



**JAMISON HIGH SCHOOL**

**2021**

**YEAR 8**

**ASSESSMENT SCHEDULES &  
ASSESSMENT POLICY AND PROCEDURES**

**Traditional values, modern education**

# **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 NESA to complete the work in order to meet NESA 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 NESA 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 part of the 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:**

- (1) Submit the task or come prepared to complete the task.
- (2) Talk to your class teacher or Head Teacher to arrange a time to do the task or a substitute task
- (3) Submit an Application for Consideration/Extension Form with supporting documentation (Statutory Declaration, completed form (Appendix 2) by a medical practitioner) to the Head Teacher for a decision.

Absences due to illness **MUST** be accompanied by a Medical Certificate. This must be dated during the period of illness.

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 and Deputy Principal 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:**

- A letter from a parent may not be sufficient to satisfy the requirement
- 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 or electronic submission.
  - c) miss your in-school assessment task for which you will be given an alternative task or an estimate

### **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. You must complete an Application for Special Consideration/Extension. This is available in this booklet. A medical certificate will be required in cases of illness.

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.

### **Students with a Disability: Assessment and Adjustment**

Students with special education needs may require adjustments in order to demonstrate achievement in both informal and formal assessment experiences. Schools provide adjustments to assessment activities for some students with disability. Assessment adjustments are actions taken that enable a student with disability to demonstrate achievement of outcomes. The types of adjustments will vary according to the needs of the individual student. Decisions are made at school level to offer adjustments to students with disability in both their course work and assessment activities.

# 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)

1. 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	
<b>(How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered</b> 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?					
<b>(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</b> 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?					
<b>(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?</b> 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

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



# YEAR 8 AGRICULTURE 2021

## 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.
- 1.5 Recalls and correctly uses agricultural terminology and skills.
- 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.
- 2.5 Recalls and correctly uses agricultural terminology and skills.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 5	AG4-1, AG4-2, AG4-3, AG4-5	Research Task	10%
2	Term 2 Week 2	AG4-4, AG4-6, AG4-7, AG4-10, AG4-13, AG4-14	Practical Assessment	15%
3	Term 2 Week 4	AG4-5, AG4-7, AG4-8, AG4-9, AG4-10, AG4-12, AG4-13, AG4-14	Half Yearly Examination	20%
4	Term 3 Week 5	AG4-11, AG4-12	Research Task	15%
5	Term 4 Week 2	AG4-4, AG4-6, AG4-7, AG4-10, AG4-13, AG4-14	Practical Assessment	20%
6	Term 4 Week 4	AG4-1 to AG4-14	Yearly Examination	20%
				100%

# YEAR 8 COMMERCE 2021

## 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	COM4-1, COM4-2, COM4-4, COM4-8, COM4-9	Research Task Core Topic 1	25%
2	Term 2 Week 4	COM4-1, COM4-2, COM4-4, COM4-5	Half Yearly Examination	25%
3	Term 3 Week 8	COM4-1, COM4-2, COM4-3, COM4-7, COM4-8, COM4-9	Research Task Option Topic 1	25%
4	Term 4 Week 4	COM4-1, COM4-2, COM4-3, COM4-4	Yearly Examination	25%
				100%

# YEAR 8 DANCE 2021

## 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 2021

## 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 2021

## 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 4	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 Week 4	EN4-3B EN4-7D EN4-8D	Yearly Examination	25%
				100%

# YEAR 8 FOOD TECHNOLOGY 2021

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semester 1 and 2 - A student:

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

**FT4-5** applies appropriate methods of food preparation

**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

**FT4-11** plans, prepares, presents and evaluates practical food activities.

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	FT4-7, FT4-13	Health & Nutrition Research Task	25%
2	Term 1-2	FT4-1, FT4-5	Practical Activities	25%
3	Term 3 Week 9	FT4-5, FT4-10	Special Occasion Cake	25%
4	Term 4	FT4-1, FT4-5	Practical Activities	25%
				100%

# YEAR 8 GEOGRAPHY 2021

## 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*	GE4-3, GE4-4, GE4-5, GE4-8	Research Task Water in the World	40%
2	Term 2 Week 2 Term 4 Week 2*	GE4-7	Geographical Skills Portfolio	20%
3	Term 2 Week 4 Term 4 Week 4*	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5,	Semester Examination	40%
*Semester 2 classes				100%

# YEAR 8 HISTORY 2021

## 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 Week 9 Term 3 Week 9*	HT4-2, HT4-3, HT4-8, HT4-9, HT4-10	Medieval Task	40%
2	Term 2 Week 2 Term 4 Week 2*	HT4-1, HT4-2, HT4-3, HT4-4, HT4-5, HT4-10	Portfolio	20%
3	Term 2 Week 4 Term 4 Week 4*	HT4-1, HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-9	Semester Examination	40%
*Semester 2 classes				100%



# YEAR 8 INDUSTRIAL TECHNOLOGY METAL 2021

## 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.

**IND4-2** applies a design process in the modification of projects

**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.

**IND4-9** identifies a range of technologies and their intended uses

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%  10%
2	Term 2 Week 4	IND4-1, IND4-9	Half Yearly Examination	10%
3	Term 4 Week 4	IND4-1, IND4-9, IND4-10	Yearly Examination	10%
4	Term 4 Week 2 Metal Hacksaw	IND4-1, IND4-2, IND4-3, IND4-5, IND4-8	Project  Work Report	40%  10%
				100%

# YEAR 8 INDUSTRIAL TECHNOLOGY TIMBER 2021

## 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.

**IND4-2** applies a design process in the modification of projects

**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.

**IND4-9** identifies a range of technologies and their intended uses

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term1	IND4-1, IND4-2, IND4-3, IND4-5	Project	20%
	Week 2 Timber Hot Pot Stand		Work Report	10%
2	Term 2 Week 4	IND4-1, IND4-9	Half Yearly Examination	10%
3	Term 4 Week 4	IND4-1, IND4-9, IND4-10	Yearly Examination	10%
4	Term 4 Week 5	IND4-1, IND4-2, IND4-3, IND4-5, IND4-8	Project	40%
	Timber Wall display		Work Report	10%
				100%

# YEAR 8 JAPANESE 2021

## 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  Role play	15%  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 2021

## 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 2021

## 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 Week 8	4.5, 4.6	Composition	15%
2	Term 2 Week 4	4.1, 4.2 4.7, 4.8, 4.9, 4.10	Performance Listening – Examination	20% 15%
3	Term 3 Week 8	4.5, 4.4, 4.6	Composition	15%
4	Term 4 Week 5	4.1, 4.2, 4.3	Performance	20%
5	Term 4 Week 4	4.7, 4.8, 4.9, 4.10	Listening Yearly Aural Examination	15%
				100%

# YEAR 8 PHYSICAL ACTIVITY & SPORT STUDIES 2021

## 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 2021

## 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 1-10	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 2021

## 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 Describes 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 Uses a variety of ICT skills to research and present scientific information in an appropriate format.
- 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 Undertakes a first-hand investigation to gather and draw conclusions based on information collected.
- 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	SC4-6WS, SC4-7WS, SC4-10PW	Research Assessment Task	15%
2	Term 2 Week 4	SC4-7WS, SC4-8WS, SC4-15LW, SC4-16CW, SC4-17CW	Half Yearly Examination	25%
3	Term 2 Week 9	SC4-4WS, SC4-9WS, SC4-15LW	Practical Assessment Task	15%
4	Term 3 Week 9	SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS	Student Research Project	20%
5	Term 4 Week 4	SC4-7WS, SC4-8WS, SC4-10PW, SC4-15LW	Yearly Examination	25%
				100%



# YEAR 8 TECHNOLOGY MANDATORY 2021 DESIGN & DIGITAL TECHNOLOGY

## JUNIOR ASSESSMENT SCHEDULE

### AREAS OF LEARNING

#### Semesters 1 or 2

#### A student:

**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

**TE4-10TS**- explains how people in technology related professions contribute to society now and into the future

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	UNIT NAME & TASK	WEIGHTING
SEMESTER 1 OR SEMESTER 2				
1	Term 1 Week 8 or Term 3 Week 8	TE4-10TS	<b>Paddock to Plate</b> ( <i>Ag/Food Technologies,</i> ) • Research Task	10%
2	Terms 1 & 2 or 3 & 4	TE4-2DP, TEA4-9MA TE4-6FO,	<b>Paddock to Plate</b> ( <i>Ag/Food Technologies,</i> ) • Design Folio • Food Practicals	20%  20%
3	Terms 1 & 2 or 3 & 4	TE4-2DP TEA4-9MA, TE4-7DI	<b>Emoji Fun</b> ( <i>Materials Technologies, Digital Technologies</i> ) • Design Folio • Emoji cushion	25%  25%
				100%

# YEAR 8 TECHNOLOGY MANDATORY 2021 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 2 Week 4	TE4-10TS	Half Yearly Examination <ul style="list-style-type: none"> <li>Sustainable design</li> </ul>	20%
2	Term 2 Week 2	TE4-2DP, TE4-3DP, TE4-9MA	Sustainable Designed Lantern (STEM project)  Work Report	50%  30%
Semester 1				100%
3	Term 2 Week 4	TE4-10TS	Yearly Examination <ul style="list-style-type: none"> <li>Engineering Professionals</li> </ul>	20 %
4	Term 4 Week 2	TE4-2DP, TE4-3DP, TE4-9MA,	Mechanical Toy (STEM project)  Work Report	50%  30%
Semester 2				100%

# YEAR 8 VISUAL ARTS 2021

## 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%