



Sydney
Secondary
College
Balmain

Stage 4 Year 8 Assessment Booklet 2023

Student Name:

CONTENTS	Page number
Assessment and Reporting at SSC Balmain Campus	
Assessment policy	3 – 6
School Reports	7
Illness and Misadventure form	8
Assessment Planning Calendar	9-12
Assessment schedules	
Creativity	14-5
English	16
French	17
HSIE	18
Japanese	19
Mathematics	20
Music	21
PDHPE	22
Science	23
Technology	24
Visual Arts	25

Year 7 & 8 Assessment Policy

Supporting Success

Objectives of our assessment program:

- To monitor and report on student progress and attainment.
- To facilitate the involvement of students in the assessment of their own work.
- To facilitate communication between teachers and parents about their child's progress, development and learning needs.
- To enable teachers to monitor their own teaching approaches and methodologies.

Strategies to assist student achievement in assessment tasks

A consistent application of this policy in years 7&8 will provide increased support of student success with their assessment tasks.

To assist a consistent application:

- Regular teacher professional learning.
- Year group presentations to students on assessment support and expectations.
- The assessment policy and outline is clearly available on the school's website to assist in keeping students and parents informed.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks are clearly identified in course scope and sequences and assessment schedules.
- Use of the website to assist in keeping students and parents informed.
- Deliberate focus on celebrating and recognition of student success through school merits.
- Lifeskills outcomes can be met in a number of ways in consultation with parents, students and other significant individuals, as outlined in the student's individual learning plans.

Course outlines and assessment schedules

Teachers will make available the outline for each course. These outlines will indicate the approximate timing of assessment tasks in relation to the sequence of the course topics.

Assessment schedules will be made available for each course in each year. The schedules will include:

- A list of outcomes being assessed.
- The assessment tasks with weightings mapped back to the outcomes being assessed.
- Tasks that all students doing the same course do within each year.

Notification of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed *notification of assessment* proforma and are issued to the students as early as possible prior to a task. This will be with a minimum of two weeks' notice.

These notifications of assessments should:

- Clearly indicate the outcomes which are being assessed, the value of the task, the nature of the task, due date and marking criteria.
- Be uploaded to Sentral Parent Portal for respective year groups.
- Be discussed by the class teacher when distributed to reinforce approach and expectations.
- Indicate student feedback with consideration to scaffolds to guide assessment expectations.

Supporting submission of tasks

Expectations

Expectations of students for successful completion of assessment tasks:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.

- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.
- Complete all assessment tasks on time.
- Submit their own work, making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Reflect on teacher comments and performance to develop strategies to improve in future tasks.
- Work without hindering the learning and work of other student with both hand in tasks and tests / examinations.

Grounds for rescheduling an assessment task include:

- Illness or valid injury.
- Authorised absence from school.
- Severe family disruption.
- Student involvement in an official school function.
- Other as approved by the Head Teacher of the KLA or the Deputy Principal.

Process for illness/misadventure applications & rescheduling tasks

- Rescheduling of tasks will be arranged where the grounds as detailed above have been met.
- The Head Teacher of the course is responsible for authorising the rescheduling of a task.
- All applications must be accompanied by a note from the parent / caregiver or a completed Illness / Misadventure form.
- Where a student was absent or had a legitimate reason to not hand in a task, the student must see the teacher or head teacher on the first day of return to school to hand in the task.
- Where a student was absent and had a legitimate reason to have missed a task, the student must see the teacher or head teacher on the first day of return to school to submit the task or organise a time to complete the task.

Process to manage missed or late submission of a task

The following procedures apply to students who missed or submitted a task late and it was not covered by illness/misadventure.

- A penalty will apply for missed or late submission of an assessment task not covered by illness/misadventure applications. Students will lose 10% of the mark normally awarded for every calendar day late up to a maximum of 50%. Weekends count as two days.
- In most instances, parents will be notified where a penalty of 50% is given.
- Students will have their work marked and will be provided with feedback with the possible marks earned for the task.
- Students must submit all assessment tasks regardless of penalties applied.

Consistently not submitting assessment tasks by due dates could result in the student not satisfying course requirements. The students and their parents will receive a letter of concern in these cases.

Managing issues surrounding malpractice including suspected plagiarism

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as one's own.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's 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.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task.
- Assisting another student to engage in malpractice.

Strategies to ensure the authenticity of student responses to tasks

Strategies that teachers can use:

- Thoroughly briefing all students in relation to the requirements of each task using the school's notifications of assessments.
- Considering allocating class time to the planning of a response to a task.
- Considering a process diary or journal that students use to show how their response or project or work was developed.
- Asking students to submit a task at critical points in its development.
- Having students submit their original drafts in addition to their final work.
- Incorporating student oral presentations on the progress of their work.
- Communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Managing Issues of Malpractice

Issues of malpractice need to be:

- Investigated by the teacher and head teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The Head Teacher will consult with the Deputy Principal to deliberate a course of action and communicate this to the student and the student's parents.

- If the malpractice is proven, a penalty, including consideration of a zero mark, will be given appropriate to the seriousness of the issue.

Formal examination procedures

General Examination Procedures

- In a number of courses students will sit examinations. There is no formal examination period in Year 7 and Year 8.
- When completing examinations in classes students are expected to apply themselves in the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks as required. Approved equipment taken into the examination room must be carried in as separate items.
- Mobile phones are to be switched off before entering the examination room and kept in the student's bag which will remain in the hall. Failure to comply with this may be considered as malpractice in the examination.
- Students are expected to remain quiet and not to talk to or interfere with other students or their equipment once they enter the examination room.

Misconduct in formal examinations and other assessment tasks

- Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment tasks. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice.
- All class tasks including formal examinations must be attempted seriously. Non-serious attempts or inappropriate responses are an issue of malpractice.

Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the learning platform as advised by your teacher, such as Edmodo.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by saving on a cloud, email or on a USB.

Appeals Process

Appeals concerning assessment procedures may only be based on the assessment process. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, they may appeal to the head teacher in the first instance.

Where a student feels that the appeal to the head teacher has not been considered, they may appeal to the Principal / Deputy Principal to determine if:

- The weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- The procedures used to determine the final assessment marks conform with the issued assessment program; and,
- There are no computational or other clerical errors in the determination of the assessment mark.

Balmain Campus school reports

To inform students, parents and caregivers of student progress, the school issues Half Yearly School Reports at the end of term 2 and Yearly Reports at the end of term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress and position in the group is indicated by an Assessment Mark. This is calculated by adding together the marks for the assessment tasks, using the weighting scale.
2. Progress in the learning outcomes will be indicated using the Achievement Scale:

Achievement Scale	Achievement Description
Outstanding Achievement	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound Achievement	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement will be included in the teacher comment.



**Sydney
Secondary
College**
Balmain

Illness/misadventure form

This form must be submitted to the appropriate Head Teacher **on the day you return to school.**
or faxed to the school (Fax number 9555 7340). School phone number 9810 0471

Name: _____ Year: _____

Teacher: _____

Subject: _____

Title of Task: _____ Due date of task: _____

Are you seeking special consideration for (circle) (a) illness OR (b) misadventure ?

Please provide details and reasons for your request. Attach all necessary medical certificates and other documents.

Parent/caregiver's signature: _____ Date: _____

Student's signature: _____ Date: _____

HEAD TEACHER USE ONLY:

Supporting evidence (attached): Yes No

Was the school notified of the absence? Yes No

Special consideration accepted Yes No

Action: _____

Head Teacher's signature: _____ Date: _____

Assessment Planning Calendar Term 1 2023

Week	Due this week
Week 3-4 6 Feb	
Week 5 20 Feb	
Week 6 27 Feb	Creativity Task 1: News of the World
Week 7 6 Mar	
Week 8 13 Mar	
Week 9 20 Mar	PDHPE - Healthy Relationships Presentation (30%) Languages - Multimodal (Speaking & Writing) (25%)
Week 10 27 Mar	English Task 1: Multimodal HSIE Interconnections Data Analysis
Week 11 3 Apr	8.1 Music - Film Music Composition Science - Practical Examination

Assessment Planning Calendar Term 2 2023

Week	Due this week
Week 2 1 May	8.1 Visual Arts - Sound & Colour
Week 3 8 May	Creativity Task 2: Natural vs Manmade
Week 4 15 May	Mathematics Mid-Year Examination Extension Mathematics Examination
Week 5 22 May	Year 8 Technology Mandatory Project and Folio due.
Week 6 29 May	Languages - In-class test (Listening & Reading) (25%)
Week 7 5 June	Grades finalised & report writing
Week 8 12 June	
Week 9 19 June	PDHPE - Live and Prosper
Week 10 26 June	English Task 2: Creative Writing Creativity Task 3: The Wedding Singer Set Design & Promotions

Assessment Planning Calendar Term 3 2022

Week	Due this week
Week 1 17 July	
Week 2 24 July	HSIE - Black Death Practical Task/Reenactment/Recreations
Week 3 31 July	8.2 Music - World Music Musicology HSIE Water and Vikings Creative Task
Week 4 7 Aug	Science - Depth Study Plan PDHPE - Invasion Games (ongoing until Term 3 Week 9) (20%)
Week 5 14 Aug	8.2 Visual Arts - No Time For Tea Mathematics Assessment Task
Week 6 21 Aug	Science - Depth Study Plan Logbook
Week 7 28 Aug	

Week 8 4 Sept	Creativity Task 4: Steampunk Music Video
Week 9 11 Sept	Science - Depth Study Expo
Week 10 18 Sept	English Task 3: Essay Final

Assessment Planning Calendar Term 4 2022

Week	Due this week
Week 1 9 Oct	
Week 2 16 Oct	
Week 3 23 Oct	8.3 Visual Arts - Illogical Landscape HSIE - Black Death Recreations Creativity Task 5: My Creativity Exhibition
Week 4 30 Oct	Year 8 Technology Mandatory Project and Folio due. Languages - Yearly Examination (All skills) (30%)
Week 5 6 Nov	Science - Yearly Assessment 8.3 Music - Battle of the Bands
Week 6 13 Nov	Mathematics End of Year Examination Mathematics Extension Examination
Week 7 20 Nov	
Week 8 27 Nov	

CREATIVITY

Delivered by: CAPA/TAS Faculty Head Teacher: Mr Tilley and Ms Thompson
Students in the Creativity Enrichment class will complete 5 tasks in Year 8. These tasks cover all of Technology Mandatory.

Task	Date Due	Topic	Type of Task	Outcomes assessed	Weighting
Task 1	Term 1 Week 6	News of the World soundscapes	Project / Folio	MUS 4.4 TE4-1DP TE4-10TS	10%
Task 2	Term 2 Week 3	Natural vs Manmade; Collection of Works	Project / Folio	VA 4.1 VA 4.3 VA 4.4 VA 4.5	10%
Class Component	Ongoing Semester 1	Coursework	Class tasks	TE4-9MA VA 4.9 MUS 4.7	10%
Task 3	Term 2 Week 10	The Wedding Singer Set Design & Promotions	Project / Folio	TE4-2DP TE4-3DP VA 4.6	25%
Task 4	Term 3 Week 8	Wearable Sculptures – Steampunk Music Video	Project	MUS 4.5 MUS 4.6 TE4-2DP VA 4.2	20%
Task 5	Term 4 Week 3	My Creativity Exhibition	Independent Project	TE4-1DP TE4-2DP VA 4.7 VA 4.8 VA 4.10	15%
Class Component	Ongoing Semester 2	Coursework	Class tasks	TE4-5AG MUS 4.11 VA 4.8	10%
TOTAL					100%

NESA Creativity Syllabus Stage 4 outcomes:

Technology Mandatory

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

Visual Arts

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

Music

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

ENGLISH

Delivered by: English Faculty

Head Teacher: Ms Gammie

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Hero's Journey	Multimodal	EN4-2A EN4-5C EN4-8D	25%
Class Component	Ongoing Semester 1	Literacy	Reading	EN4-1A	10%
Task 2	Term 2 Week 10	Narratives	Creative Writing	EN4-3B EN4-4B EN4-5C	30%
Task 3	Term 3 Week 10	Novel Study	Essay	EN4-3B EN4-5C EN4-7D	25%
Class Component	Ongoing Semester 2	Literacy	Reading	EN4-1A EN4-9E	10%
TOTAL					100%

NESA English Syllabus Stage 4 outcomes:

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

FRENCH

Delivered by: Languages Faculty

Head Teacher: Mr Hollywood

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Introducing yourself, Family, Friends and Pets	Multimodal: Speaking and Writing Task	LFR4-1C LFR4-3C LFR4-4C LFR4-5U	25%
Class Component	Ongoing Semester 1	Class work	Speaking, Listening, Reading and Writing French	LFR4-1C LFR4-5U LFR4-7U LFR4-8U	10%
Task 2	Term 2 Week 6	Let's Eat	In-class Test: Listening and Reading	LFR4-2C LFR4-7U LFR4-8U	25%
Task 3	Term 4 Week 4	All topics studied this year	Yearly Examination	LFR4-2C LFR4-3C LFR4-4C LFR4-5U LFR4-6U	30%
Class Component	Ongoing Semester 2	Class work	Speaking, Listening, Reading and Writing French	LFR4-5U LFR4-7U LFR4-8U	10%
TOTAL					100%

NESA French Syllabus Stage 4 outcomes:

LFR4-1C	Uses French to interact with others to exchange information, ideas and opinions, and make plans
LFR4-2C	Identifies main ideas in, and obtains information from texts
LFR4-3C	Organises and responds to information and ideas in texts for different audiences
LFR4-4C	Applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences
LFR4-5U	Applies French pronunciation and intonation pattern
LFR4-6U	Applies features of French grammatical structures and sentence patterns to convey information and ideas
LFR4-7U	Identifies variations in linguistic and structural features of texts
LFR4-8U	Identifies that language use reflects cultural ideas, values and beliefs

HSIE

Delivered by: HSIE Faculty

Head Teacher: Mr Arvidson

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 10	Interconnections	Digital Data Collation	GE4.4, GE4.5, GE4.6, GE4.8	25%
Class Component	Ongoing Semester 1	Participation and engagement Communication Self and Peer Reflection	Active Citizenship	GE4.4, GE4.5, GE4.6, GE4.8	10%
Task 2	Term 3 Week 3	Water and The Vikings	Creative Task	HT4.3, HT4.4, HT4.6, HT4.9, GE4.1, GE4.2	30%
Task 3	Term 4 Week 3	Black Death	Recreation	HT4.4, HT4.8, HT4.9, HT4.10	25%
Class Component	Ongoing Semester 2	Participation and engagement Communication Self and Peer Reflection	Active Citizenship	HT4.4, HT4.8, HT4.9, HT4.10	10%
TOTAL					100%

Class component active citizenship descriptor:

- Asking, answering and posing key inquiry questions
- Active participation in class discussions
- Working collaboratively, sharing skills and knowledge in completing work
- Reflecting upon learning through self and peer reflection
- Multimodal interaction, engagement and discernment

NESA Geography and History Syllabus Stage 4 outcomes:

Geography:

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
 GE4-4 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
 GE4-8 Communicates geographical information using a variety of strategies

History:

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
 HT4-6 Uses evidence from sources to support historical narratives and explanations
 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

JAPANESE

Delivered by: Languages Faculty

Head Teacher: Mr Hollywood

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Introducing yourself, Family, Friends and Pets	Multimodal: Speaking and Writing Task	LJA4-1C LJA4-3C LJA4-4C LFR4-5U LFR4-6U	25%
Class Component	Ongoing Semester 1	Class work	Speaking, Listening, Reading and Writing French	LJA4-1C LJA4-5U LJA4-7U LFR4-8U LJA4-9U	10%
Task 2	Term 2 Week 6	Let's Eat	In-class Test: Listening and Reading	LJA4-2C LJA4-7U LJA4-8U	25%
Task 3	Term 4 Week 4	All topics studied this year	Yearly Examination	LJA4-2C LJA4-3C LJA4-4C LJA4-5U LJA4-6U	30%
Class Component	Ongoing Semester 2	Class work	Speaking, Listening, Reading and Writing French	LJA4-5U LJA4-7U LJA4-8U LJA4-9U	10%
TOTAL					100%

NESA Japanese Syllabus Stage 4 outcomes:

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

MATHEMATICS

Delivered by: Mathematics Faculty

Head Teacher: Mrs Laga'aia

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 4	Fractions, Decimals, Percentages and Financial Mathematics Algebraic Techniques 2 and Indices Equations 2	Half Yearly Examination & Study Sheet and Extension Examination	MA4-4NA, MA4-5NA, MA4-6NA, MA4-9NA, MA4-10NA, MA4-2WM	30%
Class Component	Ongoing Semester 1	Semester One Topics	Participation & Engagement, Communication Self Reflection	MA4-2WM	10%
Task 2	Term 3 Week 5	Measurement and Pythagorus' Theorum Ratios and Rates Angle Relationships and Properties of Geometric Figures 1	Common Assessment	MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA4-1WM	20%
Task 3	Term 4 Week 6	Data Collection, Representation and Analysis Linear Relationships 1	Yearly Examination & Study Sheet & Extension Examination	MA4-19SP, MA4-20SP, MA4-11NA, MA4-3WM	30%
Class Component	Ongoing Semester 2	Semester Two Topics	Participation & Engagement, Communication Self Reflection	MA4-3WM	10%
TOTAL					100%

NESA Mathematics Syllabus Stage 4 outcomes:

MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

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

MA4-9NA 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 units

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

MA4-19SP collects, represents, interprets single sets of data, using appropriate statistical displays

MA4-20SP analyses single sets of data using measures of location, and range

MUSIC

Delivered by: CAPA Faculty

Head Teacher: Ms Campbell

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 11	Film Music	Composition	4.4, 4.5, 4.6	30%
Class Component	Ongoing Semester 1	Rehearsal and Coursework	Communication Participation Self Reflection	4.9, 4.10, 4.12	10%
Task 2	Term 3 Week 3	World Music	Musicology	4.7, 4.8	25%
Task 3	Term 4 Week 5	Battle of the Bands	Performance	4.1, 4.2, 4.3	25%
Class Component	Ongoing Semester 2	Communication Participation Self Reflection	Rehearsal and Coursework	4.2, 4.11, 4.12	10%
TOTAL					100%

NESA Music Syllabus Stage 4 outcomes:

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

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Delivered by: PDHPE Faculty

Head Teacher: Mr Hollywood

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 9	Healthy Relationships	Theory: Healthy Relationships Presentation	PD4.2, PD4.3, PD4.9, PD4-10	30%
Class Component	Ongoing Semester 1	Communication Participation/ Engagement Self/Peer Reflection	Portfolio of work, Key Inquiry Questions, Practical Lessons	PD4.1, PD4.2, PD4.4, PD4.6, PD4.7, PD4.8, PD4.10	10%
Task 2	Term 2 Week 9	Live and Prosper	Integrated: Fitness and physical activity case study	PD4.4, PD4.5, PD4.8	30%
Task 3	Ongoing until Term 3 Week 9	Invasion Games	Practical: Invasion Games	PD4.4, PD4.8, PD4.11	20%
Class Component	Ongoing Semester 2	Communication Participation/ Engagement Self/Peer Reflection	Portfolio of work, Key Inquiry Questions, Practical Lessons	PD4.2, PD4.6, PD4.9, PD4.11	10%
TOTAL					100%

NESA PDHPE Syllabus Stage 4 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

SCIENCE

Delivered by: Science Faculty

Head Teacher: Ms EI- Rakshy

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 1 Week 11	Matter and Chemical Changes	Practical Examination	SC4-CW SC4-WS	25%
Class Component	Ongoing Semester 1	Matter, Chemical Changes and Energy	Class work, Participation and Communication	SC4-CW SC4-PW SC4-WS	10%
Task 2	Term 3 Week 4,6,9	Plants	Depth Study	SC4-WS	25%
Task 3	Term 4 Week 5	All Topics	Yearly Assessment	SC4-ES SC4-LW SC4-CW SC4-WS SC4-PW	30%
Class Component	Ongoing Semester 2	Managing Earth Resources, Rocks, Plants, Ecosystems and Body Systems	Class work, Participation and Communication	SC4-WS SC4-LW, SC4-CW.	10%
TOTAL					100%

NESA Science Syllabus Stage 4 outcomes:

4WS-9WS	Predict, investigate, conduct, process and analyse, select appropriate strategies and present scientific findings.
10PW	Describes the action of unbalanced forces in everyday situations
11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
12ES	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
13ES	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
14LW	Relates the structure & function of living things to their classification, survival & reproduction
15LW	Explains how new biological evidence changes people's understanding of the world
16CW	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
17CW	Explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

TECHNOLOGY

Delivered by: TAS Faculty

Head Teacher: Mr Tilley

Students will complete one project and folio per semester in Year 8.

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 5	Food Technologies Engineering /systems Materials Technology <ul style="list-style-type: none"> • Textiles • Metal 	Design Project & Folio	TE4-1DP, TE4-4DP TE4-5AG, TE4-6FO TE4-7D1, TE4-8EH TE4-9MA, TE4-10TS	40%
Class Component	Ongoing Semester 1	Communication Collaboration Coursework	Ongoing Class Evaluation	TE4-2DP, TE4-3DP TE4-BEN	10%
Task 2	Term 4 Week 4	Food Technologies Engineering /systems Materials Technology <ul style="list-style-type: none"> • Textiles • Metal 	Design Project & Folio	TE4-1DP, TE4-4DP TE4-5AG, TE4-7D1 TE4-6FO, TE4-8EH TE4-9MA, TE4-10TS	40%
Class Component	Ongoing Semester 2	Communication Collaboration Coursework	Ongoing Class Evaluation	TE4-2DP TE4-3DP	10%
Total					100%

NESA Technology Syllabus Stage 4 outcomes:

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

VISUAL ARTS

Delivered by: CAPA Faculty

Head Teacher: Ms Campbell

Task	Date due	Topic	Type of task	Outcomes assessed	Weighting
Task 1	Term 2 Week 2	Sound and Colour	Artmaking	4.4, 4.5, 4.6	30%
Class Component	Ongoing Semester 1	Communication Participation Self Reflection	Coursework	4.8	10%
Task 2	Term 3 Week 5	No Time For Tea	Artmaking	4.1, 4.2	30%
Task 3	Term 4 Week 3	Illogical Landscape	Artmaking	4.1, 4.6	20%
Class Component	Ongoing Semester 2	Communication Participation Self Reflection	Visual Art Diary & Peer Evaluation	4.7	10%
TOTAL					100%

NESA Visual Arts Syllabus Stage 4 outcomes:

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