

St Clair High School



Courtesy, Consideration & Commonsense

Year 8

Assessment Booklet 2020

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Welcome to Year 8

Year 8 is a key time to establish a positive attitude towards assessment for learning as you begin your secondary education at St Clair High School.

The purpose of this booklet is to provide information and guidance to our community about St Clair High School's assessment and homework requirements for Year 8 during 2019 to help you plan for assessment.

It informs you of all the tasks, the due dates of each task and provides support structures to our community for students to achieve their best aligned with our school values of 'Personal Best'.

We hope that all students and parents will take the time to read through this information together in order to help them understand the school's expectations regarding assessment and assist them in organising the time for students to complete necessary homework and assessment tasks successfully.

How can parents/caregivers help?

- Take an active interest in your child's homework and assessment tasks.
- Support your child in setting aside time each day for their study.
- Provide a dedicated place for homework and study if possible.
- Communicate with teachers about any concerns with the nature of the tasks or your child's approach to homework and assessment tasks.
- Encourage your child to read and take an interest in current events.
- Alert the school, as early as possible, to any circumstances which may need to be taken into consideration when homework and assessment tasks are being set or marked.
- If you have any questions about the information contained in this booklet, please contact the Head Teacher of the relevant faculty.

Remember to put the tasks that you have due on the calendar so you don't forget when one is due.

Mr M Pabian

Year Adviser

Attendance

Although attendance will not be used by itself as an indicator of students' progress, a student whose attendance is of concern is at risk of non-completion of required course work and experiences, whether that attendance is explained or unexplained.

Where a student has been unable to maintain or make up work that was missed during absences, class teachers will use their professional judgement in determining whether the student is at risk.

Periods of extended leave must be approved by the principal. The student is required to maintain a satisfactory level of course work whilst absent and must negotiate with faculty Head Teachers in regard to formal assessment.

It is the responsibility of the student to prove that they are meeting all the requirements for their courses if their attendance is called into question.

Support Personnel



Mr M Pabian
Year Adviser



Mrs S Rome
Assistant Year Adviser



Mrs J Tegart
Principal



Mrs K Shepherd
Deputy Principal



Ms H Brennan (Rel)
Head Teacher Welfare



Mr Andrew Vidler
School Counsellor



Miss Belinda Sun
School Counsellor



Mr Josh Piper
School Chaplin

Assessment Tasks

Why are assessment tasks so important?

Assessment is one opportunity to show what you know and what you can do.

Your assessment tasks will help to identify your strengths and areas for further development so that teachers can focus on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve. They are identified to measure how well students have achieved the outcomes of a particular course.

How will students be assessed?

There are assessment tasks in each subject that are mentioned in the following Assessment Schedules.

Some examples of the assessment tasks that you will complete are:

- Formal examinations
- Creative work
- Excursion
- Reports
- Assignments
- Unit tests
- Field studies
- In class assessment tasks
- Essays
- Presentations
- Collaborative (group) work
- Peer assessments

Reporting – Outcomes

All assessment tasks contribute towards your final grade and achievement level in each subject you study. The results of this work will be shown in your semester reports.

Each assessment task will include:

- A description of the task
- The course outcomes being assessed
- How the task will be marked.

Time Management

What is study?

Study is revising class work to keep it fresh for completing summative assessment tasks. You are expected to use your own initiative and time management skills to plan ahead for this. Use the information that is provided in this booklet and your calendar to plan time to complete additional study.

NOTE: You are required to complete classwork, homework and assessment tasks regularly. Use your calendar to record when all tasks are due.

When is it best to complete tasks?

- The best time to do your homework is soon after you arrive home from school.
- Sitting down to complete assessment tasks doesn't just happen ... you have to **plan** your time.
- Ask your parents and/or teachers early for help if you have difficulty understanding the task required.

School Assessment Procedures

Completion of Assessment Tasks

Your class teachers will keep records of the assessment task being submitted. When you have missed a lesson, it is your responsibility to check with your class teacher to see if any relevant information about an assessment task has been provided and arrange to catch up on the work. Your friends in class could also assist.

An assessment task receipt sheet will be signed by each student at the time an assessment is handed out. In a formal examination, students will complete an examination attendance slip for each subject.

Lateness and Absence

In the case of unavoidable absence when a task is due to be handed in, the student should try to ensure that the task is received by the teacher that day. If this is not possible, then a medical certificate or a note from a parent/caregiver must accompany the assessment task and be handed to your teacher on the day you return.

Unexplained absences are unacceptable because it may be seen as an advantage.

Requests for extension must be made to the Head Teacher prior to the due date of the assessment task with a valid reason for the extension.

Late tasks will still be marked by the teacher so that you can benefit from the teacher's feedback and outcome will be assessed.

Study and Homework

Study can be described as a general time devoted to homework, revision, research or assessment preparation at home or at another suitable venue or a program of preparation for written assessment.

Homework can be described as the work teachers ask students to do or complete at home.

Regardless of the description used these are important aspects of student learning and progress at school. Homework and study are important parts of a student's learning program. Homework and study are both effective in enhancing students' learning.

Students should:

- Be alert and not too tired
- Choose a location where distractions are minimised
- Allocate a regular study time each day
- Undertake a combination of homework, research and revision
- Use a study calendar – organisation is important
- Read widely including books, websites, newspapers, novels and journals.

Study/homework enables:

- Reinforcement of concepts learnt in the classroom
- Completion of work begun in class
- Revision of work completed or attempted in class
- Development of student research, analysis, summary, and note taking skills among others
- Development of a regular pattern of work
- Development and honing of time management and planning skills

Homework may include:

- Revision of current work
- Completion of worksheets
- Reviewing relevant news or current affairs
- Interviewing family members or neighbours
- Completing a project
- Rewriting sections of classwork in students' own words
- Discussions with family members about issues or activities arising from class work
- Reading newspapers and periodicals related to class studies
- Preparation of speeches and oral presentations based on research
- Use of computers for research
- Undertaking assignments
- Completing tables
- Preparation of a glossary of terms used commonly in a unit of work
- Drafting or rewriting poems, short stories or other creative writing pieces.

Hints for carrying out research

1. Research tasks should always be completed using the sub-headings given and in the order given. Students should not simply copy down information from a book or the internet and present it as their own. This is called plagiarism; copying work from another student is also plagiarism. Marks/grades will be negatively impacted by this or a zero will be awarded for the assignment/research task if plagiarism occurs. The purpose of a research task is determining whether students can locate, select and organise information for themselves.
2. Students should not rely on one source of information as it may be biased or incomplete. Students should use at least two sources of information and they should not all be the same, that is, not all Internet sites or all books. The types of information sources students can use include: encyclopaedias, books, the internet, magazines, newspapers and textbooks.
3. Before submitting work for marking, students are advised to have another person (eg parents) proof read and spell check an assignment.
4. Students should always use metric measurements. Australia is a metric country so size, weight, distance and dimension information should be given in metric measurements. If your source uses the imperial (inches, pounds) system it is a student's responsibility to change the figures unless presenting historical information or direct quotes.
5. All maps, pictures, diagrams or graphs must have a caption/description/heading.
6. All assignments and research tasks, whether or not it is specifically stated in the instructions, should include a bibliography.
7. Students should make sure their name is on all work submitted for marking.
8. Students must read and implement the instructions for presentation of a task or assignment carefully.
9. Student are encouraged to utilise the homework centre every Wednesday after school 2.45pm - 3.45pm located in the IC Research Centre.
10. Students who have learning difficulties are encouraged to access the learning support team.
11. If for any reason an assignment is not submitted on time due to illness or misadventure, documentary evidence is required from parents/carers or a medical certificate is to be provided.

Hints for Taking and Using Notes

Taking notes is a skill students will use in many different ways. The notes students take may be from a variety of sources including a book, lecture, lesson, video program, from field work, an experiment or an interview. The notes taken may range from a few key words on a card to a detailed set of carefully organised sheets of reference material.

The point to remember about note taking is the purpose. Students need to think about the reason they are taking or making notes. The key aims in note taking are:

- Brevity: to make a summary of ideas, explanations and examples in few words.
- Clarity: to write in a way that is clear to the reader.
- Organisation: to use headings, subheadings, sections, diagrams to organise notes.

Hints for Note Taking

These hints will help students develop and improve note-taking skills:

- Use phrases, single words and symbols. It is best not to write complete sentences.
- Number the points.
- Use headings, subheadings to organise notes clearly.
- Instead of writing on paper, try cards or a small notebook.
- Consider typing notes to allow ease of updating.
- Put a clear title on each set of notes.
- Use visual cues (such as arrows, boxes, diagrams and sketches) to make the information clearer and more vivid.
- If you make notes electronically, ensure you back up your files regularly.

Using Notes in a Written Answer

One of the most likely uses for notes is to provide information when writing a short description/explanation or answers to questions. Organise the information gathered into a logical sequence.

One of the most important skills in using notes to answer questions, whether short or long, is knowing what to include. However, it is tempting to try and include all the information. By discarding some information that is not relevant to the question or task, the answer will be improved significantly.

Hints for Oral Presentations.

Many subjects ask students to present the findings of research as an oral presentation. Consequently, developing and practising public speaking skills is essential for such tasks.

The fear of speaking to a large group is very common, and there are ways of overcoming it. One way is to carefully plan and prepare a presentation.

1. Students should clearly understand the purpose of the oral presentation being prepared. The most common purpose of an oral presentation is to inform an audience.
 2. Know the audience; The more a student knows about the audience the more appropriate and focused the oral presentation will be. For example: if the audience already has a good knowledge of the topic some information may not be needed in the presentation.
 3. Organise the information well. The most successful oral presentations have a structure similar to an extended response or essay; that is, they have an introduction, a body and a conclusion.
- **Introduction:** The first part of an oral presentation tells the audience the topic. It is best to communicate this in a way that gains the audience's attention and relaxes the speaker. A good way to do this is to make a formal opening statement that outlines the focus of the presentation. Humour can be used to gain the audience's attention or a visual aid such as a picture, a slide or video extract.
 - **Body:** The body of the oral presentation should be the focus of the presentation. It develops the main ideas and supports them with examples, quotations, analogies and statistical information. These will make the presentation more interesting and memorable.
 - **Conclusion:** Let the audience know when the end of the presentation is near by using words such as 'in conclusion' or 'to sum up'. In the conclusion, briefly highlight the main points made during the presentation.

Using Speaker's Notes

Rather than simply reading a prepared speech, it is often more effective to use a series of words or phrases that act as cues for a presentation. Make sure, however, that the words or phrases are written in large print and that there are not too many points on a page. It is also a good idea to number the points. Different colours and highlighter pens may prove useful in these notes.

Delivering Your Oral Presentation

To avoid stage fright, students should check through these points before delivering an oral presentation:

- Know the topic thoroughly
- Use numbered points on small, palm sized, speaking cards
- Practise the speech several times, especially if there is a set time limit
- Do not rush the presentation, speak slowly and clearly
- Use appropriate gestures and maintain good posture
- Make eye contact with members of the audience
- Vary voice tone/modulation throughout the presentation
- Stand still.

Hints for Multimedia Presentations

Multimedia presentations combine various types of media, including text, graphics, clip art, digital photographs, video sound effects and music.

The most widely used multimedia presentation tool is PowerPoint. PowerPoint is a powerful software tool used for presenting information in a slide-show format. A PowerPoint display is usually supported by an oral presentation.

Main features of a PowerPoint presentation

- **Text** – think about what needs to be included, and choose an appropriate font, size and colour. Use the same font throughout the presentation. It is important not to include too much text on each slide.
- **Sounds** – sound effects can be used when text and/or objects appear in each slide, as well as during slide transition. Be careful however, too much sound can detract from the oral presentation.
- **Content** – avoid overcrowding. Include only key points. Use the narration to add detail.
- **Animation** – text and objects can be animated, as can the transition between slides, but be careful not to overdo it.
- **Slide layout and background** – readymade designs can be used from the PowerPoint software or custom designs can be made using different colour backgrounds and effects. It is important that only one background style or theme is used throughout the presentation. This helps to avoid confusion.
- **Illustrations** – use a variety of illustrations to make the slides interesting and informative, including clip art, digital images (photographs taken with a digital camera, scanned photographs, the Internet, CD-ROM collections of digital images) and maps.

A guide for successful PowerPoint Presentations

General guidelines:

- Plan the PowerPoint presentation carefully.
- Use a common design template throughout the presentation.
- Limit the number of slides used – too many slides can bore and confuse the audience.
- Include only essential information.
- Standardise the position, colour and styles of headings, text and images.
- Use colours that contrast; for example, yellow or white text on a dark blue background works well.
- Be consistent with sound effects, transitions and animations.

Text guidelines:

- Generally, it is best to have no more than six lines of text per slide, with no more than six words per line.
- Avoid long sentences.
- Use a larger font to highlight key points.
- Select a suitable font size – in the range of 18 to 48 point.
- Avoid fancy fonts as they can be hard to read.

Clip art, Photographs and graphics:

- Ensure these balance the slide and enhance and complement the text, not overwhelm it.
- Present any data as a graphic.
- Include no more than two graphics per slide.

Presenting your PowerPoint presentation:

- Practise and time your presentation.
- Speak confidently and clearly.
- Remember to include a bibliography.

Guide to Bibliographies and Referencing

What is it?

A bibliography is a list of resources you have used in researching an assignment. It is placed at the end of your work and is organised alphabetically by the author's surname or title, if there is no author. There are different systems of writing bibliographies

Why is it important?

A bibliography describes the resources precisely enough to enable a reader to locate it and verify the information if necessary.

It shows how much research you have done and how you have used the information you have found. It prevents you from being accused of plagiarism (taking someone else's ideas and using them as you own).

How to prepare a bibliography.

Follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stop after the authors initial and the place of publication and commas after surname, each name, article title, book title and publisher. The title can be underlined or written in italics.

It's a good idea to write down the bibliographic details that you need when you have the resource. Prepare a draft of your bibliography to make sure you have all you need and that it is correctly organised, before making a final copy.

Referencing or citing in the text.

In your written work, you need to acknowledge:

1. Direct references – whenever you quote directly from any source you are using. After the quote you include the author's surname, publication year and page number. Eg. Dr Milton said, "....." (Milton, 1997, pg 34) or (Milton et al 1997, pg 34) when there are two or more authors.
2. Indirect references – whenever you refer to ideas from someone else's writing (even if you are using your own words). At each point in the text that refers to a particular resource, you insert the author's surname and publication year E.g.: James Kellaway (1997) believes that

The full bibliography details of citations are given in the bibliography.

Examples

Books with one author	Dixon, J. (1988) <u>How to be a successful student</u> , Penguin Books. Ringwood. Vic.
Books with two or more authors	Leeder, S.R. Larsen, A.E. & Larsen, M.K. (1996) <u>Presenting Australia's National Parks</u> , Child & Henry, Brookvale.
Books with an editor and no author	Morgan. J. (ed.) (1993) How to be a successful author , Penguin Books, Ringwood.
Books with no author	<u>Penguin dictionary of synonyms</u> . (1996) Penguin. New York
Reference books	<u>The Cambridge Encyclopedia of Human Evolution</u> . (1992) Cambridge University Press. Cambridge.
Article in a journal	Burns, S. (1989) "There's more than one way to learn", <u>Australian Wellbeing</u> , No 33, October, 99. 42-44.
Article with no author	'The Reef in Brief' (1995) <u>Wildlife Australia</u> , Autumn, pp. 18-19
Article in a newspaper	Legge, Kate. (1987) 'Labour to cost the Keating Factor', <u>Times on Sunday</u> , 1 Feb., p.2
CD Rom	Guinness Disc of Records (CD ROM), (1996), Britannica Software, London
Video	<u>The Great Barrier Reef</u> (video recording), (1998), Australian Videos, Adelaide
Motion Picture	<u>The Comedic Fall</u> (motion picture), (1964), Englewood, New Jersey, Pratifall Releases.
Television (or radio) production	'What are we going to do with the money?' (television program), <u>Four Corners</u> , 8 August 1982, ABC Television.
World Wide Web Site. The format is as follows: Author's surname, initials. (Date) Title (Internet), Place of publication (if known), Publisher (if known), URL (accessed date)	Martin. Suzanne. (16 August 1999) <u>Feminism Today</u> (online), www.fem.org/feminismtoday.html (accessed 11 November, 2005).
Email – the format is as follows: Sender's surname, initials (sender's email address), (Day, month, year) Subject of message. Email to (recipient's Email address)	Lowman. D. (deborah@pbsinc.com.au), (4, April. 1998) <u>Internet referencing, (awill@dva.gov.au)</u> .
Primary source e.g. person	Interview with Nola Archer about her World War II experiences, 6 March 2000, St Clair.
Primary sources e.g. case study	Questionnaire and survey of Year 10 eating habits, June 2000, St Clair High School

Assessment Schedules

The assessment schedule included in this booklet indicate the major components in each course. The outcomes relate directly to the task and will be measured using the marking criteria. Use the marking criteria as a guide to get the best results. It is recommended that you go through your schedules and use your calendar listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

- CLI
- English
- HSIE
- Language
- Mathematics
- Music
- Personal Development, Health and Physical Education
- Science
- Technology Mandatory – Home Economics
- Technology Mandatory – Industrial Arts
- Visual Arts

Contemporary Learning Innovations (CLI)

Task	Task Description	Skills/Component/Topic	Due Date
1	Desert Island – creative writing and visual representation	<ul style="list-style-type: none"> • Collaboration • Literacy • Communication 	Term 1
2	Room/House design	<ul style="list-style-type: none"> • Technology for Research and Communication • Numeracy 	Term 2
3	Amazing Race	<ul style="list-style-type: none"> • Organisation • Collaboration • Technology for Communication 	Term 3
4	Student wellbeing guide	<ul style="list-style-type: none"> • Technology for Research • Literacy • Creative/Critical thinking 	Term 4

Outcome	Outcome Description
Collaboration	work with others on a common goal through accessing expert knowledge
Literacy:	Increases capacity to communicate information in written formats
Numeracy	Increases capacity to effectively use and apply numeracy techniques
Technology for research and literacy	effective use of technology to identify and interpret information
Technology for communication	effectively utilises technology for communication of ideas
Creative/ Critical Thinking	clarify concepts and ideas, seek possibilities, consider alternatives and solve problems to make informed judgements

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Creative Writing Task	Topic: 'Teenagers in Turmoil' Component: Writing	EN4-1A EN4-2A EN4-4B	Term 1 Week 9
2	Half Yearly Exam	Topics: 'Teenagers in Turmoil' and 'Close Study of Text' Component: Reading and writing The exam will consist of two parts: Section I: Reading Section II: Essay	Section I: EN4-6C EN4-8D Section II: EN4-3B EN4-5C EN4-7D	Term 2 Week 7
3	Speaking Task	Topic: 'The Composers' Component: Speaking	EN4-1A EN4-3B EN4-5C	Term 3 Week 7
4	Yearly Exam	Topics: 'The Composers' and 'The Bigger Picture' Component: Reading and writing The exam will consist of three parts: Section I: Reading Section II: Writing Section III: Writing	Section I: EN4-2A EN4-3B Section II: EN4-4B EN4-7D EN4-8D Section III: EN4-2B EN4-6C	Term 4 Week 7

In addition to these Formal Assessment Tasks students in Year 8 will complete class based assessments throughout each term. These tasks assist in gathering evidence of ongoing student learning while providing students with multiple opportunities to demonstrate the extent of their knowledge, understanding and skills.

These tasks may take the form of: diary entries, letters, reflection tasks, oral presentations, extended responses, listening tasks, reading and short answer and visual representations.

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

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Scandinavia tourist brochure	The Western and Islamic world - Vikings	HT4-7, 4-10	Term 1 Week 8
2	Source study	Polynesian Expansion – Maori	HT4-2, HT4-4, HT4-5	Term 2 Week 4
3	Display board	Interconnections	GE4-2, GE4-3, GE4-4, GE4-8	Term 3 Week 6
4	Statistical analysis + report	Place and Liveability	GE4-6, GE4-7	Term 4 Week 6

Semester 1:

Outcome	Description
HT4-2	describes major periods of historical time and sequences events, people and societies from the past
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
HT4-7	Identifies and describes different contexts, perspectives and interpretations of the past
HT4-10	and uses appropriate oral, written, visual and digital forms to communicate about the past

Semester 2:

Outcome	Description
GE4-2	describes processes and influences that form and transform places and environments
GE4-3	explains how interactions and connections between people, places and environments result in change
GE4-4	examines perspectives of people and organisations on a range of geographical issues
GE4-6	explains differences in human wellbeing
GE4-7	acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8	communicates geographical information using a variety of strategies

Languages Other Than English (LOTE) – Chinese/French

Task	Task Description	Skills/Component/Topic	Outcomes	Due
1	Role play	<ul style="list-style-type: none"> Interacting Accessing and responding Composing Systems of language 	LCH4-1C LCH4-2C LCH4-3C LCH4-4C LCH4-5U LCH4-7U	Term 1 Week 8
2	Year 8 survival kit	<ul style="list-style-type: none"> Composing Systems of language 	LCH4-4C LCH4-6U LCH4-7U LCH4-8U	Term 2 Week 6
3	Multi-media presentation	<ul style="list-style-type: none"> Interacting Accessing and responding Composing Systems of language The role of language and culture 	LCH4-1C LCH4-2C LCH4-3C LCH4-4C LCH4-5U LCH4-9U	Term 3 Week 8
4	Yearly exam	<ul style="list-style-type: none"> Interacting Composing Systems of language 	LCH4-1C LCH4-4C LCH4-6U LCH4-7U LCH4-8U	Term 4 Week 6

Outcome	Description
LCH4-1C	Uses Chinese/French to interact with others to exchange information, ideas and opinions, and make plans.
LCH4-2C	Identifies main ideas in, and obtains information from texts.
LCH4-3C	Organises and responds to information and ideas in texts for different audiences.
LCH4-4C	Applies a range of linguistic structures to compose texts in Chinese/French, using a range of formats for different audiences.
LCH4-5U	Applies Chinese/French pronunciation and intonation patterns.
LCH4-6U	Demonstrates understanding of key aspects of Chinese/French writing conventions.
LCH4-7U	Applies features of Chinese/French grammatical structures and sentence patterns to convey information and ideas.
LCH4-8U	Identifies variations in linguistic and structural features of texts.

Mathematics

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Half-Yearly Examination	Formal Examination: Probability, Pythagoras' Theorem, Algebra, Area & Volume	MA4-21SP, MA4-16MG, MA4-8NA, MA4-17MG, MA4-12MG, MA4-13MG, MA4-14MG	Term 2 Wk 5-6
2	Investigating Data Assignment	Investigating Data	MA4-19SP, MA4-20SP	Term 3 Wk 5
3	Yearly Examination	Formal Examination: Fractions and Percentages, Time, Investigating Data, Ratios and Rates, Equations, Congruent Figures	MA4-5NA, MA4-15MG, MA4-19SP, MA4-20SP, MA4-7NA, MA4-10NA, MA4-18MG	Term 4 Wk 5-6

At end of each unit the topic will be assessed according to each outcome. The following scope and sequence outlines the Unit of work, outcomes assessed and approximate time for completion for each topic.

TERM 1									
1	2	3	4	5	6	7	8	9	10
PROBABILITY			PYTHAGORAS' THEOREM				ALGEBRA		
MA4-21SP			MA4-16MG				MA4-8NA		
TERM 2									
1	2	3	4	5	6	7	8	9	10
ALGEBRA		GEOMETRY		AREA & VOLUME				FRACTIONS & PERCENTAGES	
MA4-8NA		MA4-17MG		MA4-12MG, MA4-13MG, MA4-14MG				MA4-5-1NA, MA4-5-3NA, MA4-8NA	
TERM 3									
1	2	3	4	5	6	7	8	9	10
FRACTIONS & PERCENTAGES		INVESTIGATING DATA				CONGRUENT FIGURES			
		MA4-19SP, MA4-20SP				MA4-18MG			
TERM 4									
1	2	3	4	5	6	7	8	9	10
EQUATIONS		RATIOS, RATES & TIME				GRAPHING LINEAR EQUATIONS			
MA4-10NA		MA4-7NA, MA4-15MG				MA4-11NA			

Outcome	Description
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
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-21SP	represents probabilities of simple and compound events

Music

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Performance	Perform a series of songs on a range of musical instruments. This includes guitar, ukulele, keyboard and xylophones.	4.1, 4.2, 4.3, 4.4, 4.5, 4.11, 4.12.	Term 1 & 3 week 8. Term 2 & 4 week 3
2	Composition	Students will compose an 8 bar melody.	4.4, 4.5, 4.6	Week 6 Term 4
3	Written exam	Students will be examined on course work and content.	4.7, 4.9, 4.10.	Week 5 during terms 2 and 4.
4	Listening	Analysis of how concepts are manipulated in a musical work.	4.7, 4.8.	Week 5, Term 3

Outcomes	Descriptions
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 and Physical Education

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Developing Respectful Relationships	Topic: caring and respectful relationships, protective strategies. Skills: communicating, decision making, planning	PD4-1 PD4-2 PD4-3 PD4-4 PD4-5 PD4-10 PD4-11	Term 1 Week 6
2	Half Yearly examination	Components: Power in relationships and Sexual Health	PD4-1 PD4-2 PD4-3 PD4-4 PD4-5 PD4-11	Term 2, Week 6
3	Live Life Well	Topic: risk taking, drug use Skills: problem solving, decision making, planning	PD4-4 PD4-5 PD4-7 PD4-8 PD4-9 PD4-11	Term 3, Week 6
4	Yearly examination	Components: Power in relationships, Sexual Health, Health Matters and First Aid	PD4-1-PD411	Term 4, Week 6

Outcome	Description
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
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

Important Note: Assessment and Reporting in Stage 4. "All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills. School-based assessment involves a range of informal (formative) and formal (summative) assessment to provide information of student achievement of syllabus outcomes."

Science

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Electromagnet Practical Assessment	Magnetism	SC4-6WS SC4-7WS	Term 1, Week 6
2	Cells Topic Test	Biology	SC4-14LW	Term 2, Week 5
3	Student Research Project	Student Research Topic	SC4-5WS SC4-6WS SC4-7WS	Term 3, Week 5
4	Semester Two Half-Yearly Examination	All topics	SC4-7WS SC4-16CW SC4-17CW	Term 4, Week 5

Outcome	Description
SC4-6WS	a student follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
SC4-7WS	a student processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction.
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

Technology Mandatory - Home Economics

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Textiles in our World Tools and Equipment -	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions	TE4-9MA	Term 1 Week 6 ongoing
2	Logo design	Students will design a logo for their textiles product	TE4-1DP TE4-2DP	Term 1 Week 8
3	ICT research task on technology professions and their contribution to society	Digital research task and presentation on a person/business and their contribution to society now and in the future.	TE4-1DP TE4-10TS	Term 2 Week 2
4	Plan, design and create a product for a Cafe	selects and safely applies a broad range of tools, materials and processes in the production of quality projects	TE4-3DP	Term 2 Week 8

Outcomes	Descriptions
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 & 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
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-10TS	explains how people in technology related professions contribute to society now and into the future
TE4-9M	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TELS-1DP	communicates ideas and solutions to authentic problems or opportunities
TELS-2DP	participates in planning for the production of designed solutions
TELS-3DP	participates in the production of designed solutions
TELS-4DP	follows safe practices in the use of tools, materials and processes for design projects
TELS-5DP	follows simple algorithms in a range of contexts
TELS-8DI	identifies how information is communicated by digital systems
TELS-9EN	explores how force, motion or energy are used in everyday engineered systems
TELS-10MA	selects and uses a range of tools, materials and processes appropriately in the development of products
TELS-11TS	investigates how technology has contributed to improvements in our way of life

Technology Mandatory – Industrial Arts

Task	Task Description	Outcomes	Skills/Component/Topic	Due Date
1	ONGUARD SAFETY TEST (Cluster A)	TE4-3DP	Students will complete online safety test for the tools and equipment they would be using for projects in term 1	Term 1 Week 4
2	Tools and equipment	TE4-3DP	Students will be completing online worksheet on use and care of the required tools and equipment	Term 1 Week 6
3	Onguard Safety Test (Cluster B)	TE4-3DP	Students will complete online safety test for the tools and equipment they would be using for Y8.	Term 2 Week 4
4	Project 1 - Product	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8DN, TE4-10TS	Students will construct an electric car using multi materials. The production will be done using hand tools, machine tools, 3D printer and laser cutter.	Term 2 Week 9
5	Project 2 - Folio	LIFE SKILLS – TELS-1DP, TELS-2DP, TELS-3DP, TELS-9EN	Students will be expected to develop electronic folio of the second project.	Term 2 Week 10

Outcomes	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
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-10TS	explains how people in technology related professions contribute to society now and into the future
TE4-9M	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TELS-1DP	communicates ideas and solutions to authentic problems or opportunities
TELS-2DP	participates in planning for the production of designed solutions
TELS-3DP	participates in the production of designed solutions
TELS-4DP	follows safe practices in the use of tools, materials and processes for design projects
TELS-5DP	follows simple algorithms in a range of contexts
TELS-8DI	identifies how information is communicated by digital systems
TELS-9EN	explores how force, motion or energy are used in everyday engineered systems
TELS-10MA	selects and uses a range of tools, materials and processes appropriately in the development of products
TELS-11TS	investigates how technology has contributed to improvements in our way of life

- Students are to complete two minor projects over one semester in both year 7 and a major project over one semester in year 8.
- Students will be timetabled for Digital Technology, Materials and Engineered Systems focus areas based on the availability of the respective learning areas (computer labs, metal workshop or wood workshop).
- All students are expected to have leather shoes for practical lessons.
- All students will be expected to successfully complete OnGuard safety training with the class teacher prior to commencing practical tasks.
- All students will be expected to successfully complete OnGuard safety tests with the class teacher prior to commencing practical tasks.
- All students are expected to comply with the conditions of the safety training agreement.
- Student who breach the conditions of safety training will be asked to review training activities and repeat relevant safety tests

Visual Arts

Task	Task Description	Skills/Component/Topic	Outcomes	Due Date
1	Major Art Work	1 major artwork due per term based on painting and clay work.	4.1, 4.2, 4.3, 4.4, 4.5	Term 2, week 4
2	Visual Art Process Diary	Evidence showing progress of artist practice.	4.1.4.2, 4.3, 4.4, 4.5, 4.6	Term 2, week 4
3	Analysis of an Artist and their artworks 1	Analysis of an artist and their artwork.	4.7, 4.8, 4.9, 4.10	Term 2, week 6
4	Major Art Work	1 major artwork due per term based on etching and clay work.	4.1, 4.2, 4.3, 4.4, 4.5	Term 4, week 4
5	Visual Art Process Diary	Evidence showing progress of artist practice.	4.1.4.2, 4.3, 4.4, 4.5, 4.6	Term 4, Week 4
6	Analysis of an Artist and their artworks 2	Analysis of an artist and their artwork.	4.7, 4.8, 4.9, 4.10	Term 4, week 6

Outcome	Description
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

Individual Assessment Calendar

Term 1

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
January 27 - 2 February	1		School development day				
February 3-9	2						
February 10-16	3				Swimming Carnival		
February 17-23	4						
February 24 - March 1	5						
March 2-8	6						
March 9-15	7	School Photos					
March 16-22	8						
March 23-29 March	9					Harmony Day	
March 30- April 5	10						
April 6-12	11						
April		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
April		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

Individual Assessment Calendar

Term 2

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
April 27- May 3	1	School development day					
May 4-10	2						
May 11-17	3						
May 18-24	4						
May 25-31	5						
June 1-7	6						
June 8-14	7	Queen's Birthday					
June 15-21	8						
June 22-28	9						
June 29- July 5	10						
July		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
July		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

Individual Assessment Calendar

Term 3

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
July 20-26	1	School development day					
July 27 - August 2	2						
August 3-9	3						
August 10-16	4						
August 17-23	5						
August 24-30	6						
August 31- Sept 6	7						
September 7-13	8						
September 14-20	9						
September 21-27	10						
September		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
October		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

Individual Assessment Calendar

Term 4

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
October 12-18	1						
October 19-25	2						
October 26 - Nov 1	3						
November 2-8	4						
November 9-15	5						
November 16-22	6						
November 23-29	7						
November 30 - Dec 6	8						
December 7-13	9						
December 14-20	10						
Christmas Holidays							



Education
Public Schools