



JAMISON HIGH SCHOOL

YEAR 8

2020

ASSESSMENT POLICY AND PROCEDURES

COURSE ASSESSMENT SCHEDULES

JAMISON HIGH SCHOOL

JUNIOR ASSESSMENT POLICY

Assessment tasks are a vital part of student learning and are given at regular intervals throughout all courses.

Assessment tasks must be submitted for course/learning outcomes to be satisfactorily met. Students who do not submit tasks will be issued with a Non-Completion Warning Letter outlining the work requirements which must be addressed by the student within the school year if they are to progress to the next stage.

We strongly encourage our students to actively and conscientiously complete required assessment tasks in time to maximise their marks for Semester One and Semester Two Reports. Students are required by NESAs to complete the work in order to meet NESAs Learning Outcomes, however, late tasks will be awarded zero marks without a special consideration application.

Assessment tasks must reflect the student's own work and **plagiarism is unacceptable**. A full and accurate bibliography is expected for each formal assessment task.

Notification of Assessment Tasks

With the exception of formal Examinations (Half Yearly and Yearly), you will be notified in writing at least 14 calendar days before each of your Assessment Tasks.

The due date and information for all Assessment Tasks will be given to you when you are notified of the task.

You will need to sign the Assessment Notification register issued by the teacher when you receive notification of the task.

Absence When Task Is Notified

Whenever you are absent from school, it is **your responsibility** to ensure that you know what work has been missed and to catch up on that work.

The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task.

If you have a prolonged absence, you may submit to the Head Teacher an Application for Consideration / Extension which will require a Medical Certificate. A note from a parent/carer will **not** be sufficient in most circumstances.

Completing and Submitting Assessment Tasks

It is an expectation of NESAs that all students will undertake all assessment tasks set. Once the notified Assessment deadline has been given, staff will not pursue students for work. All tasks are to be submitted, with the Assessment Task Cover Sheet attached, at the **start** of the first timetabled lesson in the relevant subject due on that day.

All tasks submitted after this time will be deemed **late**. Late work will receive a **zero** mark unless there is a valid reason. Where a student misses or is late with an assessment task, with no valid reasons, a **zero** mark will be recorded for that task. The task will be graded and feedback provided to students, but no mark will be awarded.

You and your teacher will sign the Assessment Register when you submit your assignment on the due date. The process ensures that both you and your teacher have an official record that you have submitted the task.

Note: No allowance will be made for **failure of a student's computer hardware and software**. Students are advised to keep back-ups of all work completed on computer equipment. Students are advised to regularly email themselves a copy of assessment tasks / draft work via their email account to ensure work is not lost.

Lateness/Absence from a Task due to Illness, Misadventure or Exceptional Circumstances

It is your responsibility to perform/submit all tasks which are a part of your Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

If, because of a VALID reason, you cannot attend school on the day when an Assessment Task is to be done/submitted, **ON THE DAY YOU RETURN TO SCHOOL BEFORE THE START OF THE SCHOOL DAY, YOU MUST:**

1. Negotiate with your class teacher or Head Teacher a time to do the task or a similar substitute class
2. Submit an Application for Consideration/Extension Form with supporting documentation (e.g. medical certificate) to the Head Teacher for a decision.

Failure to have this form completed or you do not follow the above procedure or your application is not successful, you will receive **ZERO** for that task.

In exceptional circumstances, the Head Teacher may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

NOTE:

- If you are involved in a sporting event or excursion or know you will be absent on the day you must submit the task before the due date
- If you are suspended from school when assessment tasks are due you must:
 - a) not attend school for the duration of your suspension
 - b) submit out-of-school assessment tasks by delivery to the Front Office
 - c) miss your in-school assessment task for which you will be given an alternative task or an estimate upon resolution of suspension

Extensions to Due Dates

An extension to the due date of an assignment may be approved, **by the Head Teacher**, in cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. A medical certificate will be required in cases of illness.

For an extension you must complete an Application for Special Consideration/Extension. This is available in this booklet. You must submit this form to the Head Teacher of that subject who will make a recommendation on the application.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Head Teacher**, the late submission of a task will result in **zero** marks being awarded for that task.

APPENDIX 1



ASSESSMENT TASK NOTIFICATION

Student Name: Subject/Course:
.....

Assessment Task Title:
.....

Value of Task: Date Task Issued:

Date Task Due:

Outcomes to be assessed:

-
-
-
-
-
-

-
-
-
-
-

Task description:

Assessment Criteria – Your task will be assessed according to your ability to:



APPENDIX 2

SPECIAL CONSIDERATION/APPLICATION FORM

(For illness / accident / misadventure / special circumstances)

If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, where possible.

2. This form must then be completed as soon as possible after notification. If the student is absent on the due date, it must be completed as soon as he/she returns.
3. Once completed, this form is to be submitted to the Deputy Principal via the Head Teacher of Faculty concerned.

Name of Student		
Teacher		
Subject Course		Faculty / Department
Nature of Assessment Task e.g. Essay – Title		
Due Date		Time
Reason for and Nature of Request, e.g. Special consideration or extension of time		
Specify and attach any Supporting Documentation e.g. Medical Certificate		
Signature of Student		Date
Comment		
H.T. Signature		Date

TOPIC NAME:

DEFINITION AND EXPLANATION

CRITERIA FOR EVALUATION:

Content Facts & Details				Levels of Interpretation and Judgement of Content	
(What) NAME AND DEFINE: Areas of Content	(What) DESCRIBE: Features/ Characteristics	(Why) EXPLAIN SIGNIFICANCE:	(How) ANALYSE: Each area/Feature of Content	(How well) CRITICALLY ANALYSE: Each Area/Feature +’s advantages -’s disadvantages	(How well) EVALUATE/CONCLUDE: Each Area/Feature
(How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered					
(Why Important) CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features					
(Why Important) APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?					

TOPIC NAME: What is the name of the topic, unit, subject or process of study?

DEFINITION AND EXPLANATION of Topic: Briefly, what is the topic (1-2 sentences)?

CRITERIA FOR EVALUATION: What are some of the value judgement type words that students could use to demonstrate that the impact or effect of the aspects or application of the topic or process is positive and/or negative, beneficial/harmful; advantageous and/or disadvantageous; valid/invalid; etc.

Content Facts & Details				Levels of Interpretation and Judgement of Content	
(What) NAME AND DEFINE: Areas of Content	(What) DESCRIBE: Features/ Characteristics	(Why) EXPLAIN SIGNIFICANCE:	(How) ANALYSE: Each area/Feature of Content	(How well) CRITICALLY ANALYSE: Each Area/Feature	(How well) EVALUATE/CONCLUDE: Each Area/Feature
What are the main components/elements of the topic/unit/subject or steps/stages of the process under consideration? Give a name and definition of EACH of these areas.	What are the features/characteristics/properties pertaining to EACH component/element in the topic/unit/subject or step/stage in the process under consideration?	For EACH area or feature or step/stage covered, what is its function or purpose? What problem is it addressing; or what is its impact/effect? What is the cause/effect of EACH area or feature covered?	Once the function/purpose or impact/effect is established, explain how and/or why the intention is carried out. How did it achieve its purpose or impact/effect? What is the relationship between the various components/features/steps, stages and/or their impact/effect?	Explain how each area/feature is beneficial or unbeneficial, even though implication of suggestion, in relation to the set criteria. Explain how and/or why EACH function/step, stage or impact/effect or cause/effect is positive and/or negative (in whatever sense is needed by the subject at hand)	To what extent is the impact/effect effective, its value/quality? To what extent has the object of consideration, the feature or impact, served its purpose, carried out what it was intended to accomplish. To what extent, by how much, was the impact/effect successful? By how much do the positives outweigh the negatives or vice versa?
				+’s advantages -’s disadvantages	
(How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered					
After establishing the extent of success/effectiveness of each individual feature/function/purpose, compare and contrast ALL the areas covered. To what extent is one more effective than another? Therefore, to what extent, come to a final judgement, were ALL of the features/impacts/effects, the whole process, successful or effective?					
(Why Important) CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features					
How are all of the various features/impacts/effects interrelated to form the whole topic/unit/subject/process of study? And why is this interrelationship important? Why is it important to be able to evaluate all of the aspects of study or the process itself?					
(Why Important) APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?					
Why is this understanding of the concept and all that it entails important to my life, or the life of others? How does this help answer a question?					

ALARM: A Learning And Responding Matrix by M Wood

ALARM

MEETS

BLOOMS TAXONOMY

Knowledge NAME, DESCRIBE AND DEFINE	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Characteristics, Features
Comprehension EXPLAIN SIGNIFICANCE	Conclude, Demonstrate, Discuss, Explain, Generalise, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarise, Tell, Purpose, Function, Impact, Effect,
Application ANALYSE	Apply, Change, Choose, Compute, Dramatise, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use, How,
Analysis ANALYSE	Analyse, Characterise, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate,
Synthesis CRITICALLY ANALYSE	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organise, Perform, Plan, Produce, Propose, Rewrite
Evaluation EVALUATE/ CONCLUDE	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritise, Prove, Rank, Rate, Select,

YEAR 8 AGRICULTURE 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

- 1.1 Knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.
- 1.2 Knowledge of and skills in the effective and responsible production and marketing of agricultural products
- 1.3 Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives.
- 1.4 Knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society.
- 2.1 Knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.
- 2.2 Knowledge of and skills in the effective and responsible production and marketing of agricultural products.
- 2.3 Skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts.
- 2.4 An understanding of sustainable and ethical practices that support productive and profitable agriculture.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 5	1.3, 1.4	Research Task	10%
2	Term 2 Week 2	1.1, 1.2	Practical Assessment	15%
3	Term 2 Week 4	1.1, 1.2, 1.3, 1.4	Half Yearly Exam	20%
4	Term 3 Week 5	2.3, 2.4	Research Task	15%
5	Term 4 Week 2	2.1, 2.2	Practical Assessment	20%
6	Term 4 Week 4	2.1, 2.2, 2.3, 2.4	Yearly Exam	20%
				100%

YEAR 8 COMMERCE 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

COM4-1 uses appropriate terminology in consumer, financial, economic, business, legal, political and employment contexts

COM4-2 describes the rights and responsibilities of individuals within consumer, financial, economic, business, legal, political and employment contexts

COM4-3 identifies the role of the law in society

COM4-4 describes key factors affecting decisions

COM4-5 identifies and describes options for solving problems and issues

COM4-6 identifies and explains plans for achieving goals

COM4-7 selects and organises information from a variety of sources

COM4-8 communicates information using a variety of forms

COM4-9 works independently and collaboratively to meet goals within specified timeframes

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	1, 2, 4, 8, 9	Research Task 'Running a Business'	25%
2	Term 2 Week 4	1, 2, 4, 5	Half Yearly Examination	25%
3	Term 3 Week 8	1, 2, 3, 7, 8, 9	Research Task 'Law in Action'	25%
4	Term 4 Week 4	1, 2, 3, 4	Yearly Examination	25%
				100%

YEAR 8 DANCE 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

- 4.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances
- 4.1.2 demonstrates aspects of the elements of dance in dance performance
- 4.1.3 demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances
- 4.2.1 identifies and explores aspects of the elements of dance in response to a range of stimuli
- 4.2.2 composes dance movement, using the elements of dance, that communicates ideas
- 4.3.1 describes dance performances through the elements of dance
- 4.3.2 identifies that dance works of art express ideas
- 4.3.1 describes dance performances through the elements of dance
- 4.3.2 identifies that dance works of art express ideas
- 4.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning

TASK NUMBER	DATE DUE	REPORT OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	4.1.1 4.2.1 4.2.2	The Elements of Dance/Modern/Contemporary Technique	Performance 10% Composition 10% Appreciation 10%
2	Term 2 Week 4	4.1.1 4.1.3 4.3.1	Safe Dance Practice/Musical Theatre Jazz	Performance 10% Appreciation 10%
3	Term 3 Week 9	4.1.2 4.3.2 4.4.1	Multicultural Dance/Dance on Film	Composition 10% Performance 10%
4	Term 4 Week	4.3.2 4.1.1	Dance Production/Jazz Dance	Performance 10% Composition 10% Appreciation 10%
				100%

YEAR 8 DRAMA 2020

(amended 10/6/20)

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 – A student: undertakes in-depth study of the mechanics and vocal techniques, the skills of characterisation and explores the roles of technical personnel in the theatre.

Semester 2 – A student: A student explores theatre experimentally through applies studies of script, performance of text and play building. Students will also have the opportunity to undertake a major project in design and theatre technology as part of a class production.

- 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.

TASK NUMBER	DATE DUE	REPORT OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 8	4.1.1, 4.1.2, 4.1.3, 4.2.1	Monologue Performance (Solos in the Spotlight)	20%
2	Term 2 Week 10	4.1.2, 4.2.4, 4.2.3	Scripted Performance & Design (Peter Pan)	30%
3	Term 3 Week 8	4.1.2, 4.1.3, 4.2.3	Scripted Performance (Children's Theatre)	20%
4	Term 4 Week 5	4.1.2, 4.1.4, 4.2.1, 4.2.3	Devised Performance (A play in a box)	20%
5	Term 4 Week 7	4.2.2, 4.2.3	Drama Log Book	10%
				100%

YEAR 8 ENGLISH 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semesters 1 and 2 – A student:

1. communicates through speaking, listening, reading, writing, viewing and representing.
2. uses language to shape and make meaning according to purpose, audience and context.
3. thinks in ways that are imaginative, creative, interpretive and critical.
4. expresses themselves and their relationships with others and their world.
5. learns and reflects on their learning through their study of English.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 8	EN4-1A EN4-5C EN4-7D	Close Study Essay	25%
2	Term 2 Week 5	EN4-3B EN4-4B EN4-6C	Half Yearly Examination	25%
3	Term 3 Week 6	EN4-2A EN4-4B EN4-9E	Media/Persuasive Speech	25%
4	Term 4	EN4-3B EN4-7D EN4-8D	Yearly Examination	25%
				100%

YEAR 8 FOOD TECHNOLOGY 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

FT4-2 describes and manages the risks of injury and WHS issues associated with handling food

FT4-7 identifies the factors that influence food habits and relates them to food choices

FT4-10 uses appropriate techniques and equipment for a variety of food-specific purposes

FT4-13 recognises the impact of food and related activities on the individual, society and the environment

FT4-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT4-5 applies appropriate methods of food preparation

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	FT4-7, FT4-13	Research Task	20%
2	Term 2 Week 7	FT4-2,	Practical Activities	30%
3	Term 3 Week 9	FT4-5, FT4-10	Special Occasion Cake	20%
4	Term 4 Week 6	FT4-1	Practical Activities	30%
				100%

YEAR 8 GEOGRAPHY 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments

GE4-2 describes processes and influences that form and transform places and environments

GE4-3 explains how interactions and connections between people, places and environments result in change

GE4-4 examines perspectives of people and organisation's on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability

GE4-6 explains differences in human wellbeing

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10 Term 3 Week 10	4-3, 4-4, 4-5, 4-8	Research Task 'Water in the World'	40%
2	Term 2 Week 2 Term 4 Week 2	4-7	Progressive Geographical Skills Portfolio	20%
3	Term 2 Week 4 Term 4 Week 4	4-1, 4-2, 4-3, 4-4, 4-5,	Semester Examination	40%
				100%

YEAR 8 HISTORY 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 / 3 Week 9	2, 3, 8, 9, 10	Medieval Task	25%
2	Term 2 / 4 Week 2	1, 3, 4, 8, 10	Colonisation Task	25%
3	Term 2 / 4 Week 4	1, 2, 3, 4, 5, 10	Portfolio	20%
4	Term 2 / 4 Week 4	1, 2, 3, 4, 5, 6, 7, 9	Semester Examination	30%
				100%

YEAR 8 INDUSTRIAL TECHNOLOGY METAL 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semesters 1 and 2 – A student:

IND4-1 Identifies and applies fundamental WHS principles when working with tools, materials and machines.

IND4-3 Identifies and uses a range of hand and machine tools to produce quality practical projects.

IND4-5 Selects and uses communication techniques when designing, making and evaluating projects and ideas.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9 Metal Carry Tray/ folio	IND4-1, IND4-3, IND4-5	Project Work Report	20%
2	Term 2 Week 4	IND4-1, IND4-9	Half Yearly	10%
3	Term 3 Week 9	IND4-9, IND4-10	Research Task	10%
4	Term 4 WK 5 Metal Hacksaw	IND4-1, IND4-2, IND4-3, IND4-4, IND4-5, IND4-6, IND4-7, IND4-8	Project & Work Report	60%
				100%

YEAR 8 INDUSTRIAL TECHNOLOGY TIMBER 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semesters 1 and 2 – A student:

IND4-1 Identifies and applies fundamental WHS principles when working with tools, materials and machines.

IND4-3 Identifies and uses a range of hand and machine tools to produce quality practical projects.

IND4-5 Selects and uses communication techniques when designing, making and evaluating projects and ideas.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term1 Week 2 T2 Timber Hot Pot Stand	IND4-1, IND4-3, IND4-5	Project Work Report	20%
2	Term 2 Week 4	IND4-1, IND4-9	Half Yearly	10%
3	Term 3 Week 9	IND4-9, IND4-10	Research Task	10%
4	Term 4 Week 5 Timber Wall display	IND4-1, IND4-2, IND4-3, IND4-4, IND4-5, IND4-6, IND4-7, IND4-8	Project & Work Report	60%
				100%

YEAR 8 JAPANESE 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Terms 1 and 2	4.UL.2, 4.UL.4	In class quizzes and end of Unit tests	15%
2	Term 2 Weeks 5 & 6	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MBC.2 4.UL.3	Reading, Writing, and Listening Examination	15%
			Role play	10%
3	Term 3 Week 6	4.MBC.2	Cultural task	15%
4	Term 4 Week 2	4.UL.3, 4.MBC.2	Role play	10%
5	Term 4 Week 4 & 5	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MBC.2	Reading, writing Listening Examination	35%
				100%

YEAR 8 MATHEMATICS 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

1. Applies operations involving algebraic techniques and indices (Number and Algebra)
2. Applies operations in order to solve equations (Number and Algebra)
3. Solves problems involving length, perimeter and area (Measurement and Geometry)
4. Calculates lengths and solves problems using Pythagoras' Theorem (Measurement and Geometry)
5. Applies geometric properties of angles and shapes to solve problems using reasoning (Measurement and Geometry)
6. Demonstrates knowledge of percentages and solves financial mathematics problems (Number and Algebra)
7. Uses ratios and rates to compare quantities and solve real life problems (Number and Algebra)

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	Measurement & Geometry, Number & Algebra	Formal Written Task (1 Hour)	20%
2	Term 2 Week 4	Number & Algebra. Measurement & Geometry.	Half-Yearly Examination (1 Hour)	30%
3	Term 3 Week 4 - 7	Statistics & Probability Number & Algebra	Assignment Task – Rates & Ratios (To be completed at home)	20%
4	Term 4 Week 4	Number & Algebra, Measurement & Geometry	Yearly Examination (1 Hour)	30%
				100%

YEAR 8 MUSIC 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

- 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.

TASK NUMBER	DATE DUE	REPORT OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1	4.1, 4.3	Performance (Covid – adjusted) - Based on observations/checkpoints made during term 1.	20%
2	Term 2	4.5, 4.6 4.8, 4.9	Composition – Melodic Composition for Piano / Guitar Listening – Aural Exam	15% 15%
3	Term 3	4.2	Performance – Term 3 Performance Piece	20%
4	Term 4	4.4	Composition – 12 bar Blues Composition	15%
5	Term 4	4.7, 4.10	Listening – Yearly Aural Exam	15%
				100%

YEAR 8 PHYSICAL ACTIVITY & SPORT STUDIES 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

- 1.1 Analyses the benefits of participation and performance in physical activity and sport
- 1.2 displays management and planning skills to achieve personal and group goals
- 1.3 performs movement skills with increasing proficiency
- 2.1 Discusses factors that limit and enhance the capacity to move and perform
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 2.3 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

TASK NUMBER	DATE DUE	REPORT OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	PASS5-2	Practical Application	20%
2	Term 2 Week 4	PASS5-9	Practical Application	20%
3	Term 2 Week 5	PASS5-1	In class evaluation	20%
4	Term 3 Week 6	PASS5-10	Practical Application	20%
5	Term 4 Week 5-6	PASS5-3, PASS5-4,	Yearly Examination	20%
				100%

YEAR 8 PDHPE 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 – A student:

- 1.1 Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.
- 1.2 Demonstrates how movement skills and concepts can be adopted and transferred to enhance and perform movement sequences
- 1.3 Demonstrates self management skills to effectively manage complex situations
- 1.4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.

Semester 2 – A student:

- 2.1 Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- 2.2 Applies and refined interpersonal skills to assist themselves and others to interact respectfully to promote inclusion in a variety of groups or contexts
- 2.3 Transfers and adapts solutions to complex movement challenges
- 2.4 Plans for and participates in activities that encourage health and a lifetime of physical activity

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Weeks 1-11	PD4-11	Practical- Cultural Games and Dance: Fundamental Movement Skills and Rhythmic and Expressive movement	25%
2	Term 2 Week 4	PD4-3, PD4-6, PD4.7, PD4-9	Personal Safety Research Task	25%
3	Term 3 Weeks 1-10	PD4-5, PD4-11	Practical- Invasion Games: Throwing and Catching Games	25%
4	Term 4 Week 4	PD4-3, PD4-5, PD4-6, PD4.7, PD4-9, PD4-10	Yearly Examination	25%
				100%

YEAR 8 SCIENCE 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

- 1.1 Explains how scientific understanding about the properties of elements and compounds relate to their uses.
- 1.2 Describe factors affecting the survival of organisms in an ecosystem.
- 1.3 Analyses and processes scientific data to identify trends, patterns and relationships, and draw conclusions.
- 1.4 Undertakes a first-hand investigation to gather and draw conclusions based on information collected.
- 1.5 Analyses scientific information using appropriate literacy skills.
- 2.1 Explains the role of the circulatory, skeletal, digestive and respiratory systems in maintaining humans as functioning organisms.
- 2.2 Describes types of contact and non-contact forces and explains everyday situations in which they are observed.
- 2.3 Analyses and processes scientific data to identify trends, patterns and relationships, and draw conclusions.
- 2.4 Uses a variety of ICT skills to research and present scientific information in an appropriate format.
- 2.5 Plans and performs a Student Research Project and presents the findings in a scientific report.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 7	1.4, 1.5	Practical Assessment Task	15%
2	Term 2 Week 4	1.1, 1.2, 1.3 1.5	Half Yearly Examination	25%
3	Term 2 Week 9	2.4	Research Assessment Task	15%
4	Term 3 Week 9	2.5	Student Research Project	20%
5	Term 4 Week 4	2.1, 2.2, 2.3	Yearly Examination	25%
				100%

YEAR 8 TECHNOLOGY MANDATORY 2020

Design & Digital Technology

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semesters 1 and 2 – A student:

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

TE4-7DI explains how data is represented in digital systems and transmitted in networks

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 2 Week 6 to 9	TE4-1DP, TE4-2DP, TEA4-9MA, TE4-6FO, TE4-7DI	Band on the River Run <i>(Ag/Food Technologies, Material Technologies)</i> Project <ul style="list-style-type: none"> • Food Practicals with 4 ingredients • Luggage tag – e-textiles • Band profile & merchandise & logo • Design Folio 	50%
2	Term 4 Week 5 - 6	TE4-1DP, TE4-2DP TEA4-9MA, TE4-6FO , TE4-7DI	Evolution of Emoji's <i>(Ag/Food Technologies, Materials Technologies, Digital Technologies)</i> Project <ul style="list-style-type: none"> • Food Practicals • Digital Game • Draw string bag • Design Folio 	50%
				100%

YEAR 8 TECHNOLOGY MANDATORY 2020

Industrial Arts

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semesters 1 and 2 – A student:

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

TE4-9MA 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	TE4-10TS	Sustainable design report	30%
2	Term 2 Week 2	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	Sustainable Designed Lantern (STEM project) / Drone Division	70%
Semester 1				100%
3	Term 3 Week 10	TE4-10TS	Engineering Professionals Assessment	30 %
4	Term 4 Week 2	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-9MA, TE4-10TS	Mechanical Toy (STEM project) / Drone Division	70%
Semester 2				100%

YEAR 8 VISUAL ARTS 2020

JUNIOR ASSESSMENT SCHEDULE

AREAS OF LEARNING

Semester 1 and 2 – A student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

TASK NUMBER	DATE DUE	REPORT OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Weeks 9/10	4.3	John Brack: In class. Students investigate social commentary and create a resolved painting. Documentation of processes in VAPD	20% 10%
2	Term 2 Week 4 Term 2 Week 10	4.7, 4.2	Short answer test: Structural, Cultural and Post Modern Frame Three Dimensional Form	10% 10%
3	Term 3 Week 9	4.4, 4.6	Documentation of all units of work to date in the Visual Arts Process Diary Art and Belief – signs and symbols	10% 20%
4	Term 4 Week 2	4.10	Students use their knowledge in de-coding art to respond to an in class written test	20%
				100%