed in, or completed one day after the due date, then 50% of the achieved marks will be deducted. If a task is handed in or completed more than one day after the due date then a zero mark will be recorded for the task.

The task must still be completed for assessment and to meet NESAs requirements.

## Requests for an extension of time on a take home task

Requests for an extension because of illness or other extenuating circumstances must be made before the due date by submitting an illness/misadventure/extension form to the relevant classroom teacher. Such requests will be considered by the classroom teacher and Head Teacher. Requests for extensions must be made as soon as possible after the need for such a request is realised.

Students must show the classroom teacher their progress on the task to demonstrate that they have made a genuine attempt prior to the request for extension.

### Illness Misadventure

If a student believes that his/her performance in an assessment task or test or examination was affected by illness on the day, then the student should notify the class teacher of this fact prior to or immediately following the completion of the task. A medical certificate may be required to support the student's case. The student submits a illness/misadventure form. These are available from the Head Teacher, Class room Teacher and Year Adviser.

**Students should note that the loss of work through technological malfunction does not constitute a valid reason for misadventure.** Students need to make provisions for such occurrences by using school computers and printers to prepare assessment tasks; save new work regularly to a USB drive; regularly print work; keep a back up of all work; submit the USB; or keep a copy of the rough draft.

### Non-serious attempts

Students are obliged to make a serious and genuine attempt at all assessment tasks and examinations. If, in the teacher's professional judgment, a student has not made a genuine attempt, a zero mark will be recorded and the student may be required to redo the task or complete an alternative task.

### Malpractice

All students must be aware that assessment tasks have to be their own work. In cases of proven dishonesty (e.g. copying in examinations, copying other student's project/work) a zero mark will be recorded and the student will be required to redo the task.

### Copyright

The Copyright Act covers not only writings but digital images, architectural design, the graphic arts, motion pictures and sound recordings. This material is someone else's intellectual property and students must acknowledge sources when any other persons work is copied. Students must use quotation marks when the work is clearly identifiable as not your own work. Students should include a bibliography at the end of all assignments.

### Plagiarism

The school and NESAs take the issue of plagiarism very seriously. Students who use other people's work as their own, without acknowledging the source material (website, book etc) will receive: for Stage 4 the penalty is 50% of the available marks as a deduction; for Stage 5 the penalty is zero for the plagiarised work. Students will be required to resubmit the task. Plagiarism includes copying and pasting from the internet and claiming that work as your own. Teachers will and do check students work that is considered suspicious. Students are expected to follow accepted practices for acknowledging the use of other people's work.

## Failure to Submit Tasks / Failure to make a Serious Attempt

Teachers / Head Teachers are required to inform parents when students have failed to make a serious attempt or submit tasks and warn students that they are in danger of not meeting course requirements.

If at any time students are at risk of not meeting their responsibilities in any course, written contact will be made with parents or caregivers in the form of a KLA Concern letter. Specifically, contact will be made when a student fails to:

- **follow** the course developed or endorsed by NESAs; or
- **apply** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; or
- **achieve** some or all of the course outcomes.

This may be for:

- failing to apply themselves with diligence and sustained effort to the set tasks e.g. non-completion of assessment tasks, classwork or home work
- non-completion of course requirement due to attendance, falling below 85% of programmed lesson time
- non-completion of course requirements due to poor effort or misbehaviour

Students in Stage 4 will be sent a KLA Concern letter when they have not completed coursework or an assignment. Phone contact and interviews with parents/caregivers may also be arranged.

### Student appeals

Any request for a review of a mark awarded for any assessment task must be made at the time that the work and the mark are returned to the student. Students must direct all enquiries to the classroom teacher. Final decisions about appeals will be made by the relevant Head Teacher.

### Redeeming a Task

Students are expected to redeem any course work concerns which are raised by their teachers. Students must make a satisfactory attempt to complete all components of the set work to be redeemed. Where a student redeems a task they will be notified by their classroom teacher that the work is of an acceptable standard. Students who do not redeem their work may be excluded from school representation and other school activities.

## Provisions for students with special needs

The Learning and Support team will work together to identify students who should apply for Special Provisions from NESAs.

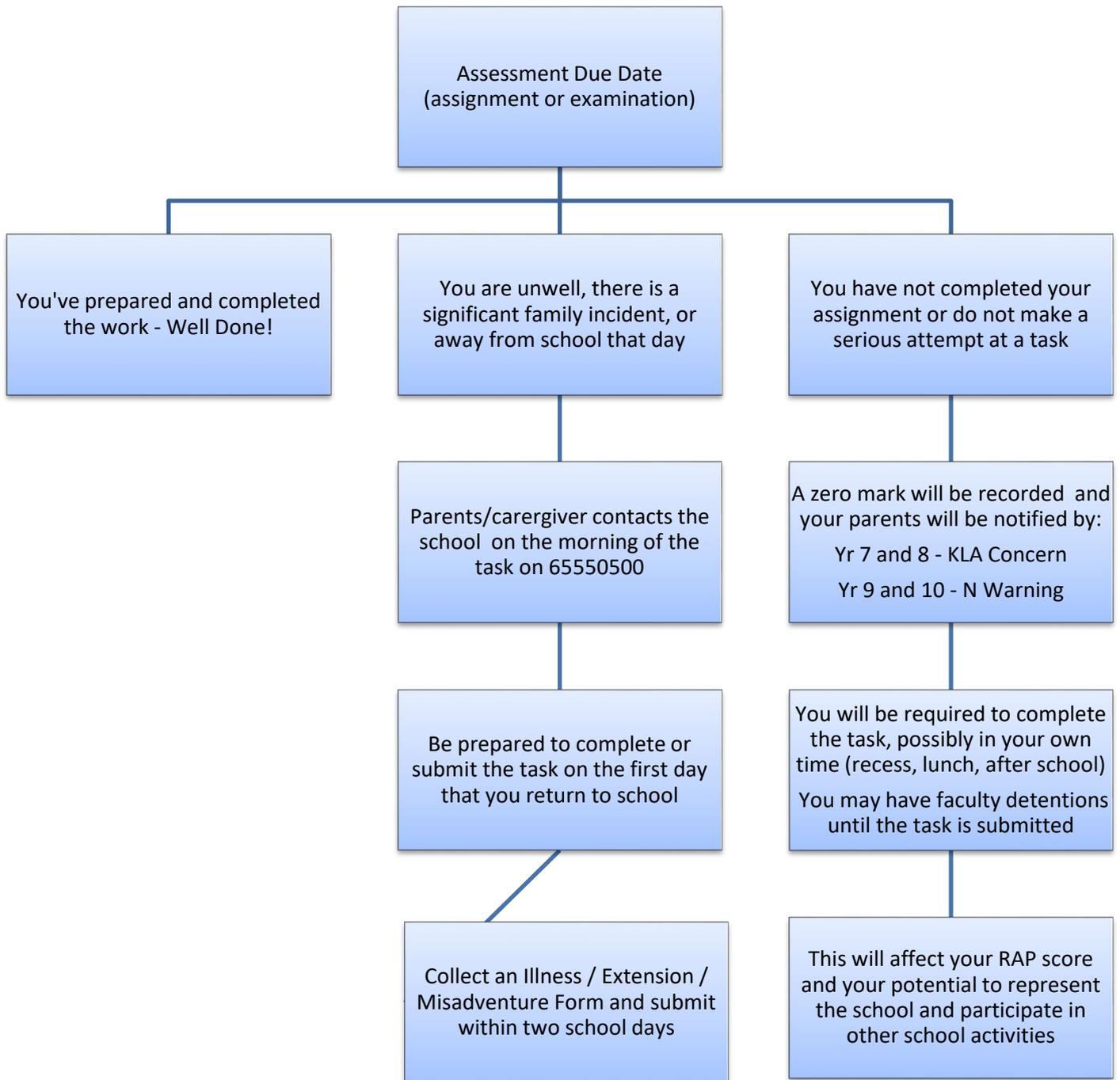
Special provisions may be available for school tests including oral/aural examinations. NESAs may approve special provisions if a student has a disability which would, in a normal examination situation, prevent that student from:

- reading and interpreting the examination question; and/or
- communicating knowledge or understanding to an examiner as effectively as a student without that disability.

Special provisions are granted to address the effects of a disability on examination performance. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications of that disability on examination performance.

NESA supports any decisions made at school level to offer provisions to students with disabilities in course work, assessment tasks and in-school examinations.

# Assessment Guideline Flowchart



# Illness and Misadventure Form

## Illness/ Misadventure/Extension

Our campus assessment policy aims to support and encourage students to take responsibility for completing and submitting tasks on time. The purpose of this form is to provide parents/carers with the opportunity to explain why the student was not able to submit or complete the task on the due date. Completing this form does not guarantee approval of your application or exemption from penalty. Please refer to the policy for further details.

### Student section to complete and return within two school days

Student name: \_\_\_\_\_ Subject: \_\_\_\_\_

Task: \_\_\_\_\_ Due date of task: \_\_\_\_\_

Please tick the reason for your application

Illness                       Misadventure                       Extension

Explain the reason you are making this application.                       Doctor's certificate attached

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby request:     Extension new date: \_\_\_\_\_                       Mark estimate     No penalty for late submission/completion

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Classroom teacher to complete

I have noted the above request and have made the following recommendation:

\_\_\_\_\_  
\_\_\_\_\_

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Head Teacher to complete

Based on the above details this application has been     Approved                       Not Approved

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Referencing

At Tuncurry Campus it is expected that you show references to demonstrate that you have researched and considered other people's intellectual property when completing assignments and assessments.

It also prevents plagiarism, which is where you use someone else's thoughts, words, ideas or images as if they were your own. It is technically stealing and can lead to an automatic failure in your assessment.

## What is the difference between a Bibliography and a List of References?

A bibliography is a full list of all the reading and research sources you used, including background reading, to do your assignment.

A list of references has only the sources you have acknowledged in the text or images of your assignment.

## What doesn't require referencing?

General knowledge does not need to be referenced, for example:

Canberra is the capital of Australia.

Also any images, tables or photographs that you produced yourself.

## What does require referencing?

If you use information in your assessment that has been discovered, proven, produced or published by someone else then you are using their intellectual property. As a student, you must acknowledge this. This is called "attribution" and often appears as a statement showing the source of your information or image.

## When are quotes used?

Quotes are used as either direct quotes (word-for-word) or as indirect quotes (paraphrased into your own words). They must be referenced to acknowledge where they came from, in other words the source.

Indirect quotes For example:

Shop-bought food is the second highest cause of climate pollution after coal-fired power stations in Australia (Mobbs, 2012)

Mobbs (2012) argues that growing our own food can be one of the single most valuable thing to sustain our resources.

Direct quotes (notice that the font has changed to italics and the text is indented from the margin to indicate the quote being used is the exact text. For example:

*Even a casual reading of history shows that under the right circumstances any one, or any combination of political turmoil, climatic extremes, or resource abuse can bring down a society.* (Mobbs, 2012, p 225)

## How do you reference images?

Just like the intellectual property of text, words and ideas, you must also acknowledge if you use images, artworks, graphs or tables. This is done at the point where you use them. For example:

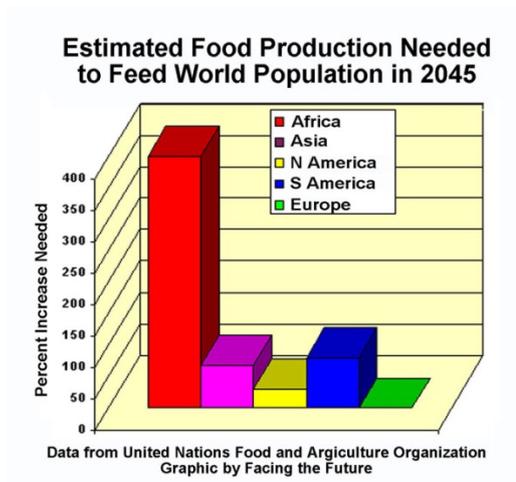
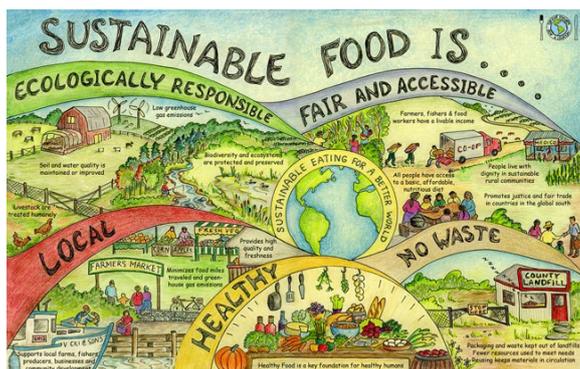


Table showing food production needed by 2045: (United Nations Food and Agriculture Organisation, 2015)



Drawing of sustainable food (Four reasons to eat sustainable food, 2014)



An image of sustainable food. (Sustainability, 2015)

## When do you start your reference list?

The easiest way is to start the moment you begin your research. This will save you time and effort at the end of your assignment. As soon as you find a source, list the details that you need for the bibliography. There are tools in Word to assist with this. It would look something like this.

### BIBLIOGRAPHY

Mobbs, M. (2012). *Sustainable food*. Sydney: Choice Books.

#### INTERNET

*Four reasons to eat sustainable food*. (2014). Retrieved October 13, 2015, from Ten Rivers Foodweb:  
<https://www.facingthefuture.org>

*Sustainable food*. (2015, May). Retrieved October 13, 2015, from Sustainability: <http://www.uq.edu.au/sustainability/sustainable-food>

*Sustainability*. (2015, July). Retrieved October 23, 2015, from Wikipedia: <https://en.wikipedia.org/wiki/Sustainability>

United Nations Food and Agriculture Organisation. (2015, April). *Facing the future*. Retrieved October 13, 2015, from Global sustainability curriculum: <https://www.facingthefuture.org/Portals/0/Images/Trends/foodneeded.jpg>

## ASSESSMENT SCHEDULE Year 8 2020

### Art and Design

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Portfolio of artworks	Term 1 Week 9	50%	4.1 4.2 4.3 4.4 4.5 4.6
Task 2	Portfolio of artworks and written responses to art	By Term 2 Week 5	50%	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Portfolio of artworks	Term 3 Week 9	50%	4.1 4.2 4.3 4.4 4.5 4.6
Task 2	Portfolio of artworks and written responses to art	By Term 4 Week 5	50%	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10

### COURSE OUTCOMES

OUTCOME	DESCRIPTION
4.1	uses a range of strategies to explore different art making 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

# Ceramics

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Portfolio of artworks and written responses to art	Term 1 Week 10	50%	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10
Task 2	Portfolio of artworks	By Term 2 Week 6	50%	4.1 4.2 4.3 4.4 4.5 4.6

## COURSE OUTCOMES

Outcome	Description
4.1	uses a range of strategies to explore different ceramic making conventions and procedures to make ceramic works
4.2	explores the function of and relationships between ceramicist – ceramic work – world – audience in ceramic making
4.3	makes ceramic works 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 ceramics
4.5	investigates ways to develop meaning in their ceramic works
4.6	selects different materials and techniques to make ceramic works
4.7	explores aspects of practice in critical and historical interpretations of ceramics
4.8	explores the function of and relationships between the ceramicist – ceramic work – world – audience in critical and historical interpretations of ceramics
4.9	begins to acknowledge that ceramics can be interpreted from different points of view
4.10	recognises that ceramic criticism and ceramic history construct meanings

# Drama

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Performance and Logbook	Term 3 Week 9	50%	4.1.1 4.1.2 4.1.3 4.1.4
Task 2	Performance and Logbook	Term 4 Week 5	50%	4.2.1 4.2.2 4.2.3

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
4.1.1	identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
4.1.2	improvises and playbuilds through group-devised processes
4.1.3	devises and enacts drama using scripted and unscripted material
4.1.4	explores a range of ways to structure dramatic work in collaboration with others
4.2.1	uses performance skills to communicate dramatic meaning
4.2.2	experiments with performance spaces and production elements appropriate to purpose and audience
4.2.3	explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
4.3.1	identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
4.3.2	recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
4.3.3	describes the contribution of individuals and groups in drama using relevant drama terminology.

# English

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Descriptive Writing	Term 1 Week 8	25%	EN4-1A, EN4-3B, EN4-4B
Task 2	Persuasive Speech	Term 2 Week 6	25%	EN4-2A, EN4-4B, EN4-5C

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Differentiated Task	Term 3 Week 8	25%	EN4-5C, EN4-6C, EN4-7D, EN4-9E
Task 2	Semester 2 Examination	Term 4 Week 5	25%	EN4-1A, EN4-3B, EN4-4B, EN4-5C

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
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

# Entertaining with Food

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
<b>Task 1 Safety and Hygiene PowerPoint</b>	Food safety and hygiene	Term 3 Week 9	50%	FT4-1 FT4-2 FT4-8 FT4-9
<b>Task 2 Kids foods!</b>	Recipe book of children's party food and cake decorating activity	Term 4 Week 6	50%	FT4-1 FT4-6 FT4-2 FT4-8 FT4-3 FT4-9 FT4-4 FT4-10 FT4-5 FT4-11

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
FT4-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT4-2	describes and manages the risks of injury and WHS issues associated with handling food
FT4-3	lists the basic components of a variety of foods
FT4-4	describes 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	outlines the influence of technology and society on food supply
FT4-13	recognises the impact of food and related activities on the individual, society and the environment

# Geography

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Skills Assessment	Term 1 Week 5	30%	4-7
Task 2	Water Scarcity and Management Task	Term 2 Week 2	40%	4-2, 4-3, 4-5, 4-8
Task 3	Assessment for Learning Online	Ongoing	30%	4-2, 4-3, 4-5, 4-8

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Skills Assessment	Term 3 Week 5	30%	4-7
Task 2	Water Scarcity and Management Task	Term 4 Week 2	40%	4-2, 4-3, 4-5, 4-8
Task 3	Assessment for Learning Online	Ongoing	30%	4-2, 4-3, 4-5, 4-8

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
GE4-2	Describes processes and influences that form and transform places and environments
GE4-3	Explain how interactions and connections between people, places and environments result in change
GE4-5	Discusses management of places and environments for their sustainability
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

# History

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Skills Test	Term 1 Week 6	30%	1, 2, 6
Task 2	Research Task	Term 2 Week 1	40%	7, 8, 9, 10
Task 3	Semester 1 Examination	Term 2 Week 5	30%	3, 4, 5, 6

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Skills Test	Term 3 Week 5	30%	1, 2, 6
Task 2	Research Task	Term 4 Week 1	40%	7, 8, 9, 10
Task 3	Semester 2 Examination	Term 4 Week 5	30%	3, 4, 5, 6

## COURSE OUTCOMES

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

# Mathematics

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Test	Term 1 Week 7	20%	1 2
Task 2	Semester 1 Exam	Term 2 Week 5	30%	1 2 3 4 5

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Project	Term 3 Week 4-7	20%	6 7 8 9 10
Task 2	Semester 2 Exam	Term 4 Week 5	30%	9 10 11 12

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
1	Algebraic Techniques
2	Indices
3	Equations
4	Circles and Circumference
5	Area
6	Volume and Capacity
7	Applications of Percentages
8	Financial Maths
9	Data Interpretation and Evaluation
10	Single Variable Data Analysis
11	Patterns and Linear Relationships
12	Ratios, Rates and Distance-Time Graphs
13	Congruence
14	Probability

# PDHPE

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	I've got the Power	Term 1 Week 6	25%	PD4- 2 PD4- 9 PD4- 10
Task 2	Practical Tasks: Court Games, Football games	Ongoing, but completed Term 2 Week 1	50%	PD4- 4
Task 3	Physical Activity	Term 2 Week 5	25%	PD4- 6 PD4- 7 PD4- 8

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	I'm Only Human	Term 3 Week 8	20%	PD4- 1 PD4- 2 PD4- 3
Task 1	Practical Tasks: Net Games, Striking Games	Ongoing, but completed Term 3 Week 10	50%	PD4- 4 PD4- 5
Task 3	Yearly Examination	Term 4 Week 5	30%	PD4- 1 to PD4- 11

## COURSE OUTCOMES

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

# Photo-Digital Media Studies

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Portfolio of artworks	Term 1 Week 9	50%	4.1 4.2 4.3 4.4 4.5 4.6
Task 2	Portfolio of artworks and written responses to art	By Term 2 Week 5	50%	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
4.1	uses a range of strategies to explore different art making 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

# School of Rock

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Performance (small group)	Term 1 Week 5-6	50%	4.1 4.3
Task 2	Composition/Performance (small group)	Term 2 Week 4	50%	4.1 4.4

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
4.1	Performs in a range of musical styles demonstrating an understanding of musical concepts.
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.

# Science

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Student Research Project	Term 1 Week 8	20%	SC4-4WS SC4-7WS
Task 2	Semester 1 examination	Term 2 Week 5	30%	SC4-LW5b SC4-ES2c SC4-ES2d

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Laboratory Research Task	Term 3 Week 9	20%	SC4-8WS SC4-9WS
Task 2	Semester 2 examination	Term 4 Week 4	30%	SC4-PW3 SC4-CW4 SC4- 11PW

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-LW5b	Describes interactions between organisms in food chains and food webs, including producers, consumers and decomposers
SC4-ES2c	Compare historical and current models of the solar system to show how models are modified or rejected as a result of new scientific evidence
SC4-ES2d	Describes some examples of how technological advances have led to discoveries and increased scientific understanding of the solar system
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 representation
SC4-PW3	Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce
SC4- CW4	In a chemical change, new substances are formed, which may have specific properties related to their use in everyday life
SC4-11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.

# Sports Science

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Technology in Sport	Term 1 Week 9	25%	PD4- 6
Task 2	Practical Tasks: Touch, Softball, Lacrosse, Volleyball, Soccer, Netball	Ongoing, but completed Term 2 Week 5	50%	PD4- 4
Task 3	Game Design	Term 2 Weeks 3-5	25%	PD4- 8 PD4- 11

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
<b>PD4-4</b>	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
<b>PD4-6</b>	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
<b>PD4-8</b>	plans for and participates in activities that encourage health and a lifetime of physical activity
<b>PD4-11</b>	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

# STEM

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1 Design Project 1- One Car	Graphics, design, WHS, practical product and folio	Term 1 Week 8	40%	DT4-5 DT4-2 DT4-6 DT4-7 DT4-8 DT4-9 DT4-10
Task 2 Design Project 2 – Bristle Bot	Graphics, design, WHS, practical product and folio	Term 2 Week 6	40%	DT4-5 DT4-2 DT4-6 DT4-7 DT4-8 DT4-9 DT4-10

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
DT4-5	describes designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT4-2	describes and follows a process of design when developing design ideas and solutions
DT4-6	identifies creative, innovative, and enterprising design ideas and solutions
DT4-7	communicates design ideas and solutions using a range of techniques
DT4-8	uses management strategies when developing design solutions
DT4-9	applies risk management practices and works safely in developing quality design solutions
DT4-10	uses a range of technologies appropriately and safely in the development of quality design solutions

# Survivor

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Fire Starting: practical application	Term 1 Week 6	20%	4.1
Task 2	Camp Cooking	Term 1 Week 10	20%	4.3
Task 3	Conservation: Powerpoint Presentation	Term 2 Week 3	20%	4.1
Task 4	Camp Planning	Term 2 Week 7	20%	4.2
Task 5	Group Work	Ongoing, but finished Term 2 Week 5	20%	4.2

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Fire Starting: practical application	Term 3 Week 4	20%	4.1
Task 2	Camp Cooking	Term 3 Week 6	20%	4.3
Task 3	Camp Planning	Term 3 Week 10	20%	4.2
Task 4	Conservation: Powerpoint Presentation	Term 4 Week 4	20%	4.1
Task 5	Group Work	Ongoing, but finished Term 4 Week 5	20%	4.2

## COURSE OUTCOMES

OUTCOME	DESCRIPTION
4.1	demonstrates the physical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
4.2	plans, executes and evaluates the requirements for successful camping
4.3	demonstrates the skills and knowledge required for orienteering

## TAS- Technology Mandatory

Students study two semester long context areas, developing practical and theory tasks in each area.

During the two year Stage 4 course students will study between the areas of Food, Textiles, Wood, Metals, Plastics, Agriculture and Computing.

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
<b>Task 1 Research task Minor Design Project</b>	Take home research task context specific	Term 1 Week 6	20%	TE4-1DP    TE4-8EN TE4-5AG    TE4-9MA TE4-6FO    TE4-10TS TE4-7DI
<b>Task 2 Major Design Project 1</b>	In class task, project and folio	Term 2 Week 6	40%	TE4-1DP    TE4-6FO TE4-2DP    TE4-7DI TE4-3DP    TE4-8EN TE4-4DP    TE4-9MA TE4-5AG

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
<b>Task 1 Research task Minor Design Project</b>	Take home research task context specific	Term 3 Week 6	20%	TE4-1DP    TE4-8EN TE4-5AG    TE4-9MA TE4-6FO    TE4-10TS TE4-7DI
<b>Task 2 Major Design Project 2</b>	In class task, project and folio	Term 4 Week 6	40%	TE4-1DP    TE4-6FO TE4-2DP    TE4-7DI TE4-3DP    TE4-8EN TE4-4DP    TE4-9MA TE4-5AG

### COURSE OUTCOMES

OUTCOME	DESCRIPTION
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

## Technology-Mixed Materials

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
<b>Task 1 In Class Safety Project</b>	Workplace Health and Safety	Term 1 Week 6	20%	DT4-9
<b>Task 2 Practical Project 1 and design folio</b>	Hand and machine tools, work cooperatively, document processes	Term 1 Week 10	40%	DT4-9 DT4-2 DT4-8 DT4-7 DT4-1
<b>Task 3 Practical Project 1 and design folio</b>	Hand and machine tools, work cooperatively, document processes	Term 2 Week 6	40%	DT4-2 DT4-8 DT4-7 DT4-1

### COURSE OUTCOMES

OUTCOME	DESCRIPTION
DT4-9	applies risk management practices and works safely in developing quality design solutions
DT4-2	describes and follows a process of design when developing design ideas and solutions
DT4-8	uses management strategies when developing design solutions
DT4-7	communicates design ideas and solutions using a range of techniques
DT4-1	identifies and describes a range of design concepts and processes

# Visual Arts

SEMESTER 1				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Drawings and Visual Arts Diary	Term 1 Week 11	30%	4.1 4.2 4.3 4.4 4.5 4.6
Task 2	Research Project	By Term 2 Week 5	20%	4.7 4.8 4.9 4.10

SEMESTER 2				
	Task Description	Scheduled For	Weighting	Outcomes Assessed
Task 1	Skateboard deck design	Term 3 Week 10	30%	4.1 4.2 1.3 4.4 4.5 4.6
Task 2	Critical Writing about Artworks	By Term 4 Week 5	20%	4.7 4.8 4.9 4.10

## COURSE OUTCOMES

Outcome	Description
4.1	uses a range of strategies to explore different art making conventions and procedures to make artworks
4.2	explores the function of and relationships between artist – artwork – world – audience in art making
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 in critical and historical interpretations of art
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 Matrix 2020 - Semester 1

Term 1											
Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
8					Geography School of Rock	History PDHPE School of Rock Survivor TAS – Technology Mandatory Technology – Mixed Materials	Mathematics	English Science Stem	Art and Design Photo Digital Media Sport Science	Ceramics Survivor Technology – Mixed Materials	Visual Arts

Term 2											
Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
8	History PDHPE	Geography	Sport Science Survivor	School of Rock Sport Science	Art and Design History Mathematics PDHPE Photo Digital Media Science Sport Science Survivor Visual Arts	Ceramics English TAS – Technology Mandatory Technology – Mixed Materials Stem	Survivor				

## YEAR 8 Assessment Matrix 2020 - Semester 2

Term 3										
Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
8				Mathematics Survivor	Geography History Mathematics	Mathematics Survivor TAS – Technology Mandatory	Mathematics	English PDHPE Stem	Art and Design Drama Science Visual Arts	English PDHPE Survivor Visual Arts

Term 4										
Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
8	History	Geography		Science Survivor	Art and Design Drama English History Mathematics PDHPE Survivor Visual Arts	Entertaining with Food TAS – Technology Mandatory				

