



TAMWORTH HIGH SCHOOL

2023 Year 8 ASSESSMENT SCHEDULE

Tamworth High School is an inclusive centre of innovation, creativity, and excellence.

Tamworth High School

2021/2022 HSC Assessment
Schedule Last Updated 22 October
2022

Why do we have an Assessment Schedule?

This Assessment Schedule is used to determine overall cohort grades in subjects. Teachers may use additional criteria to assess a student's class performance and level of outcome achievement. It also **helps you to know what tasks are going to be given to you and when they are due.**

What happens if you don't hand a task in on time?

- You must hand in all tasks on time
- A letter will be sent to your parent or carer telling them that you have not submitted a compulsory task.
- You may be asked to do the task in a lunch detention

What is my responsibility?

- You are expected to **perform the tasks** which are part of the Assessment Program at the set time.
- **Hand in the tasks on the date due.** Some tasks must be completed in class.
- **If absent for an in- class task, it is your responsibility to get a note from your parents/carers saying why you were away.** There must be a good reason for not completing the task on the day required. Notes must be handed to the faculty Head Teacher. If approved you may undertake the task or alternate task, or receive an estimate for the task. Appeals will be decided by the Appeals committee convened by the Year Deputy Principal.
- **If you know that you will be away in advance you are required to apply before your absence to the faculty Head Teacher in writing.** The faculty Head Teacher will make the decision. If you are not in attendance on the day the task is due it must be submitted to the classroom teacher by **10.00am on the next day.**
- You **do not** have permission to complete assessment tasks during class time. It is your responsibility to have assessment tasks completed by the due date.

The following work skills are required from students for every subject

1. Is respectful and courteous.
2. Works well in group situations.
3. Works well on individual tasks.
4. Actively participates in lessons.
5. Completes all homework & assignments.
6. Has all equipment and is ready for the lesson.

Contents

Assessment Schedule Calendar.....
English
HSIE
Mathematics
Personal Development, Health, and Physical Education
Science.....
Tech
Visual Arts.....

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
1							HSIE (Geography)		English PDHPE (Theory)	Mathematics PDHPE (Practical) Technology Mandatory Visual Arts Mandatory Science	

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
2				Mathematics	English HSIE (Geography) PDHPE (Practical) Science Visual Arts Mandatory				HSIE (Geography) PDHPE (Theory)	PDHPE (Practical) Technology Mandatory

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
3	English				PDHPE (Practical)		HSIE (History) Mathematics	English Science	PDHPE (Theory)	PDHPE (Practical) Technology Mandatory Visual Arts Mandatory

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
4		HSIE (History)		Mathematics	HSIE (History) Science Visual Arts Mandatory				PDHPE (Theory)	PDHPE (Practical) Technology Mandatory

OVERVIEW OF COURSE CONTENT:

Term 1: Persuasion and Manipulation

Overview: This unit focuses on the skill of persuasion. Student engage with persuasive texts to explain and analyse purpose, audience and context, as well as relevant language forms, features and structures, to determine what a persuasive text effective. Student will analyse how text structures and language features vary according to medium and mode of communication, and to recognise when information is presented objectively and subjectively by examining the language of opinion, including modality and bias.

They will use appropriate metalanguage in discussing a range of language forms, features and structures, and understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns. Students will also develop an understanding of how cohesion and coherence are created in persuasive texts.

Students will compose their own persuasive texts for different purposes, audiences and contexts, including applying what they have learned to the planning, rehearsing and delivering of a presentation, selecting and sequencing appropriate content. In those compositions, students will also develop their ability to make deliberate language and textual choices. Assessment: Writing and Speaking

Term 2: The Art of Storytelling

Overview: This unit emphasises the development of students' creative writing skills through responding to and composing imaginative texts. They will learn the conventions of storytelling, developing their understanding of plot, setting, theme, narrative and character, as well as structures of various texts. They will learn to identify and analyse these elements, and to compare and contrast their use and effectiveness in different texts. They will also learn to identify, analyse and use relevant techniques.

Students will experiment with these language features, conventions and textual structures to refine and clarify ideas to improve the effectiveness of their own texts, and will create literary texts that adapt stylistic features encountered in texts they study. Assessment: Reading and Creative Writing

Term 3: Stories of Asia

Overview: Students will study a variety of texts investigating Asian cultures and intercultural relationships, considering the ways culture and personal experience position readers and viewers, and influence responses to texts. They will explore the ways that ideas and perspectives in texts drawn from different cultural contexts may reflect or challenge the values of individuals or groups. They will identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class. Students will understand and explain how combinations of words and images in texts are used to represent particular groups in society and how texts position readers in relation to those groups.

Students will use processes of representation, including creative use of symbols, images, icons, clichés, stereotypes, connotations and aural, visual and/or digital techniques. They will also reflect on their own learning and explain the processes of responding and composing, identifying the pleasures and difficulties experienced. Assessment: Representing and Analytical Writing

Term 4: Transforming Shakespeare

Overview: This unit focuses on the concept of transformation of texts and context. Students will learn to critically consider the ways in which meaning is shaped by context and medium, influencing interpretation and themes of a text. They will study a Shakespearean text and an appropriate modern film adaptation/appropriation of that text.

They will study aspects of Shakespearean language, characterisation, setting and context, the structure of Shakespeare's plays, compare and contrast those same aspects in the film adaptation, and revise camera shots and angles, and sound, as well as lighting and costume.

- Students will explain the similarities and differences in meaning and language between texts created for different audiences, and identify, compare and describe the connection between the texts. They will compose texts that make creative connections with, adapt or transform other text

	Unit Title	Focus Outcomes	Assessment & Mode	Assessment Total	Date Due
Term I	Persuasion and Manipulation	EN4-3B EN4-7D	Persuasive Writing & Speaking	20	T1 W9
Term II	English Skills	EN4-1A EN4-8D	Viewing & Listening	20	T2 W5
Term III	The Art of Story Telling	EN4-4B EN4-5C EN4-6C	Reading & Creative Writing	30	T3 W1
	Stories of Asia	EN4-2A EN4-7D EN4-9E	Visual Representation & Analytical Writing	30	T3 W8
Assessment Total				100	

Assessment Task Notification

Course	English - Year 8
Task Number	1 – Persuasion and Manipulation
Task Weight	20%
Date of Notification	Term 1 2023
Due Date	Term 1 2023

Outcomes Assessed

A student –

EN4-3B - uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-7D - demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

Task Description

1 - You are to prepare and present a two (2) to three (3) minute speech that persuades your audience about your point of view on one of the following topics:

- ✓ Water is a critical asset and Tamworth needs to secure its supply.
- ✓ Sportspeople are paid too much money.
- ✓ The media puts too much emphasis on image.
- ✓ Tamworth does not offer enough for young people.
- ✓ Students should be allowed to use phones in class.
- ✓ The law needs to change on alcohol-fuelled violence.
- ✓ A topic of your choice, with teacher consultation

Assessment Criteria

You will be assessed on your ability to:

- Prepare and present a speech for appropriate purpose, audience and context
- Use appropriate persuasive language techniques
- Use an appropriate structure
- Present yourself, using appropriate tone, volume, stance and eye contact

Marking Guidelines

Grade	Success Criteria	What does it mean? You:
<p>A Skilful 17-20</p>	<ul style="list-style-type: none"> • Skilfully addresses purpose, audience and context • Uses highly appropriate and wide-ranging persuasive techniques • Highly developed, cohesive and logical structure • Highly developed tone, appropriate volume, stance and sustained eye contact. 	<ul style="list-style-type: none"> • Use language that shows you know who you are talking to, your purpose is and the context of your speech. • Have used several persuasive techniques throughout your speech, in a way that makes sense and fits with what you are talking about • Have a structure that flows from one point to the next logically, each point makes sense, and it is complete with an opening and conclusion • Change your expression and tone to fit with what you are saying. You are loud enough for everyone to hear, have a strong and steady stance and you regularly make sustained eye contact with the audience
<p>B Well-developed 13-16</p>	<ul style="list-style-type: none"> • Thoroughly addresses purpose, audience and context • Uses appropriate persuasive language techniques thoroughly • Well-developed, cohesive and logical structure • Some modulation in tone, appropriate volume and stance, some eye contact 	<ul style="list-style-type: none"> • Use language that shows you mostly know who you are talking to, what your purpose is and the context of your speech. • Have used several persuasive techniques, some better than others, and in a way that fits with what you are talking about • Have a structure that presents points in a logical manner, each point fits with the next, and it is complete with an opening and conclusion • Change your expression and tone, most of the time, to fit with what you are saying. You are loud enough for everyone to hear, but volume may drop at times, have a steady stance and you regularly make eye contact with the audience
<p>C Sound 9-12</p>	<ul style="list-style-type: none"> • Addresses purpose, audience and/or context in a sound manner • Uses some persuasive language techniques, at a sound level • Sound structure, may not be completely logical, but is reasonably cohesive • Appropriate volume, stance and eye contact. May lack in one area. 	<ul style="list-style-type: none"> • Use some language that shows you have considered who you are talking to, what your purpose is and/or the context of your speech. • Have used some persuasive techniques, but they may be spotty and/or may not be the best technique to use for your purpose, audience and/or context • May not put organise your points in a logical manner, but it still makes sense and your audience can still follow what you are saying. Your structure is complete with an opening and conclusion • You are loud enough for everyone to hear and/or have a steady stance and/or you make eye contact with the audience. You may not be doing all three things though.
<p>D Basic 5-8</p>	<ul style="list-style-type: none"> • Attempts to address purpose, audience and/or context • Uses only one or two persuasive language techniques, at a basic level • Basic structure, lacks logic or cohesion • Volume or stance may be inappropriate, no eye contact. 	<ul style="list-style-type: none"> • Use language that shows you have tried to think about who you are talking to, what your purpose is and/or the context of your speech. • Have one or two persuasive techniques but they used only once or twice. • Your points are not in a logical order and It may be difficult to follow what you are saying. • You may not be loud enough for everyone to hear during the whole speech and/or you may be fidgeting or standing in a way that makes it difficult to focus on you and/or you don't make much eye contact with your audience
<p>E Elementary 1-4</p>	<ul style="list-style-type: none"> • Does not address purpose, audience or context • Uses no obvious persuasive language techniques • Little to no structure • Not loud enough, fidgety stance, no eye contact 	<ul style="list-style-type: none"> • Language choices show you have not thought about who you are talking to, what your purpose is or the context of your speech • Have not used persuasive techniques properly or correctly • Have not structured your speech in any particular way, your speech is very difficult to follow • Are not loud enough for the audience to hear, the way you stand makes it difficult to focus on what you are saying, you fidget a lot while you speak and you don't make eye contact with your audience.

Assessment Task Notification

Course	English – Year 8
Task Number	2 – The Art of Story Telling
Task Weight	30%
Date of Notification	Term 2 2023
Due Date	Term 2 2023

Outcomes Assessed

A student –

EN4-4 - makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5 - thinks imaginatively, creatively, interpretively, and critically about information, ideas and arguments to respond to and compose texts

EN4-6 - identifies and explains connections between and among texts

Task Description

Part 1 - You are to complete a reading assessment in class. You will be given one (1) lesson in class to complete this task. You will read two short texts and then answer associated questions. You are expected to answer all questions. Marks allocated for each question will be clearly shown next to each question.

Part 2 - You are to compose a 250 - 300 word description of a setting, based on one of the prompts provided. You will be given one (1) lesson in class to complete this task.

Both parts of this task will be completed under EXAM CONDITIONS.

This means:

- **working silently**
- **working independently**
- **working carefully and completing everything**
- **doing your own work**

bringing the correct equipment (being prepared)

Assessment Criteria

You will be assessed on your ability to:

- answer questions in sufficient detail
- write a description of setting that creates a particular atmosphere
- use appropriate techniques to enhance audience engagement with that setting
- use appropriate spelling, grammar and punctuation

Marking Guidelines – Creative Writing

Grade	Success Criteria	What does this mean? You:
A 17 – 20 Skilfully	<ul style="list-style-type: none"> writes a highly effective description of setting that skilfully evokes a consistent atmosphere uses highly effective techniques that skilfully enhance audience engagement with the piece skilfully uses spelling, grammar and punctuation appropriate to structure 	<ul style="list-style-type: none"> write a detailed description of a place and/or time that creates a strong feeling for the reader and that persists throughout use techniques such as imagery, metaphor and symbolism in subtle ways that encourage your audience to keep reading use correct spelling, punctuation and grammar throughout
B 13 – 16 Well-developed	<ul style="list-style-type: none"> writes an effective description of setting that evokes a consistent atmosphere uses effective techniques that enhance audience engagement with the piece uses spelling, grammar and punctuation appropriate to structure in a well-developed way 	<ul style="list-style-type: none"> write a detailed description of a place and/or time that creates a strong feeling for the reader, but it is not maintained use techniques such as imagery, metaphor and symbolism in ways that encourage your audience to keep reading use mostly correct spelling, punctuation and grammar throughout
C 9 – 12 Sound	<ul style="list-style-type: none"> writes a sound description of setting that evokes a sense of atmosphere uses sound techniques that engage the audience soundly uses spelling, grammar and punctuation appropriate to structure 	<ul style="list-style-type: none"> write a description of a place and/or time that creates a feeling for the reader that is not maintained use techniques such as imagery, metaphor and/or symbolism have a few consistent errors in spelling, punctuation and/or grammar
D 5 – 8 Basic	<ul style="list-style-type: none"> attempts to write a description of setting that evokes a feeling attempts to use one or two techniques to engage the audience attempts to use spelling, grammar and punctuation appropriate to structure 	<ul style="list-style-type: none"> write a short description of a place and/or time that turns into the beginning/part of a story use one or two techniques have consistent spelling, punctuation and/or grammar errors throughout
E 1 – 4 Elementary	<ul style="list-style-type: none"> writes a short text little to no evidence of techniques 	<ul style="list-style-type: none"> write a piece that is not really related to the development of setting don't really use any techniques

Assessment Task Notification

Course	English – Year 8
Task Number	3
Task Weight	20%
Date of Notification	Term 3 2023
Due Date	Term 3 2023

Outcomes Assessed

A student –

EN4-1A: responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-8D: identifies, considers and appreciates cultural expression in texts

Task Description

You will complete an **in-class** assessment task. This will take place in **ONE** lesson.

You will be played a short film twice. On the first viewing, you may take notes, but you may **NOT** begin answering the questions.

During the second viewing, you may begin answering the questions. You will have the remainder of the lesson to complete your answers.

Assessment Criteria

You will be assessed on your ability to:

- Answer the questions in appropriate detail.
- Use appropriate supporting evidence.

Assessment Task Notification

Course	English - Year 8
Task Number	4 – Stories of Asia
Task Weight	30%
Date of Notification	Term 3, 2023
Due Date	Term 3, 2023

Outcomes Assessed

A student –

EN4-2A: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-7D: demonstrates understanding of how texts can express aspects of their broadening world and their relationship within it

EN4-9E: uses, reflects on and assesses their individual and collaborative skills for learning

Task Description

1 - You are to create a 2-3 minute Pecha Kucha. It will consist of between 6-10 slides each lasting 20 seconds with a maximum time of 3 minutes 30 seconds. You will be given **four (4) lessons** in class to work on this task.

In the Pecha Kucha you will analyse and evaluate the statement or question provided.

You must make detailed reference to at least **ONE** text studied in class.

Assessment Criteria

You will be assessed on your ability to:

- Create an effective Pecha Kucha presentation
- Meet the parameters of a Pecha Kucha
- Answer the question in detail and with supporting evidence

Marking Guidelines

Grade	Success Criteria. The student:	What does it mean? You:
A 25 – 30 Skilful	<ul style="list-style-type: none"> ▪ composes a highly effective pecha kucha presentation ▪ skilfully analyses how the chosen text teaches us about cultures outside our own ▪ skilfully explains, with highly effective supporting evidence, the context, audience and purpose of the text ▪ skilfully analyses AND evaluates key techniques used to engage the audience 	<ul style="list-style-type: none"> ▪ create a very interesting, focused presentation – each slide supports that part of your speech really well, everything is relevant and it makes clear sense ▪ analyses the way in which other cultures impact our own ▪ explain, in detail, what the purpose, audience and context of the text are and use highly relevant evidence to support what you say ▪ analyse the effect on the audience, and make a judgement on how other cultures effect the way we interact with a text ▪ analyse AND evaluate powerful techniques, those that are found in several areas of the text or weave through it
B 19 – 24 Well-developed	<ul style="list-style-type: none"> ▪ composes an effective pecha kucha presentation ▪ effectively analyses how the chosen text teaches us about cultures outside our own ▪ explains, in a well-developed way and with effective supporting evidence, the context, audience and purpose of the text ▪ effectively analyses AND evaluates some key techniques used to engage the audience 	<ul style="list-style-type: none"> ▪ create an interesting, focused presentation – each slide supports that part of your speech well, everything is relevant, and it makes sense ▪ analyse the way in which other cultures impact our own ▪ explain, in detail, what the purpose, audience and context of the text are and use relevant evidence to support what you say ▪ analyse AND evaluate some powerful techniques, most that are found in several areas of the text or weave through it
C 13 – 18 Sound	<ul style="list-style-type: none"> ▪ composes a sound pecha kucha presentation ▪ explains how the chosen text teaches us about cultures outside our own ▪ explains, with supporting evidence, the context, audience and purpose of the text ▪ explains techniques used to engage the audience 	<ul style="list-style-type: none"> ▪ create an interesting presentation – each slide supports that part of your speech; most things are relevant and make sense ▪ explain (rather than analyse) the way in which other cultures impact on our own ▪ explain what the purpose, audience and context of the text are and use mostly relevant evidence to support what you say ▪ explain techniques rather than analysing), but you focus on ones that may not be as powerful as others you could choose
D 7 – 12 Basic	<ul style="list-style-type: none"> ▪ composes a pecha kucha presentation ▪ attempts to describe, with some supporting evidence, the way in which the chosen text teaches us about cultures outside our own ▪ describes some techniques 	<ul style="list-style-type: none"> ▪ create a presentation – things that you say in your speech may not match what is in the slides or you just read what is written on the slides, or visuals or video clips are missing ▪ identify what the purpose and/or audience and/or context of the text are, but might not use evidence from the text to support your thoughts ▪ identify one or two ways how new technologies communicate with the audience and affect the way we read for meaning ▪ identify techniques, but don't explain how they are used
E 1 – 6 Elementary	<ul style="list-style-type: none"> ▪ attempts to composes a pecha kucha presentation ▪ only retells content 	<ul style="list-style-type: none"> ▪ create a very short presentation ▪ only retell the story

Human Society and Its Environment
Year 8 - 2023

OVERVIEW OF COURSE CONTENT:

Year 8 Geography - Terms 1 and 2

In Term 1 students will be studying Landscapes and Landforms. This is an exploration of the diversity and value of landscapes and landforms, as well as the processes that form them, and the practices in place to sustainably manage and protect landscapes and landforms. Students will further their ability to use key Geography skills such as; maps, fieldwork, and graphs and statistics. In Term 2 students will be studying Place and Liveability. Students will be developing understanding of liveability perceptions, factors that contribute to liveability, and approaches used to improve the liveability in places. During this study, students will continue to develop their key geographical skills.

Year 8 History - Terms 3 and 4

In Term 3 students will be studying The Western and Islamic World- Medieval Europe, and begin exploring The Asia-Pacific World- Japan Under the Shoguns. During their exploration of Medieval Europe, students will examine features of the society such as; the context of Medieval Europe, daily life, politics, and major events. During their study of Japan Under the Shoguns, students will explore key aspects of Japanese society, the Tokugawa Shogunate, the importance of Western influence on the decline of the Shogunate, and its influence on modern Japan.

- In Term 4 students will be continuing their study of The Asia-Pacific World- Japan Under the Shoguns, and study Expanding Contracts- The Spanish Conquest of the Americas. While investigating The Spanish Conquest of the Americas, students will examine Pre-Columbian life, the arrival of the Spanish, their interactions and impact on the Aztec people.

GEOGRAPHY				
DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Research Task	GE4-1, GE4-4, GE4-6, GE4-7	35%
2	5	Fieldwork Task	GE4-1, GE4-2, GE4-7, GE4-8	35%
2	9	In Class Examination	GE4-3, GE4-4, GE4-6, GE4-8	30%

HISTORY				
DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Source Analysis Test	HT4-3, HT4-5, HT4-8, HT4-9, HT4-10	35%
4	2	Research Task	HT4-2, HT4-4, HT4-6, HT4-7, HT4-9, HT4-10	35%
4	5	In Class Examination	HT4-2, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10	30%

Assessment Task Notification

Course	Stage 4 Geography / Year 8 Landscapes and Landforms
Task Number	1
Task Weight	35%
Date of Notification	
Due Date	Term 1, Week 7

Outcomes Assessed

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

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

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

GE4-8 communicates geographical information using a variety of strategies

Task Description

You are to create a website using Google Sites (New). Your website will be created on one of the following landscapes and landforms:

Uluru, Daintree Rainforest, Simpson Desert or location of choice (talk to your teacher).

To complete this assessment, you will need to undertake the following:

1. Decide the landscape or landform you will be researching and look at:
 - a. Locate your landscape and landform on a map to display (as well as any similar ones around the world),
 - b. The geomorphic processes that created your landscape or landform (weathering, erosion, disposition or tectonic activity)
 - c. Cultural significance of your chosen landscape or landform,
 - d. The Economic (financial) value of your chosen landscape or landform,
 - e. The human impact on your chosen landscape or landform,
 - f. How your landscape is managed and protected (include the Aboriginal and Torres Strait Islander Peoples did/do this),
 - g. Appropriate images to decorate your website on your chosen landscape or landform.
2. Create a website using **Google Sites (New)** to display the information you have located. Your website needs to contain enough information to allow someone who is investigating your chosen landscape or landform to make an informed decision about the landscape and landform

You will be given at least two (2) lessons to work on this assessment task during which you will be given an opportunity to do research as well as creating your webpage. Your webpage should be produced on **Google Sites (New)**. Your website needs to be uploaded into your Google Classroom.

Assessment Criteria

You will be assessed on your ability to:

Expectations

- This task will be a research task that you will be expected to complete in class and at home. You will be able to use the work you have done in class, and the laptops provided in class time, you should also do some additional research. You need to ensure that you have read and understood the marking criteria to make certain that you achieve your best.

Rubric/Marking Criteria:

- In this task you will be assessed on your ability to:
- Describe the Geomorphic Processes that created it, Cultural Significance, Economic Value, Human Impact, management practices and images on your chosen landscape and landforms.
- Must include maps, images and relevant data.
- Provide detailed examples of things such as Geomorphic Processes, Cultural significance etc.
- Conduct Research.
- Complete the task in a sustained, logical and well-structured manner.
- Use appropriate geographical terms and concepts
- General knowledge of time zones, continents/oceans, and compass points
- Map reading skills including symbols, area referencing and grid referencing.

Marking Guidelines:

Criteria	Marks
<ul style="list-style-type: none"> ● Uses geographical terms and concepts extensively ● Extensively describes Geomorphic Processes that created it, Cultural Significance, Economic Value, Human Impact, management practices and images on your chosen landscape and landforms ● Provides extensive use of maps, images and relevant data (15 or more). ● Provide extensive examples of things such as Geomorphic Processes, Cultural significance etc. (relevant to your chosen landscape and landform) ● Conducts extensive research ● Completes the task in a sustained, logical and well-structured manner ● Grammar and punctuation is correct with simple mistakes (1-3) 	21-25
<ul style="list-style-type: none"> ● Uses a wide range of geographical terms and concepts ● Thoroughly Geomorphic Processes that created it, Cultural Significance, Economic Value, Human Impact, management practices and images on your chosen landscape and landforms ● Provides thorough use of maps, images and relevant data (10-14). ● Provide thorough examples of things such as Geomorphic Processes, Cultural significance etc. (relevant to your chosen landscape and landform) ● Conducts thorough research ● Presents the task in a sustained, logical and well-structured manner ● Grammar and punctuation is correct with limited mistakes (4-8) 	16-20
<ul style="list-style-type: none"> ● Uses a range of geographical terms and concepts ● Describes in some detail the Geomorphic Processes that created it, Cultural Significance, Economic Value, Human Impact, management practices and images on your chosen landscape and landforms ● Provides sound use of maps, images and relevant data (6-10). ● Provide in some detail examples of things such as Geomorphic Processes, Cultural significance etc. (relevant to your chosen landscape and landform) ● Conducts research ● Presents a task that provides some clear information relevant to the topic ● Grammar and punctuation is correct with some mistakes (9-12) 	11-15
<ul style="list-style-type: none"> ● Uses a limited number of geographical terms and concepts ● Provides limited detail of the Geomorphic Processes that created it, Cultural Significance, Economic Value, Human Impact, management practices and images on your chosen landscape and landforms ● Provides limited use of maps, images and relevant data (2-5). ● Provide limited examples of things such as Geomorphic Processes, Cultural significance etc. (relevant to your chosen landscape and landform) ● Conducts limited research ● Presents a task that contains a few features of the topic ● Demonstrates poor grammar and punctuation. 	6-10
<ul style="list-style-type: none"> ● Uses ONE or TWO examples of appropriate geographical terms and concepts ● Provides ONE or TWO pieces of information on food, social conventions, language, images and information as to why someone should emigrate and live in your chosen country. ● Provides ONE map, image or piece of data. ● Provides ONE or TWO examples of things such as food, social conventions etc. (relevant to your chosen country) ● Conducts very basic research ● Presents a limited outline of a few features of the topic ● Demonstrates poor grammar and punctuation. 	0-5

Assessment Task Notification

Course	Geography – Year 8 – Fieldwork
Task Number	2
Task Weight	30%
Date of Notification	Term 2, Week 3
Due Date	Term 2, Week 5

Outcomes Assessed

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 organisations on a range of geographical issues

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

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

GE4-8 communicates geographical information using a variety of strategies

Task Description

Focus:

Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms.

Task Description:

- You will be required to complete fieldwork to investigate the formation of Burning Mountain and the various features of its landscape.
- You will be provided with a fieldwork booklet on the day that will be submitted at the end of the day for marking.
- As fieldwork is mandatory, you are expected to participate.

Assessment Criteria

You will be assessed on your ability to:

- Task Description:
- You will be required to complete fieldwork to investigate the formation of Burning Mountain and the various features of its landscape.
- You will be provided with a fieldwork booklet on the day that will be submitted at the end of the day for marking.
- As fieldwork is mandatory, you are expected to participate.

Assessment Task Notification

Course	Geography - End of Semester Exam
Task Number	3
Task Weight	30%
Date of Notification	Term 2, Week 7
Due Date	Term 2, Week 9

Outcomes Assessed

A student –

GE4-4 describes processes and influences that form and transform places and environments
GE4-5 discusses management of places and their environments for their sustainability.

Task Description

This task is your end of Semester One online exam.

Content covered in the exam includes:

- ✓ Geographical skills
- ✓ Landscapes and landforms
- ✓ Place and Liveability
- ✓ You will be provided with one lesson in class to complete this task.
- ✓ You will be provided with a Chromebook/laptop/computer to complete this task.
- ✓ The task will be available on Google Classroom just prior to the start of your exam.
- ✓ You are required to attempt all exam questions.
- ✓ You are to follow correct exam protocols/procedures.

Assessment Criteria

You will be assessed on your ability to:

- locate and describe the divers features and characteristics of a range of places and environments
- use sources to acquire and process geographical information by selecting and using your prior knowledge
- communicate geographical information using geographical terms
- use maps to locate key geographical features

Assessment Task Notification

Course	Year 8 History – Source Analysis
Task Number	1
Task Weight	35%
Date of Notification	Term 3, Week 5
Due Date	Term 3, Week 7

Outcomes Assessed

A student –

- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-5 identifies the meaning, purpose and context of historical sources
- HT4-8 locates, selects and organises information from sources to develop a 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 Description

This assessment encourages you to understand the concept of cause and effect through the use of historical sources. The context of social changes resulting from the Black Death in 14th-century Europe will develop your understanding of the concepts and knowledge necessary to answer the key inquiry question:

How did societies change from the end of the ancient period to the beginning of the modern age? Sources are included in the assessment booklet provided.

To achieve marks of A-B, section 1 and section 2 must be completed.

To achieve marks of C-E, section 1 must be completed.

You will be provided with lessons in class to complete this task.

Section 1 (Source analysis) will require you to:

- Use sources provided to identify, describe and make inference regarding the effects of the Black Death
- Use sources to build knowledge and understanding of the cause and effect of the Black Death
- Identify usefulness and reliability of sources provided
- Please hand in completed source booklet provided.

Section 2 (Extended response) will require you to:

- Identify key terms used in relation to the study of history and the Black Death
- Explain the long-term effects of the Black Death using historical terms
- This can be hand written or typed.

To achieve marks of A-B, section 1 and section 2 must be completed.

To achieve marks of C-E, section 1 must be completed.

Assessment Criteria

You will be assessed on your ability to:

- Identify and explain immediate and long-term effects of the Black Death on 14th-century European society
- Interpret and analyse sources to use information as evidence and determine usefulness
- Explain points of view using evidence from a range of acknowledged sources and historical terms

Marking criteria	Extended response		Source analysis		
	Extensive (A) 9-15	Thorough (B) 1-8	Sound (C) 21-30	Limited (D) 11-20	Basic (E) 1-10
Interprets and analyses sources to use information as evidence and to determine usefulness			Analyses sources and draws on other aspects of content knowledge about the Black Death and historical skills to draw discriminating conclusions about usefulness.	Interprets sources, locates information for use in responses and analyses sources to draw conclusions about usefulness.	Identifies obvious points of information about or from within sources to draw conclusions.
Explains using evidence from a range of acknowledged sources and historical terms			Connects aspects of sources and prior learning to make inferences about effects on society in reasoned explanations.	Identifies and explains immediate and long-term effects of the Black Death on society.	Identifies obvious effects of the Black Death and common themes or ideas in sources.
Identifies and explains immediate and long-term effects of the Black Death on 14th-century European society	Explains clearly with integrated and acknowledged evidence and consistently uses accurate historical terms. Explanation is purposefully structured around effects and supported by deliberately chosen evidence.	Explains effects of the Black Death and conclusions regarding sources; supports explanation with acknowledged evidence and use of historical terms.			

Assessment Task Notification

Course	Year 8 History- Autobiography
Task Number	2
Task Weight	35%
Date of Notification	Term 3, Week 10
Due Date	Term 4, Week 2

Outcomes Assessed

A student –

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

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

HT4-7- identifies and describes different contexts, perspectives and interpretations of the past

HT4-9- 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 Description

You are to choose one (1) of the following Shoguns and write an autobiography about their life.

You need to pretend you are the Shogun and write from their perspective.

In your autobiography, you will need to include your:

- life story
- what you were able to achieve
- how successful you were at ruling Japan
- your downfalls
- any other interesting facts.

Write it using Arial font size 12. **400 words**

Shoguns to choose:

- Yoritomo
- Nobunaga
- Hideyoshi
- Ieyasu

Assessment Criteria

You will be assessed on your ability to:

- write in the point of view of a Shogun
- identified historical dates and times, using explicit and correct information from that time period
- organise your writing, using grammar, spelling and punctuation
- adhere to the presentation criteria by including a title, font, word count, name and bibliography

MARKING RUBRIC

<p>A 25-21</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adopts and sustains the point of view of a Shogun with imagination and flair as demonstrated through word choice, selection of content and description of historical events. <input type="checkbox"/> Has correctly identified historical dates and times, using explicit and correct information from that time period <input type="checkbox"/> Organises writing effectively and demonstrates effective control of expression, spelling, punctuation and grammar. <input type="checkbox"/> Has adhered to the presentation criteria by including a title, font, word count, name and bibliography.
<p>B 20-16</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Imaginatively adopts the point of view of a Shogun through word choice, selection of content and description of historical events. <input type="checkbox"/> Has correctly identified historical dates and times, using correct information from that time period <input type="checkbox"/> Writes an organised series of entries demonstrating sound control of expression, spelling, punctuation and grammar. <input type="checkbox"/> Has adhered to the presentation criteria by including a title, font, word count, name and bibliography. May have failed to include one of these except the bibliography.
<p>C 15-11</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to adopt but may not sustain the point of view of Shogun, which is demonstrated mainly through content and historical events. <input type="checkbox"/> Has correctly written some dates but other information is inaccurate in relation to the time period <input type="checkbox"/> Writes with satisfactory control of expression, spelling, punctuation and grammar that may be uneven but does not impede meaning. <input type="checkbox"/> Has included some of the presentation criteria but failed to include a bibliography.
<p>D 10-6</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a basic understanding of historical events and character of a Shogun, but choice of character may not be clear. <input type="checkbox"/> Has only written a date but is lacking cohesion in their autobiography. <input type="checkbox"/> Writes simply and may demonstrate problems with spelling, punctuation or grammar. <input type="checkbox"/> Has included a name and title, but failed to reach the word count or included a bibliography and other presentation criteria.
<p>E 5-1</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a basic understanding of historical events and character of a Shogun, but choice of character may not be clear. <input type="checkbox"/> No dates have been written in relation to the historical time period. <input type="checkbox"/> Writes simply and may demonstrate problems with spelling, punctuation or grammar. <input type="checkbox"/> Has failed to reach word count and is lacking the rest of the presentation criteria.

Assessment Task Notification

Course	History- End of Semester Exam
Task Number	3
Task Weight	30%
Date of Notification	Term 4, Week 3
Due Date	Term 4, Week 5

Outcomes Assessed

A student –

HT4-2- describes major periods of historical time and sequences events, people and societies from the past

HT4-5- identifies the meaning, purpose and context of historical sources

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past

HT4-8- 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 Description

This task is your end of Semester Two online exam.

Content covered in the exam includes:

- Medieval Europe
- Japan Under the Shoguns

You will be provided with:

- one lesson in class to complete this task.
- You will be provided with a chromebook/laptop/computer to complete this task.
- The task will be available on Google Classroom just prior to the start of your exam.
- You are required to attempt all exam questions.
- You are to follow correct exam protocols/procedures.

Assessment Criteria

You will be assessed on your ability to:

- knowledge and understanding of key historical terms and concepts
- knowledge and understanding of social hierarchies
- use of historical sources to explain aspects of society
- knowledge and understanding of contemporary cultural practices

Mathematics

Year 8 - 2023

OVERVIEW OF COURSE CONTENT:

The Year 8 Mathematics course continues to give students the opportunity to enhance their numeracy skills and develop proficiency in **understanding, fluency, problem-solving** and **reasoning** across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

In Term 1, students will be studying Algebraic Techniques, Indices and Equations.

In Term 2, students will explore the topics of Data collection, Representation and Analysis, Fractions, Decimals and Percentages as well as The Number plane.

In Term 3, students will be studying Measurement, including Pythagoras' Theorem, and Linear Relationships.

In Term 4 students will explore the topics of Probability, Congruence and Transformations as well as Ratios and Rates.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK	(No. and or Title)		
1	10	Open Book Exam	MA4-8NA, MA4-9NA, MA4-10NA, MA4-2WM	25%
2	4	Open Book Exam	MA4-19SP, MA4-20SP, MA4-1WM, MA4-2WM, MA4-3WM	25%
3	7	Take-home Assignment	MA4-16MG, MA4-1WM, MA4-2WM	25%
4	4	Open Book Exam	MA4-11NA, MA4-21SP, MA4-3WM	25%

Assessment Task Notification

Course	Stage 4 Mathematics – Year 8
Task Number	1
Task Weight	25%
Date of Notification	Term 1, Week 8
Due Date	Term 1, Week 10

Outcomes Assessed

A student –

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

MA4-2WM - Applies appropriate mathematical techniques to solve problems

Task Description

Students are to be assessed on the two topics studied this term (Term 1): Algebraic Techniques & Indices and Equations.

Students will complete a 45 minute in-class examination, in which they are allowed to use their workbooks as a reference (open book).

Students can check their workbooks to ensure they are prepared for the open book exam. The main teaching points are listed below:

- | | | | |
|---|--|--|--|
| -Collecting, Adding, Subtracting like terms | - Multiplying/Dividing Algebraic Terms | -Index laws (Multiply, Divide, Power of power, Zero index) | -Simplifying Algebraic fractions |
| -Substitution | -Expanding brackets | -Factorising | -Adding/Subtracting Algebraic fractions |
| - Multiplying/Dividing Algebraic fractions | -Solving 1 Step and 2 Step equations | -Solving equations with brackets | - Solving equations with pronumerals on both sides |

Assessment Criteria

You will be assessed on your ability to show relevant mathematical reasoning and/or calculations. Marks will be shown next to each question on the test.

Criteria	Mark
The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.	A
The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.	B
The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.	C
The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.	D
The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.	E

Assessment Task Notification

Course	Stage 4 Mathematics – Year 8
Task Number	2
Task Weight	25%
Date of Notification	Term 2, Week 2
Due Date	Term 2, Week 4

Outcomes Assessed

A student –

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

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

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

MA4-2WM - Applies appropriate mathematical techniques to solve problems

MA4-3WM - Recognises and explains mathematical relationships using reasoning

Task Description

Students are to be assessed on the topic: 'Data collection, Representation and Analysis'

Students will complete a 50 minute in-class examination.

Students are permitted to have their workbooks with them during the in-class examination.

In-Class Examination

Students will complete an in-class test which will be 50 minutes in length. All answers will be written on the test paper provided. Students are to write using black or blue pen and diagrams should be completed using a ruler and 2B pencil. Board-approved scientific calculators may be used. In extended response questions students must show relevant mathematical reasoning and/or calculations.

The potential marks able to be allocated for each question will be displayed on the test paper.

Assessment Criteria

You will be assessed on your ability to show relevant mathematical reasoning and/or calculations. Marks will be shown next to each question on the test.

Criteria	Mark
The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.	A
The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.	B
The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.	C
The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.	D
The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.	E

Assessment Task Notification

Course	Stage 4 Mathematics – Year 8
Task Number	3
Task Weight	25%
Date of Notification	Term 3, Week 5
Due Date	Term 3, Week 7

Outcomes Assessed

A student –

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

MA4-2WM - Applies appropriate mathematical techniques to solve problems

MA4-16MG - Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

Task Description

Students are to complete an assignment on the topic 'Pythagoras' Theorem'.

There are two sections.

Section 1 is a research task about Pythagoras' and his mathematical discoveries. This section may be written or typed and email to your teacher. You will need to use the internet or library to complete this section. You must provide a brief bibliography of the websites or books used to complete your research. You must write in your own words and not plagiarise your sources.

Teacher's email: _____

Section 2 is a demonstration of your understanding of using Pythagoras' Theorem. Complete the questions in this booklet. You can research help but must again do all your own work.

Anyone caught plagiarising will be penalised.

A spare page is attached at end of paper to practise before writing your final answer.

All provided diagrams have NOT been drawn to scale.

Assessment Criteria

You will be assessed on your ability to show relevant mathematical reasoning and/or calculations.

Question	Criteria	Totals
Section 1		
1.	1 mark – Information on his life. 1 mark – Information on his discoveries. 1 mark – Information on secret society. 1 mark – Approx. 1 page using appropriate terminology.	/4
2.	1 mark – Definition in words. 1 mark – Formula/theorem provided with appropriate symbols. 1 mark – An accurate and labelled diagram.	/3
3.	1 mark – Definition in words. 1 mark – One correct example. 1 mark – All correct examples.	/3
S1 Total		/10
Section 2		
5. (a)	1 mark working 1 mark correct answer	/2
5. (b)	1 mark working 1 mark correct answer	/2
6. (a)	1 mark working 1 mark correct answer	/2
6. (b)	1 mark working 1 mark correct answer	/2
6. (c)	1 mark for working 1 mark correct answer	/2
7.	1 working LHS 1 working RHS 1 correct (Y/N) answer	/3
8.	1 for diagram 1 mark for getting 1 step 1 mark for 2 steps 1 for answer	/4
S2 Total		/17
Overall Total		/27

2. **What is the Pythagorean Theorem?** Include an explanation in words, the theorem/formula and a detailed diagram along with any other information necessary to present the Pythagorean Theorem accurately.

/3

Diagram:

3. **What is a Pythagorean triple?** Give 3 examples of a Pythagorean triple.

/3

Example 1:

Example 2:

Example 3:

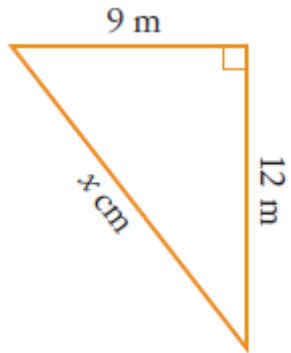
(b) $b^2 + 7^2 = 10^2$

/2

6. Find the length of the pronumeral in each right triangle below. Answer to one decimal place.

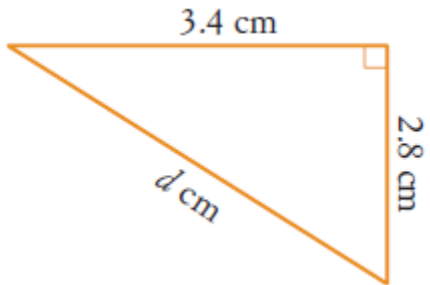
(a)

/2



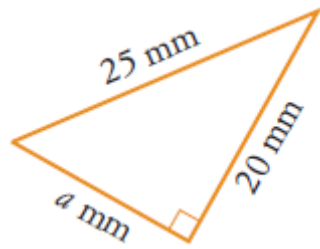
(b)

/2



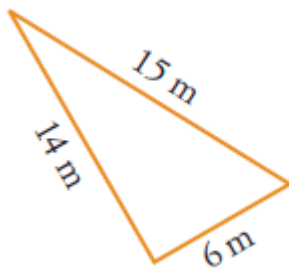
(c)

/2



7. By using Pythagoras' Theorem on the triangle shown below, state whether or not it is a Right-Angled Triangle.

/3



8. James built a box with dimensions 30 cm long, 12 cm wide and 20 cm high. James plans to store his art supplies in the box. What is the length of the longest paintbrush that can be stored in the box?

/4

Hint: Draw a diagram to represent the box, including the dimensions.

Assessment Task Notification

Course	Stage 4 Mathematics – Year 8
Task Number	4
Task Weight	25%
Date of Notification	Term 4, Week 2
Due Date	Term 4, Week 4

Outcomes Assessed

A student –

MA4-11NA - Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations

MA4-21SP - Represents probabilities of simple and compound events

MA4-3WM - recognises and explains mathematical relationships using reasoning

Task Description

Students are to be assessed on the two topics studied this term (Term 3&4): Linear Relationships and Probability

Students will complete a 45 minute in-class examination, in which they are allowed to use their workbooks as a reference (open book).

In-Class Examination

Students will complete an in-class test which will be 45 minutes in length. Students are to write using black or blue pen, diagrams should be completed using a ruler and 2B pencil.

Board-approved scientific calculators may be used.

In extended response questions show relevant mathematical reasoning and/or calculations.

Students can check their workbooks to ensure they are prepared for the open book exam. The main teaching points are listed below:

- | | | | |
|---|---|--|--|
| 1. Plotting points from coordinates | 6. Writing an equation when given m and c | 11. Testing if a point lies on a line (extension) | 17. Complementary events |
| 2. Plotting points from table of values | 7. Finding gradient using rise/run | 12. Finding the equation from a table of values | 18. Tree diagrams |
| 3. Drawing straight line from a table of values | 8. Writing an equation from a line | 13. Special lines (extension) | 19. Venn diagrams |
| 4. Intro to linear relationships | 9. Gradient formula (extension) | 14. Finding the x and y intercept from an equation (extension) | 20. Two-way tables |
| 5. Completing a table of values | 10. Graphing a line from its equation | 15. Sample space and theoretical probability | 21. Converting two-way tables to Venn diagrams |
| | | 16. Experimental probability | |

Assessment Criteria

You will be assessed on your ability to show relevant mathematical reasoning and/or calculations. Marks will be shown next to each question on the test.

Criteria	Mark
The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.	A
The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.	B
The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.	C
The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.	D
The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.	E

PDHPE YEAR 8 - 2023

OVERVIEW OF COURSE CONTENT:

In Term One, students will complete a Get Up, Get Active unit. The aim of this unit is to address health issues relevant to young people and analyse how these impact on individual health. The practical component is a personal fitness regime centred on student interests. In Term Two, students will complete an Out of Harms Way unit. In this unit students will explore the concept of risk and discuss how harm can be minimised. Students will explore in detail a variety of drugs (legal and illegal), alcohol, cigarettes and vaping and the impact these substances can have on themselves and the community. The practical component for Term 2 includes track and field athletics events, netball and basketball. In Term Three, students will participate in a My Health and I unit. By the end of this unit, students will have developed the knowledge, understanding and skills to empower them to make healthy and safe choices and demonstrate strategies that enact and strengthen health, safety and wellbeing for individuals and their communities. They will develop critical skills to assess health information, products and services and investigate individual and community skills that are required to be a responsible health consumer. The practical component for Term 3 involves dance, Soccer and European Handball. Term Four explores an integrated practical and theory Playing The Game unit. This unit focuses on the student's ability to design, construct and implement movement skills and strategies. These concepts will be implemented to promote inclusivity and fun, through the four categories of games (target, striking, territorial and net/wall), initiative games and traditional Indigenous games. They will get the opportunity to design their own games and teach to the class.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Fitness Testing Analysis & Critical Reflection	4.6, 4.7, 4.8	15%
1	10	Fitness Participation	4.6, 4.7, 4.8	10%
2	5	Athletics	4.4, 4.11	10%
2	9	Out of Harms Way	4.1, 4.6, 4.9	10%
2	10	Netball/Basketball	4.4, 4.5	5%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	5	Dance Composition	4.4, 4.11	10%
3	9	My Health & I	4.2, 4.6, 4.7, 4.8	10%
3	10	Soccer/European Handball	4.4, 4.5	5%
4	9	Playing The Game	4.5, 4.8, 4.10, 4.11	15%
4	10	Playing The Game Practical Mark	4.4, 4.5, 4.8	10%

Assessment Task Notification

Course	Year 8 PDHPE
Task Number	Assessment Task 1
Task Weight	15%
Date of Notification	Term 1 Week 6 Monday
Due Date	Term 1 Week 9 Friday by 3:20pm

Outcomes Assessed

A student –

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

Task Description

This assessment task will increase students success in a range of games and sports through the development of health and skill related components of fitness. Students will have a greater understanding of the components of fitness required to live a healthy and active lifestyle and be able to interpret the current Australia's Physical Activity and Sedentary Behaviour Guidelines for 13-17 year olds.

Part (a)

Students participate in a variety of fitness tests and record their results in their work booklet. Students will also participate in a variety of fitness workouts and activities. They will be assessed practically on their participation, engagement and interpersonal skills on an ongoing basis throughout the term.

Part (b)

During Lessons in the Get Up, Get Active Unit, students will be assessed on their ability to analyse their fitness levels by selecting 3 different fitness tests and explaining the appropriate activities that improve the relevant component of fitness. After completing each test, students will record their results in their Fitness Testing Booklet. This will assist the students in completing the table attached.

Part (c)

Students are to compare current physical activity levels with Australia's Physical Activity and Sedentary Behaviour Guidelines and suggest strategies you could employ to increase opportunities for physical activity. Teacher will provide a copy of Australia's Physical Activity and Sedentary Behaviour Guidelines 13-17 year olds.

Assessment Criteria

You will be assessed on your ability to:

- Describe testing procedures that are applicable to the relevant component of fitness.
- Recognise activities that develop the health and skill related components of fitness.
- Devise realistic opportunities to increase physical activity levels.

2023 YEAR 8 PDHPE Theory Assessment Task 1

Weighting 25% (Mark out of 25)

Part (a) Practical Mark

Marking Criteria	Mark
<ul style="list-style-type: none"> • Student consistently demonstrates technically correct movement skills in different movement contexts and shows capacity to transfer skills. • Student demonstrates high levels of physical fitness in both health and skill related components. • Student consistently engages in activities and welcomes physical and skill challenges. 	9-10
<ul style="list-style-type: none"> • Student mostly demonstrates technically correct movement skills in different movement contexts. • Student demonstrates above average levels of physical fitness across most components. • Student mostly engages in activities and open to physical and skill challenges. 	7-8
<ul style="list-style-type: none"> • Student mostly demonstrates basic movement skills in different movement contexts. • Student demonstrates average levels of physical fitness across most components. • Student engages in activities, but hesitant to attempt unfamiliar physical and skill challenges. 	5-6
<ul style="list-style-type: none"> • Student demonstrates basic movement skills only in predictable and/or familiar movement situations. • Student demonstrates below average levels of physical fitness across most components. • Student sometimes engaged and/or is unprepared for some practical lessons. 	3-4
<ul style="list-style-type: none"> • Student demonstrates a limited range of basic movement skills. • Student demonstrates limited levels of physical fitness. • Student avoids participation and/or is unprepared for many practical lessons. 	1-2
<ul style="list-style-type: none"> • Student is injured, absent or does not participate. 	0

Part (b)

Marking Criteria	Mark
<ul style="list-style-type: none"> • Student provides an extensive description of the fitness tests chosen. • Student identifies multiple relevant examples of activities that utilise the chosen fitness component. • Student provides a thorough analysis of how their prior fitness levels aided them during the chosen fitness test. 	4-5
<ul style="list-style-type: none"> • Student provides a sound description of the fitness tests chosen. • Student provides a relevant example of an activity that utilises the chosen fitness component. • Student makes a basic connection between prior fitness levels and the chosen fitness test. 	2-3
<ul style="list-style-type: none"> • Student provides a basic description of the fitness tests chosen. • Student provides examples of activities that are not relevant to the chosen fitness component. • Student makes no connection between prior fitness levels and the chosen fitness test. 	1

Part (c)

Marking Criteria	Mark
<ul style="list-style-type: none">• Student compares their current levels of physical activity with Australia's Physical Activity and Sedentary Behaviour Guidelines.• Student suggests suitable strategies to improve their physical activity levels and decrease their time spent sedentary.• Student makes clear connections between their current physical activity levels, strategies and the guidelines.• Student provides multiple relevant examples.• Work is presented in a clear logical format.	9-10
<ul style="list-style-type: none">• Student explains their current levels of physical activity.• Student identifies suitable strategies to improve their physical activity levels and decrease their time spent sedentary.• Student makes basic connections between their current physical activity levels, strategies and the guidelines.• Student provides relevant examples.• Work is presented clearly with minimal errors.	7-8
<ul style="list-style-type: none">• Student describes their current levels of physical activity.• Student identifies some strategies to improve their physical activity levels.• Students makes a broad connection between their physical activity levels, strategies and the guidelines.• Student provides some examples throughout their response.• Student has made some attempt to present work in a logical format.	4-6
<ul style="list-style-type: none">• Student identifies their current level of physical activity.• Student makes no connection between their physical activity levels, strategies and the guidelines.• Work is not presented in a clear and logical format.	1-3
<ul style="list-style-type: none">• Student makes no attempt to answer the question.	0

Assessment Task Notification

Course	Year 8 PDHPE
Task Number	Assessment Task 2
Task Weight	10%
Date of Notification	Term 2 Week 6 Monday
Due Date	Term 2 Week 9- During allocated class time.

Outcomes Assessed

A student –

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.

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.

PD4-9 demonstrates self-management skills to effectively manage complex situations.

Task Description

This in-class quiz will assess students' knowledge, understanding and skills regarding community issues around risk taking, smoking, alcohol and drugs.

The quiz will consist of three sections:

Part A- Key Terms

Part B- Multiple Choice

Part C- Short Answer

Assessment Criteria

You will be assessed on your ability to:

- Identify key words relevant to the unit of work.
- Recall relevant information regarding drugs, smoking and alcohol.
- Explain short and long term effects of drugs, smoking, vaping and alcohol on an individuals physical, social and emotional health.

Assessment Task Notification

Course	Year 8 PDHPE
Task Number	Assessment Task 3
Task Weight	10%
Date of Notification	Term 3 Week 6 Monday
Due Date	Term 3 Week 9 Friday by 3:20pm

Outcomes Assessed

A student –

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.

PD4-6 recognises how contextual factors influence attitudes and behaviours and propose 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.

Task Description

In completing this task, students will evaluate the effectiveness of health care services available to young people, investigate community health resources to evaluate how accessible they are for young people and critically analyse health information, products or services to promote health, safety and wellbeing.

Students will do this by answering the following questions:

1. Headspace is a health service available for mental health. Explain what they provide and how they promote health and wellbeing amongst young people.
2. Discuss at least two (2) factors that may prevent and (2) factors that may encourage a young person to access support services.
3. Compare the access to mental health services in rural and remote areas, compared to services available to a person living in metropolitan (living in a city) areas.

Assessment Criteria

You will be assessed on your ability to:

- Demonstrate an understanding of the health care services available for mental health and factors that encourage and prevent individuals from accessing support services

2023 YEAR 8 PDHPE THEORY ASSESSMENT TASK 3

Weighting: 10% (Marked out of 10)

Part 1 - Short Answer Responses (10 Marks)

Grade	Criteria	Mark
A	<ul style="list-style-type: none"> • Explains in detail what Headspace provides and uses at least two examples to support the explanation of how they promote health and wellbeing amongst young people. • Discusses in detail two factors that may prevent AND two factors that may encourage a young person to access support services. Provides at least two examples for and two examples against. • Compares how services are similar and/or different and support with at least three relevant examples. 	9-10
B	<ul style="list-style-type: none"> • Explains what Headspace provides as a mental health service with a relevant example. • Discusses in detail two factors that may prevent AND two factors that may encourage a young person to access support services. Provides one example for and/or one example against. • Compares how services are similar and/or different and supports with at least two relevant examples. 	7-8
C	<ul style="list-style-type: none"> • Explains what Headspace provides as a mental health service without any relevant examples. • Briefly describes some factors that prevent and encourage young people from accessing health services such as Headspace. • Compares how services are similar and/or different and supports with at least one relevant example. 	5-6
D	<ul style="list-style-type: none"> • Lists some information about what Headspace is. • Briefly discusses two factors that may prevent OR two factors that may encourage a young person to access support services. • Compares how services are similar and/or different and doesn't support it with any examples. 	3-4
E	<ul style="list-style-type: none"> • Minimal attempt to answering questions. • No examples provided. 	1-2
No Grade	<ul style="list-style-type: none"> • Student has made no attempt to answer the questions. 	0

Assessment Task Notification

Course	Year 8 PDHPE
Task Number	Assessment Task 4
Task Weight	15%
Date of Notification	Term 4 Week 6 Monday
Due Date	Term 4 Week 9 Friday by 3:20pm

Outcomes Assessed

A student –

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity.
 PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of group contexts.

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

Task Description

The aim of this assessment task is to design a game and present it to the class. You will work in groups of 3-4. You will be required to complete the following tasks:

Part a) Game Design (20 Marks)

1. Select a game type from the games classification system.
3. List the scoring and rules for the game.
4. Identify the equipment needed to play.
5. Draw a diagram of the playing space. Ensure you include all the important line markings and a key that allows your teacher to interpret dimensions of the playing space. Ensure you draw the goals, targets, nets etc.
6. Identify 3 different strategies that players can use to be successful in the game.
7. Identify 3 different 'set plays' in order to meet the aim of the game.

Part b) Teaching the Game (10 Marks)

1. Collect the equipment needed to play your game and find an appropriate place to play. Remember it is a schoolyard game so a smaller space and limited equipment is ideal.
 2. Instruct the rest of the class to play the game and let them play it. Umpire or referee the game to keep it flowing and enforce any rules.
 3. Watch how your classmates play the game and change it as necessary to make it more or less difficult for the players.
 4. Delegate roles to different people in the class such as umpire, commentator, coach and captain.
- Students will be given two class lessons to design the game in class. If it is not finished it is to be completed at home.
 - Students should complete all sections of the scaffold and submit ONE final professionally presented copy to the teacher at the end of the lesson per group.
 - Remember to be as creative as possible and design rules that can be realistically achieved and followed in our school setting.

Assessment Criteria

You will be assessed on your ability to:

- Design an inclusive game that incorporates all of the elements taught in this unit.
- Present the game and involve all students in the class to some capacity.

2023 YEAR 8 PDHPE THEORY/PAC ASSESSMENT TASK 4

Weighting: 15% (Marked out of 30)

Part a) Game Design

Grade	Marking Criteria	Mark
A	<ul style="list-style-type: none"> • Students design an innovative and creative game relevant to one of the game classifications. • Students clearly explains rules to their game. • Students select equipment that is relevant to executing the aims of the game as well as being available at Tamworth High School. • The game is presented professionally with a clear labelled diagram of the playing space and all equipment. • Students propose 3 high level strategies and 3 set plays for their chosen game that are relevant to the game classification. • All group members have equal input in game design. 	20
		19
		18
		17
B	<ul style="list-style-type: none"> • Students design a creative game relevant to one of the game classifications. • Students clearly describe the rules to their game. • Students select equipment that is relevant to executing the aims of the game as well as being available at Tamworth High School. • Students include a clearly labelled diagram of the playing space and all equipment. • Students propose 3 relevant strategies and 3 set plays for their chosen game that are relevant to the game classification. • All group members have equal input in game design. 	16
		15
		14
		13
C	<ul style="list-style-type: none"> • Students design a game relevant to one of the game classifications. • Students describes the rules to their game. • Students select equipment that is safe to use and available at Tamworth High School. • Students include a labelled diagram of the playing space. • Students propose a relevant strategy and set play for their chosen game. • All group members have equal input in game design. 	12
		11
		10
		9
D	<ul style="list-style-type: none"> • Students design a basic game. • Students list basic rules to the game. • Students select equipment that is safe to use and available at Tamworth High School. • Students include a vague diagram of the playing space. • Students propose a non-specific strategy OR set play for their game. • All group members have equal input in game design. 	8
		7
		6
		5
E	<ul style="list-style-type: none"> • Describes the basic rules of an existing game. • Identifies some aspects of how the game is played. • Little evidence of planning and teamwork in designing a game. 	4
		3
		2
		1
No Grade	<ul style="list-style-type: none"> • Student has made no attempt to design a game/ give input within their group. 	0

Part b) Teaching the Game

Grade	Criteria	Mark
A	<ul style="list-style-type: none"> • Thorough explanation of the game classification, rules and setup of the game. • Clear safety guidelines delivered. • Excellent description of the strategies and set plays suggested to achieve the aims of the game. • Roles given to group members so that presentation input is equal. • All group member work collaboratively throughout the presentation. 	9-10
B	<ul style="list-style-type: none"> • Clear explanation of the game classification, rules and setup of the game. • Relevant safety guidelines delivered. • Thorough description of the strategies and set plays suggested to achieve the aims of the game. • Roles given to group members so that presentation input is equal. • All group member work collaboratively throughout the presentation. 	7-8
C	<ul style="list-style-type: none"> • Sound explanation of the game classification, rules and setup of the game. • Relevant safety guidelines delivered. • Sound description of the strategies and set plays suggested to achieve the aims of the game. • Some roles given to group members so that presentation input is equal. • Group member work well throughout the presentation. 	5-6
D	<ul style="list-style-type: none"> • Basic explanation of the game classification, rules and setup of the game. • Some safety guidelines delivered. • Basic description of the strategies and set plays suggested to achieve the aims of the game. • Unequal distribution of input by group members to presentation. 	3-4
E	<ul style="list-style-type: none"> • Game delivery is brief. • Some elements of game design are missing. • Students unorganised with equipment. • Some group members provide little input to the presentation. 	1-2
No Grade	<ul style="list-style-type: none"> • Provided zero input to presentation (individual or group level). 	0

Science YEAR 8 - 2023

OVERVIEW OF COURSE CONTENT:

--

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Creative Piece	ES1, WS6, WS5, WS7, WS8, WS9	20%
2	5	Half Yearly Examination	ES1, ES2, PW3, PW4, WS6, WS7, WS8, WS9	25%
3	8	SRP	LW3, LW4, WS4 WS5, WS7, WS9	20%
4	5	Yearly Examination	CW2, CW4, LW5, WS6, WS7, WS8, 9WS9	35%

Assessment Task Notification

Course	Year 8 Science
Task Number	1
Task Weight	25% (10% K&U, 15% WS)
Date of Notification	
Due Date	

Outcomes Assessed

A student –

Knowledge and Understanding

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

Working Scientifically

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS: processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS: selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Content Assessed

ES1 Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales. Students:

- a. describe the structure of the Earth in terms of core, mantle, crust and lithosphere
- b. relate the formation of a range of landforms to physical and chemical weathering, erosion and deposition
- c. outline the origins of and relationships between sedimentary, igneous and metamorphic rocks
- d. identify that sedimentary, igneous and metamorphic rocks contain minerals
- e. classify a variety of common rocks and minerals into groups according to their observable properties
- f. describe the conditions under which fossils form
- g. outline how geological history can be interpreted in a sequence of horizontal sedimentary layers, in which the oldest are at the base and the youngest at the top
- h. describe examples to show how people use understanding and skills from across the disciplines of science in occupations related to the exploration, mining or processing of minerals in Australia

ES2 Scientific knowledge changes as new evidence becomes available. Some technological developments and scientific discoveries have significantly changed people's understanding of the solar system. Students:

- a. explain that predictable phenomena on the Earth, including day and night, seasons and eclipses are caused by the relative positions of the sun, the Earth and the moon
- b. demonstrate, using examples, how ideas by people from different cultures have contributed to the current understanding of the solar system

- c. compare historical and current models of the solar system to show how models are modified or rejected as a result of new scientific evidence
- d. describe some examples of how technological advances have led to discoveries and increased scientific understanding of the solar system

Task Description

Students will be assessed on their ability to answer questions on the above outcomes and their working scientific skills. This will be done through the completion of a practical component as well as assessing students' Working Scientifically skills. They will complete the assessment under supervised exam conditions during one period.

General Instructions:

- 1 class-period
- Write using black pen
- Draw diagrams using pencil
- Calculators approved by NESAs may be used

Assessment Criteria

You will be assessed on your ability to:

- Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the semester.
- Use a variety of Working Scientifically skills to draw conclusions, communicate ideas and make connections using scientific terms and language for a suitable audience or purpose.
- Analyse and evaluate secondary source information and process data.
- Solve a range of scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- Conduct practical investigation in order to collect qualitative observations

Assessment Task Notification

Course	Year 8 Science
Task Number	2
Task Weight	25% (10% K&U, 15% WS)
Date of Notification	Week 2, Term 2 2023
Due Date	Week 5, Term 2 2023

Outcomes Assessed

A student –

Working Scientifically:

SC4-7WS: processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS: selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS: presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Knowledge and Understanding:

SC4-11PW: discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

Content Assessed

PW3 Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems (ACSSU155)

Students:

a. identify objects that possess energy because of their motion (kinetic) or because of other properties (potential)

b. describe the transfer of heat energy by conduction, convection and radiation, including situations in which each occurs

c. relate electricity with energy transfer in a simple circuit

d. construct and draw circuits containing a number of components to show a transfer of electricity

e. investigate some everyday energy transformations that cause change within systems, including motion, electricity, heat, sound and light

PW4 Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120, ACSHE135)

Students:

a. identify that most energy conversions are inefficient and lead to the production of heat energy, eg in light bulbs

b. research ways in which scientific knowledge and technological developments have led to finding a solution to a contemporary issue, eg improvements in devices to increase the efficiency of energy transfers or conversions

c. discuss the implications for society and the environment of some solutions to increase the efficiency of energy conversions by reducing the production of heat energy

Task Description

Task Type: Mid-Course Examination

Task Description: Students will be assessed on their ability to answer questions on the above outcomes and on their working scientific skills. They will complete the assessment under supervised exam conditions during one period.

General Instructions:

- Reading time – 5 minutes
- Working time – 50 minutes
- Write using black pen
- Draw diagrams using pencil
- Calculators approved by NESAs may be used

Assessment Criteria

You will be assessed on your ability to:

- Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the semester.
- Use a variety of Working Scientifically skills to draw conclusions, communicate ideas and make connections using scientific terms and language for a suitable audience or purpose.
- Analyse and evaluate secondary source information and process data.
- Solve a range of scientific problems using primary and secondary data, critical thinking skills and scientific processes.

Assessment Task Notification

Course	Year 8 Science
Task Number	3 - SRP
Task Weight	20% (5% K&U, 15% WS)
Date of Notification	Week 4, Term 3 2023
Due Date	Week 6, Term 3 2023

Outcomes Assessed

A student –

Working Scientifically (What skills do I need to use?)

SC4-4WS Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.

SC4-5WS Collaboratively and individually produces a plan to investigate questions and problems.

SC4-7WS Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.

SC4-9WS Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Knowledge and understanding (What knowledge do I need to know?)

SC4-LW3 Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce

SC4-LW4 Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.

Content Assessed

WS4 Students question and predict by:

- a. identifying questions and problems that can be investigated scientifically (ACSIS124, ACSIS139)
- b. making predictions based on scientific knowledge and their own observations (ACSIS124, ACSIS139)

WS5.1 Students identify data to be collected in an investigation by:

- a. identifying the purpose of an investigation
- b. proposing the type of information and data that needs to be collected in a range of investigation types, including first-hand and secondary sources

WS5.2 Students plan first-hand investigations by:

- a. collaboratively and individually planning a range of investigation types, including fieldwork, experiments, surveys and research (ACSIS125, ACSIS140)
- b. outlining a logical procedure for undertaking a range of investigations to collect valid first-hand data, including fair tests

WS5.3 Students choose equipment or resources for an investigation by:

- a. identifying suitable equipment or resources to perform the task, including safety equipment and digital technologies

WS7.1 Students process data and information by:

- a. summarising data from students' own investigations and secondary sources (ACSIS130, ACSIS145)
- b. using a range of representations to organise data, including graphs, keys, models, diagrams, tables and spreadsheets

WS7.2 Students analyse data and information by:

- b. constructing and using a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS129, ACSIS144)

WS9 Students communicate by:

- a. presenting ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (AC SIS133, AC SIS148)
- b. using appropriate text types in presentations, including a discussion, explanation, exposition, procedure and recount

LW3 Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce. (AC SSU150)

Students:

- a. identify the materials required by multicellular organisms for the processes of respiration and photosynthesis
- b. explain that the systems in multicellular organisms work together
- e. describe the role of the digestive, circulatory, excretory, skeletal/muscular and respiratory systems in maintaining a human as a functioning multicellular organism

LW4 Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. (AC SHE119, AC SHE134)

Students:

- c. describe, using examples, how developments in technology have contributed to finding solutions to a contemporary issue, eg organ transplantation, artificial joints/limbs, treatment for diabetes, asthma, kidney or heart disease

Task Description

The Task: Student Research Project (SRP) Practical Investigation

One of the assessment tasks for Year 8 this year is a **Practical Investigation** performed in groups of **three (3)**. This is an assessment task stipulated by NESA as a requirement for Stage 4 Science. A description of the task delivered by NESA states: "Students select and research a topic. They develop a hypothesis and plan a controlled investigation to test it. Students carry out the planned investigation, record their observations and write a report."

This task is comprised of two sections.

- **Section 1 is an individual research report. This is to be typed and printed off** about the chosen plant system for the experiment.
- **Section 2 is a Scientific Method Poster that comprises of the main parts of a first-hand investigation** that was conducted on the chosen plant system.

The experimentation is to be performed with your group in **class**, while the **report** and **poster design** is to be done **individually at home**. It is expected that, given the importance of this exercise to your assessment and the length of time you have to complete it, this will be a very well presented, extensive piece of original research.

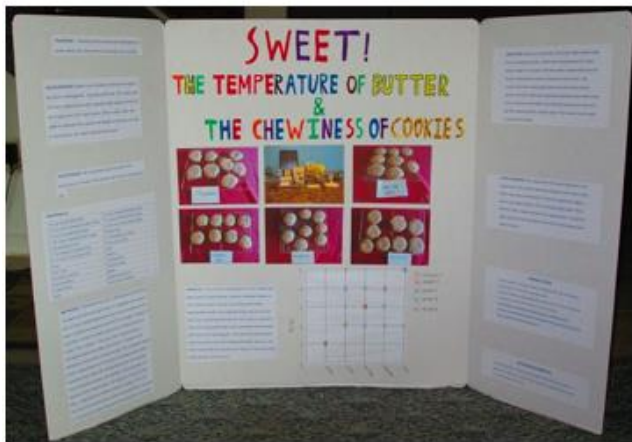
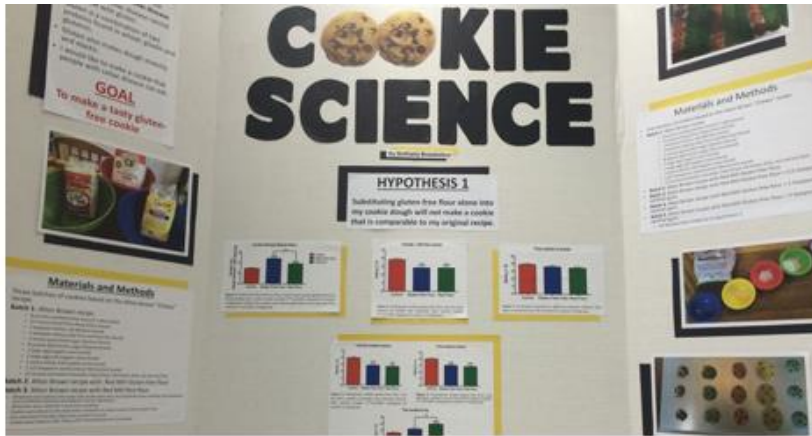
Submission of Task: You will submit Section 1 and Section 2 to your classroom teacher before or by the due date **by 3.20pm**.

You are provided with a planning booklet that provides guidance and templates for each section of the poster. This is worth zero marks and will not be handed in.

Responsibilities:

- You are expected to perform the tasks which are part of the Assessment Program at the set time.
- Hand in the tasks on the date due. Some tasks must be completed in class.
- If you know that you will be away in advance you are required to apply before your absence to the faculty Head Teacher in writing. The faculty Head Teacher will make the decision

You do not have permission to complete assessment tasks during class time. It is your responsibility to have assessment tasks completed by the due date.



Assessment Criteria

- See Attached

Section 1 Research Report	10-9	8-7	6-5	4-3	2-1	0
Research Report (Information) SC4-LW3 SC4-LW4 SC4-7WS	<p>The information for the investigation is well described, relevant and concise background research has been included. Extensively developed discussion is included, of the main structures and their functions. Extensively explains the effect of too much water/sunlight and treatments. Describes expected results and information regarding the investigation.</p>	<p>The information for the investigation is well described, and the background research is relevant and well matched to the investigation. Highly developed discussion of the main structures and function. Explains the effect of too much water/sunlight and treatments. Describes expected results and information regarding the investigation.</p>	<p>The information for the investigation is good and the background research is generally appropriate and matched to the investigation. Discussion of structures and their functions. Describes the effect of too much water/sunlight and treatment. Identifies results and information regarding the investigation.</p>	<p>The information for the investigation is described, and the background research is at times relevant with some evidence of selectivity. There are some points discussed about the system and investigation.</p>	<p>The background research is irrelevant or limited information is provided without evidence of selectivity. Very few points for the investigation are outlined and discussed.</p>	<p>Non-attempt</p>
Section 1 Bibliography	5	4	3	2	1	0
Bibliography SC4-7WS	<p>Accesses five or more different sources. Listed in correct format and all in alphabetical order.</p>	<p>Accesses three or more sources. Some listed in alphabetical order with most in correct format.</p>	<p>Accesses three sources. Some listed in alphabetical order with one or two in correct format.</p>	<p>Accesses two sources. List of references without details and/or in alphabetical order.</p>	<p>Accesses one source of information without details.</p>	<p>Non-attempt</p>

Section 2 Experimental Poster	5	4	3	2	1	0
Title Aim Hypothesis Equipment SC4-4WS	Title clearly stated with link between IV and DV. Aim clearly stated with detailed link between IV and DV. Detailed hypothesis provided with a link between IV and DV as well as a justification. All equipment listed with specific quantities and details.	Title is stated and mostly detailed with some reference to IV and DV. Aim is stated and mostly detailed with some reference to IV and DV. Correctly written hypothesis. Most equipment listed	Title is stated in some detail with some reference to IV and DV. Aim is stated in some detail with/out reference to IV and DV A good hypothesis written. Some equipment listed	Aim is stated in a limited detail. Basic hypothesis is written. An attempt at listing equipment is made	Aim is stated in a very limited detail. A limited hypothesis is given. An attempt at listing equipment is made	Non-attempt
Section 2 Experimental record	14-13	12-10	9-6	5-3	2-1	0
Method Diagram of the Experiment Variables Experiment set up. SC4-5WS	Correct method provided that is in third person, numbered and starts with a verb. Method clearly sets out how the investigation was carried out and in superior detail. Draws a clearly labelled diagram_of the experiment, in scientific format.	Correct method provided that is in third person, numbered and starts with a verb. Method explains how the investigation was carried out and in detail. Draws a clearly labelled diagram_of the experiment. Includes all the independent, dependent and controlled variables.	Correct method provided that is in third person, numbered and starts with a verb. Method describes how the investigation was carried out in some detail. Draws a diagram_of the experiment. Includes some of the variables.	Attempts to write a correct method with some aspects (starts with a verb, third person, numbered). Method identifies how the investigation was carried out in a basic format. Attempts to draw a diagram of the experiment. Includes only a few of the variables.	Incorrect method structures used. The instructions on how the experiment will be performed are set out in very limited detail. One of the variables mentioned No image present.	Non-attempt

	Includes all the independent, dependent and controlled variables. At least two images of the experimental set up are provided.	At least two images of the experimental set up are provided.	At least one image of the experimental set up are provided.	At least one image of the experimental set up are provided.		
Section 2 Results	13-12	11-9	8-6	5-3	2-1	0
Table Graph and Description SC4-7WS	Experimental observations have been accurately gathered in a number of trials using appropriate technologies and recorded in an organised and logical manner using correct format, eg. Tables and graphs. Table and correct graph is clearly presented in the correct form including all of the following; headings, correct units, clear format, titles for axis, correct scaling. Average has been calculated for the results. A detailed description of the results is present and is accompanied by any	Observations have been gathered over a number of trials using technology and recorded in a logical manner using correct format, eg. Tables and/or graphs. Table and graph is presented in the correct form including most of the following; headings, correct units, clear format, titles for axis, correct scaling. Average has been calculated for the results. A brief description of the results is present and is accompanied by any observations during the experiment.	Observations have been gathered over a number of trials using technology and recorded in a logical manner, eg. Tables or graphs. Table and graph is presented in the correct form including some of the following; headings, correct units, clear format, titles for axis, correct scaling. Average attempted to be calculated. A basic description of the results is present and is accompanied by any observations during the experiment.	Observations may be insufficient or in appropriate with an inadequate number of trials have been recorded. Presentation is limited. Table and graph is presented in the correct form including a limited amount of the following; headings, correct units, clear format, titles for axis, correct scaling. Average is not present A limited description of the results is present and is accompanied by any observations during the experiment.	Observations are inaccurately recorded in a disorganised manner and units are incorrect. Limited or no numerical data and/or observations and/or written information has been presented. No description of the results is present and is accompanied by any observations during the experiment.	Non-attempt

	observations during the experiment.					
--	-------------------------------------	--	--	--	--	--

Section 2	12-10	9-8	7-6	5-4	3-1	0
<p>Discussion and conclusion</p> <p>SC47WS SC4-9WS</p>	<p>The discussion includes an interpretation and explanation of the results as well as any observations witnessed. Trends, patterns and relationships in the data collected have been well examined and explained in relation to the investigation. These have been referenced without.</p> <p>All problems and improvements have been noted and discussed.</p> <p>Critical thinking is evident through generalisations or conclusions.</p> <p>Conclusions are valid and relevant and directly answer the aim of the experiment. The conclusion states whether the results</p>	<p>The discussion includes an interpretation and explanation of the results as well as any observations witnessed during the experiment. Most trends, patterns and relationships have been explained with relevancy to the investigation. This has been mentioned.</p> <p>Most problems and improvements have been noted and explained.</p> <p>Generalisations or conclusions based on results are presented with supporting information.</p> <p>Conclusions are valid and relevant and directly answer the aim of the experiment.</p>	<p>An explanation of the results as well as any observations witnessed during the experiment is stated.</p> <p>Some trends, patterns and relationships in the data collected have been described, although some errors may be present.</p> <p>Some problems and improvements have been noted and d</p> <p>Simple generalisations or conclusions have been made, but have little supporting information.</p> <p>Relevant conclusions which directly relate to the aim of the experiment are outlined.</p>	<p>A basic explanation of the results as well as any observations witnessed during the experiment is given.</p> <p>Trends, patterns and relationships in the data collected are basically outlined.</p> <p>Limited problems and improvements have been noted and discussed.</p> <p>Generalisations or conclusions made, lack scientific accuracy and have little supporting information.</p> <p>Conclusions may not be relevant. Limited reference is made to the results and/or the analysis.</p>	<p>A limited explanation of the results as well as any observations witnessed during the experiment is stated.</p> <p>Trends, patterns and relationships in the data collected have not been recognised.</p> <p>One or two problems have been noted and outlined.</p> <p>Generalisations or conclusions have not been made.</p> <p>There is no evidence of student understanding of the investigation.</p>	<p>Non-attempt</p>

	support the hypothesis or not. The results and analysis are included within the conclusion in a summarised format and are referred with correct justification.					
--	--	--	--	--	--	--

Section 2 Evaluation	10-9	8-7	6-5	4-3	2-1	0
Evaluation SC4-7WS	<p>Creative ideas are put forward for further investigation.</p> <p>Purposeful modifications to procedures have been suggested.</p> <p>Judgements about the validity of the method and reliability of the results and conclusion are clearly set out. The method includes at least three repeats to ensure reliability.</p> <p>There are at least three controls identified to ensure validity.</p> <p>The main sources of experimental error have been identified and an explanation of what has</p>	<p>Alternative procedures or future investigations have been suggested.</p> <p>Judgements about the validity of the method and reliability of the results and conclusion are set out.</p> <p>The method includes at least two repeats to ensure reliability.</p> <p>There are at least two controls identified to ensure validity.</p> <p>Some sources of experimental error and an explanation of what has been learnt about the topic of investigation are included.</p>	<p>Some alternative procedures or future investigations have been suggested.</p> <p>Some discussion about the validity of the method and reliability of the results and conclusion are set out.</p> <p>The method includes at least two repeats to ensure reliability.</p> <p>There are at least two controls identified to ensure validity.</p> <p>Some sources of experimental error may be mentioned and a description of what has been learnt about the</p>	<p>The student shows a basic understanding of the investigation.</p> <p>A description of the validity of the method and reliability of the results and conclusion is given.</p> <p>The method includes at least one repeats to ensure reliability.</p> <p>There are at least one control identified to ensure validity.</p> <p>An outline of what has been learnt about the investigation may be submitted.</p>	<p>The student shows a limited understanding of the investigation.</p> <p>A very poor outline of the validity of the method and reliability of the results and conclusion is submitted.</p> <p>There is either a poor explanation or no explanation of what has been learnt about the investigation.</p>	Non-attempt

	been learnt about the topic of investigation are also included.		investigation may be included.			
Presentation of the poster Poster	4	3	2	1		
SC4-9WS	Information is very well organised with clear titles and subheadings. All the information can be easily read and very detailed. No grammatical, spelling or punctuation errors. All graphics are related to the topic and make it easier to understanding.	Information is organised with titles and subheadings. Most of the information can be easily read and detailed. Almost no grammatical, spelling or punctuation errors. All graphics are related and most make it easier to understand.	Information is organised with some titles and subheadings. Some of the information can be easily read and detailed. A few grammatical, spelling or punctuation errors. All graphics relate to the topic.	Information is disorganised. Much of the information is unclear or hard to read. Many grammatical, spelling or punctuation errors. Graphics do not relate to the topic.		

Assessment Task Notification

Course	Year 8 Science
Task Number	4
Task Weight	35% (20% K&U, 15% WS)
Date of Notification	Week 2, Term 4 2023
Due Date	Week 5, Term 4 2023

Outcomes Assessed

A student –

Knowledge and Understanding

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

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction

SC4-15LW explains how new biological evidence changes people's understanding of the world

Working Scientifically

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS: processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS: selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Content Assessed

CW2 Scientific knowledge and developments in technology have changed our understanding of the structure and properties of matter. Students:

- a. describe the properties and uses of some common elements, including metals and non-metals
- b. identify how our understanding of the structure and properties of elements has changed as a result of some technological devices
- c. identify some examples of common compounds
- d. explain why internationally recognised symbols are used for common elements
- e. describe at a particle level the difference between elements, compounds and mixtures, including the type and arrangement of particles.
- f. investigate how people in different cultures in the past have applied their knowledge of the properties of elements and compounds to their use in everyday life, eg utensils, weapons and tools

CW4 In a chemical change, new substances are formed, which may have specific properties related to their uses in everyday life. Students:

- a. identify when a chemical change is taking place by observing a change in temperature, the appearance of new substances or the disappearance of an original substance

- b. demonstrate that a chemical change involves substances reacting to form new substances.
- c. investigate some examples of chemical change that occur in everyday life, eg photosynthesis, respiration and chemical weathering
- d. compare physical and chemical changes in terms of the arrangement of particles and reversibility of the process
- e. propose reasons why society should support scientific research, eg in the development of new pharmaceuticals and polymers
- f. describe, using examples, how science knowledge can develop through collaboration and connecting ideas across the disciplines of science, eg making or obtaining new substances from Earth's spheres.

LW5 Science and technology contribute to finding solutions to conserving and managing sustainable ecosystems. Students:

- a. construct and interpret food chains and food webs, including examples from Australian ecosystems
- b. describe interactions between organisms in food chains and food webs, including producers, consumers and decomposers
- c. describe examples of beneficial and harmful effects that micro-organisms can have on living things and the environment
- d. predict how human activities can affect interactions in food chains and food webs, including examples from Australian land or marine ecosystems
- e. explain, using examples, how scientific evidence and/or technological developments contribute to developing solutions to manage the impact of natural events on Australian ecosystems
- f. describe how scientific knowledge has influenced the development of practices in agriculture, eg animal husbandry or crop cultivation to improve yields and sustainability, or the effect of plant cloning techniques in horticulture

Task Description

Task Type: Yearly Examination

Task Description: Students will be assessed on their ability to answer questions on the above outcomes and their working scientific skills. This will be done through the completion of an in-class examination as well assessing students' Working Scientifically skills. They will complete the assessment under supervised exam conditions during one period.

General Instructions:

- 1 class-period
- Write using black pen
- Draw diagrams using pencil
- Calculators approved by NESAs may be used

Assessment Criteria

You will be assessed on your ability to:

- Answer a range of short and long answer questions that require you to apply the knowledge you have gained over the semester.
- Use a variety of Working Scientifically skills to draw conclusions, communicate ideas and make connections using scientific terms and language for a suitable audience or purpose.
- Analyse and evaluate secondary source information and process data.
- Solve a range of scientific problems using primary and secondary data, critical thinking skills and scientific processes
- Conducts practical investigation in order to collect qualitative observations

Technology Mandatory

Stage 4 - 2023

OVERVIEW OF COURSE CONTENT:

Over year 7 and 8 students will cover course outcomes by a varied rotation over a range of design projects from: digital technology, food and agriculture technology, engineered systems, material technologies such as timber, textiles, electronics and metal and a STEM unit.

The course encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.

Technologies affect and enrich the lives of people and societies globally and contribute to shaping preferred futures. Through the study of Technology Mandatory, students develop the capacity for action and a critical appreciation of the processes through which technologies evolve and how they contribute to society.

Knowledge and understanding of technological content is developed through pedagogical approaches, such as project and problem-based learning. Through the production of innovative solutions to contextually relevant problems, students are provided with opportunities to use a variety of thinking strategies, embrace new concepts and learn through trialing, testing and refining ideas. The practical nature of Technology Mandatory engages students in design and production activities as they develop safe practices and refine skills working with varied materials and production technologies. These authentic learning experiences provide students with a sense of satisfaction and are the foundation for life-long learning.

The Technology Mandatory course provides opportunities to reinforce and integrate knowledge and understanding from other subjects. The diversity of learning experiences provided in Technology Mandatory encourages both independent and collaborative learning and the skills in designing, planning, managing and evaluating.

The opportunity to investigate problems, generate ideas and produce sustainable solutions develops skills and attitudes that are valued in our society and are integral to Australia's economic future. The skills and capabilities developed by students through the study of a variety of technology contexts can be applied to further education, and career opportunities in design, technology, engineering, science, mathematics and related fields.

*** YEAR 7 and 8 students will complete FOUR units / design projects in each year (not in any specific order), holistically covering the following outcomes.**

DURATION WEEKS	TASK	OUTCOMES	WEIGHTING
10	* Digital Technologies A <i>Design Projects</i>	TE4-1DP	25%
10	* Digital Technologies (STEM) B <i>Design Projects</i>	TE4-2DP	25%
10	* Agriculture and Food Technologies A <i>Design Projects</i>	TE4-3DP TE4-4DP	25%
10	* Agriculture and Food Technologies B <i>Design Projects</i>	TE4-5AG	25%
10	* Engineered Systems <i>Design Project</i>	TE4-6FO TE4-7DI	25%
10	* Material Technologies - Timber <i>Design Project</i>	TE4-8EN	25%
10	* Material Technologies - Metal <i>Design Project</i>	TE4-9MA TE4-10TS	25%
10	* Material Technologies - Textiles <i>Design Project</i>		25%

ASSESSMENT TASK NOTIFICATION

COURSE	7/8 TECHNOLOGY – Digital Technology A
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	WEEK 2
DUE DATE	WEEK 10

OUTCOMES ASSESSED

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
TE4-4DP	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

TASK DESCRIPTION

Scratch 2 Game, Tinkercad and Arduino Control Technologies

TASK INSTRUCTIONS

ASSESSMENT PRESENTATION GUIDELINES

- In-class completion of multiple coding projects (on-going assessment)
- Completion of theory booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the metal project and folio clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Theory Booklet - 5 Marks

Coding Projects - 20 Marks

MARKING GUIDELINES & FEEDBACK

Folio Assessment Rubric	
Descriptors	Grade/Mark
Thorough completion of the theory booklet. High quality documentation resolving research tasks. Correct usage of jargon. Neat presentation of work.	A <i>5 marks</i>
Thorough completion of the folio. Neat presentation of work.	B <i>4 marks</i>
Satisfactory completion of the folio. Mostly consistent formatting. Majority of student's responses of good quality.	C <i>3 marks</i>
Basic completion the theory booklet, inconsistent formatting. Some use of jargon. Quality of student's responses vary – some 'in own words' and some 'copy & paste'.	D <i>2 marks</i>
Limited or no attempt to complete the folio, inconsistent formatting. Most student responses are 'copy & paste' responses.	E <i>0-1 marks</i>

Project Assessment Rubric	
Descriptors	Grade/Mark
Very high quality coding of digital projects: <ul style="list-style-type: none"> • Innovative use of coding in Scratch 2 • Frequent use of concise algorithms to solve digital tasks • Independently designs quality algorithms • Finished digital projects function correctly • Completion of all digital projects – Scratch 2, Arduino and Tinkercad • Consistently demonstrates safety in the IT environment 	A <i>17-20 marks</i>
High quality coding of digital projects: <ul style="list-style-type: none"> • Some innovative use of coding in Scratch 2 • Frequent use of concise algorithms to solve digital tasks with occasional assistance • Designs quality algorithms with some assistance • Most finished digital projects function correctly • Completion of most digital projects – Scratch 2, Arduino and Tinkercad • Consistently demonstrates safety in the IT environment 	B <i>14-16 marks</i>
Satisfactory coding of digital projects: <ul style="list-style-type: none"> • Innovative use of coding in Scratch 2 with assistance • Use of concise algorithms to solve digital tasks with assistance • Designs algorithms with assistance • Some finished digital projects function correctly • Completion of most digital projects – Scratch 2, Arduino and Tinkercad • Demonstrates safety in the IT environment with occasional correction 	C <i>10-13 marks</i>
Basic coding of digital projects: <ul style="list-style-type: none"> • Some use of coding in Scratch 2 with assistance • Use of concise algorithms to solve digital tasks assistance • Designs simple algorithms • Finished digital projects function correctly with assistance • Completion of some digital projects – Scratch 2, Arduino and Tinkercad • Demonstrates safety in the IT environment with occasional correction 	D <i>4-9 marks</i>
Limited coding of digital projects: <ul style="list-style-type: none"> • Coding in Scratch 2 with assistance • Use of algorithms to solve digital tasks assistance • Designs simple algorithms with assistance • Finished digital projects function correctly with assistance • Completion of some digital projects – Scratch 2, Arduino and Tinkercad • Demonstrates safety in the IT environment with frequent correction 	E <i>0-3 marks</i>

ASSESSMENT TASK NOTIFICATION

COURSE	7/8 TECHNOLOGY – Digital Technology (STEM) B
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	WEEK 2
DUE DATE	WEEK 10

OUTCOMES ASSESSED

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
TE4-4DP	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

TASK INSTRUCTIONS

ASSESSMENT PRESENTATION GUIDELINES

- In-class completion of multiple coding projects (on-going assessment)
- Completion of theory booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Your attendance is required to complete project outcomes of this course.

Theory Booklet - 5 Marks

Coding Projects - 20 Marks

TASK DESCRIPTION

Tinkercad, Arduino and BlocksCAD (3D Modelling)

MARKING GUIDELINES & FEEDBACK

Folio Assessment Rubric

Descriptors	Grade/Mark
Thorough completion of the theory booklet. High quality documentation resolving research tasks. Correct usage of jargon. Neat presentation of work.	A 5 marks
Thorough completion of the folio. Neat presentation of work.	B 4 marks
Satisfactory completion of the folio. Mostly consistent formatting. Majority of student's responses of good quality.	C 3 marks
Basic completion the theory booklet, inconsistent formatting. Some use of jargon. Quality of student's responses vary – some 'in own words' and some 'copy & paste'.	D 2 marks
Limited or no attempt to complete the folio, inconsistent formatting. Most student responses are 'copy & paste' responses.	E 0-1 marks

Project Assessment Rubric

Descriptors	Grade/Mark
Very high quality coding of digital projects: <ul style="list-style-type: none"> • Extensive innovative 3D designing in BlocksCAD • Frequent use of concise algorithms to design 3D objects • Independently designs quality algorithms • Finished digital projects function correctly • Completion of all digital projects – BlocksCAD, Arduino and Tinkercad • Consistently demonstrates safety in the IT environment 	A 17-20 marks
High quality coding of digital projects: <ul style="list-style-type: none"> • Innovative 3D designing in BlocksCAD • Frequent use of concise algorithms to design 3D objects • Designs quality algorithms with some assistance • Most finished digital projects function correctly • Completion of most digital projects – BlocksCAD, Arduino and Tinkercad • Consistently demonstrates safety in the IT environment 	B 14-16 marks
Satisfactory coding of digital projects: <ul style="list-style-type: none"> • Some innovative 3D designing in BlocksCAD • Use of concise algorithms to design 3D objects with some assistance • Designs algorithms with assistance • Some finished digital projects function correctly • Completion of most digital projects – BlocksCAD, Arduino and Tinkercad • Demonstrates safety in the IT environment with occasional correction 	C 10-13 marks
Basic coding of digital projects: <ul style="list-style-type: none"> • Coding in BlocksCAD with some assistance • Use of algorithms to design 3D objects • Designs simple algorithms • Finished digital projects function correctly with assistance • Completion of some digital projects – BlocksCAD, Arduino and Tinkercad • Demonstrates safety in the IT environment with occasional correction 	D 4-9 marks
Limited coding of digital projects: <ul style="list-style-type: none"> • Coding in BlocksCAD with assistance • Use of algorithms to design 3D objects assistance • Designs simple algorithms with assistance • Finished digital projects function correctly with assistance • Completion of some digital projects – BlocksCAD, Arduino and Tinkercad • Demonstrates safety in the IT environment with frequent correction 	E 0-3 marks

ASSESSMENT TASK NOTIFICATION

COURSE	7/8 TECHNOLOGY – Engineered Systems
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	WEEK 2
DUE DATE	WEEK 10

OUTCOMES ASSESSED

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
TE4-8EN	explains how force, motion and energy are used in engineered systems

TASK DESCRIPTION

Engineering Systems project and report.

TASK INSTRUCTIONS

ASSESSMENT PRESENTATION GUIDELINES

- In class production of an engineered system
- Completion of engineer report
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the engineering systems project and report clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Report - 5 Marks

Project - 20 Marks

MARKING GUIDELINES & FEEDBACK

Report Assessment Rubric

Descriptors	Grade/Mark
Thorough completion of the report. High quality documentation in the development of design solutions. Neat presentation of work	A <i>5 marks</i>
Thorough completion of the report. Neat presentation of work	B <i>4 marks</i>
Satisfactory completion of the report.	C <i>3 marks</i>
Basic completion the report	D <i>2 marks</i>
Limited or no attempt to complete the report	E <i>0-1 marks</i>

Project Assessment Rubric

Descriptors	Grade/Mark
<ul style="list-style-type: none"> • Shows a clear understanding of the problem to be solved. • Rephrases the problem clearly and precisely. • Specifies all the constraints with detail. • Prototype meets the task criteria in insightful ways. • The engineered system is constructed with care, neat, attractive and follows plans accurately. 	A <i>17-20 marks</i>
<ul style="list-style-type: none"> • Shows a basic understanding of the problem to be solved. • Rephrases the problem clearly. • Specifies most of the constraints. • Prototype meets the task criteria. • The engineered system is constructed with care but may be missing details. 	B <i>14-16 marks</i>
<ul style="list-style-type: none"> • Shows limited understanding of the problem to be solved. • Rephrases the problem with limited clarity. • Identifies minimal constraints. • Prototype meets the task criteria to a limited extent. • The engineered system is constructed satisfactory or missing detail. 	C <i>10-13 marks</i>
<ul style="list-style-type: none"> • Lacks understanding of the problem to be solved. • Unable to fully rephrase the problem. • Identifies constraints that are irrelevant. • Prototype does not meet the task criteria. • The engineered system is incomplete. 	D <i>4-9 marks</i>
<ul style="list-style-type: none"> • Limited application of practical skills demonstrated, engineered system does not function. • No work. 	E <i>0-3 marks</i>

ASSESSMENT TASK NOTIFICATION

COURSE	7/8 TECHNOLOGY – Food and Agricultural Technologies A
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	WEEK 2
DUE DATE	WEEK 10

OUTCOMES ASSESSED

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

TASK DESCRIPTION

Pizzas are a popular takeaway food item in Australia and also very easy to make at home. Over the generations there has been a dramatic increase in the number of boutique pizzeria's along with different variety and types to cater for the health and wellbeing of consumers. There are many different ingredients and types of pizzas, some are more nutritious and healthier for our bodies than others. Students will use their knowledge of Australian grown ingredients and healthy swaps to design and produce a healthy tasty pizza.

TASK INSTRUCTIONS

ASSESSMENT PRESENTATION GUIDELINES

- Design and produce a healthy tasty pizza along with undertaking relevant theoretical work. Submit this workbook for marking on the due date.
- Submit a food order for the practical component the week before (to be completed during class time).
- Bring correct cooking shoes, hair tie (if you have long hair) and a container to the practical lessons.

Your attendance is required to complete project outcomes of this course.

MARKING GUIDELINES & FEEDBACK

Pizza Design Theoretical Assessment Rubric

Descriptors	Mark
<ul style="list-style-type: none"> • Student has identified and defined their product requirements to an outstanding standard 	5
<ul style="list-style-type: none"> • Student has identified and defined their product requirements to a high standard 	4
<ul style="list-style-type: none"> • Student has identified and defined their product requirements to a satisfactory standard 	3
<ul style="list-style-type: none"> • Student has identified and defined their product requirements to a basic standard 	2
<ul style="list-style-type: none"> • Student has identified and defined their product requirements to a limited standard 	1
<ul style="list-style-type: none"> • Student has suggested FOUR appropriate ingredient swaps and explained accurate reasons to an outstanding standard 	5
<ul style="list-style-type: none"> • Student has suggested FOUR appropriate ingredient swaps and explained accurate reasons to a high standard 	4
<ul style="list-style-type: none"> • Student has suggested THREE OR FOUR appropriate ingredient swaps and explained reasons to a satisfactory standard 	3
<ul style="list-style-type: none"> • Student has suggested TWO TO FOUR appropriate ingredient swaps and explained reasons to a basic standard 	2
<ul style="list-style-type: none"> • Section is incomplete 	1
<ul style="list-style-type: none"> • Student has neatly sketched FOUR designs with precise annotations that clearly demonstrates the idea. Student has identified the positives and negatives of each to an outstanding standard and made an intelligent choice for the optimum selection. 	5
<ul style="list-style-type: none"> • Student has neatly sketched THREE to FOUR designs with clear annotations that demonstrate the idea. Student has identified the positives and negatives of each to a high standard made a suitable choice for optimum selection 	4
<ul style="list-style-type: none"> • Student has sketched THREE or more designs with annotations that demonstrate the idea. Student has made a choice from selection. Positives and negatives aspects of each are to a satisfactory standard 	3
<ul style="list-style-type: none"> • Student has sketched TWO or THREE designs with a few annotations that demonstrate the idea. Student has identified their selected option. Positives and negatives of each design is to a basic standard 	2
<ul style="list-style-type: none"> • Student has sketched ONE to FOUR designs without clear annotations. Student has identified their selected option. Positives and negatives of each are to a limited standard or incomplete 	1
<ul style="list-style-type: none"> • Student has produced an outstanding recipe 	5
<ul style="list-style-type: none"> • Student has produced a recipe to a high standard 	4
<ul style="list-style-type: none"> • Student has produced a recipe to a satisfactory standard 	3
<ul style="list-style-type: none"> • Student has produced a recipe to a basic standard 	2
<ul style="list-style-type: none"> • Student has produced an incomplete or insufficient recipe 	1
<ul style="list-style-type: none"> • Student has evaluated their project to an outstanding standard 	5
<ul style="list-style-type: none"> • Student has evaluated their project to a high standard 	4
<ul style="list-style-type: none"> • Student has evaluated their project to a satisfactory standard 	3
<ul style="list-style-type: none"> • Student has evaluated their project to a basic standard 	2
<ul style="list-style-type: none"> • Student has evaluated their project to a limited standard or is incomplete 	1

Pizza Practical Assessment Rubric

Descriptors	Mark
<ul style="list-style-type: none"> • Student follows hygiene and safety requirements and produces their pizza to an outstanding standard 	5
<ul style="list-style-type: none"> • Student follows hygiene and safety requirements and produces their pizza to a high standard 	4
<ul style="list-style-type: none"> • Student follows hygiene and safety requirements and produces their pizza to a satisfactory standard 	3
<ul style="list-style-type: none"> • Student follows hygiene and safety requirements and produces their pizza to a basic standard 	2
<ul style="list-style-type: none"> • Student follows hygiene and safety requirements and produces their pizza to a limited standard 	1

ASSESSMENT TASK NOTIFICATION

COURSE	7/8 TECHNOLOGY – Food and Agricultural Technologies B
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	WEEK 2
DUE DATE	WEEK 10

OUTCOMES ASSESSED

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

TASK DESCRIPTION

Hamburgers are a popular takeaway food item in Australia and in the last 5 years, there has been a dramatic increase in the number of boutique burger bars. There are now many different ingredients and styles of hamburgers, some are more nutritious and healthier for our bodies than others. Students will use their knowledge of Australian grown ingredients and healthy swaps to design and produce a healthy Australian hamburger.

TASK INSTRUCTIONS

ASSESSMENT PRESENTATION GUIDELINES

- Design and produce a healthy Australian agriculture 'Paddock to Plate' burger along with undertaking relevant theoretical work. Submit this workbook for marking on the due date.
- Submit a food order for the practical component the week before (to be completed during class time).
- Bring correct cooking shoes, hair tie (if you have long hair) and a container to the practical lessons.

Your attendance is required to complete project outcomes of this course.

MARKING GUIDELINES & FEEDBACK

Burger Design Theoretical Assessment Rubric

Descriptors	Mark
<ul style="list-style-type: none"> Student has identified and defined their product requirements to an outstanding standard 	5
<ul style="list-style-type: none"> Student has identified and defined their product requirements to a high standard 	4
<ul style="list-style-type: none"> Student has identified and defined their product requirements to a satisfactory standard 	3
<ul style="list-style-type: none"> Student has identified and defined their product requirements to a basic standard 	2
<ul style="list-style-type: none"> Student has identified and defined their product requirements to a limited standard 	1
<ul style="list-style-type: none"> Student has suggested FOUR appropriate ingredient swaps and explained accurate reasons to an outstanding standard 	5
<ul style="list-style-type: none"> Student has suggested FOUR appropriate ingredient swaps and explained accurate reasons to a high standard 	4
<ul style="list-style-type: none"> Student has suggested THREE OR FOUR appropriate ingredient swaps and explained reasons to a satisfactory standard 	3
<ul style="list-style-type: none"> Student has suggested TWO TO FOUR appropriate ingredient swaps and explained reasons to a basic standard 	2
<ul style="list-style-type: none"> Section is incomplete 	1
<ul style="list-style-type: none"> Student has neatly sketched FOUR designs with precise annotations that clearly demonstrates the idea. Student has identified the positives and negatives of each to an outstanding standard and made an intelligent choice for the optimum selection. 	5
<ul style="list-style-type: none"> Student has neatly sketched THREE to FOUR designs with clear annotations that demonstrate the idea. Student has identified the positives and negatives of each to a high standard made a suitable choice for optimum selection 	4
<ul style="list-style-type: none"> Student has sketched THREE or more designs with annotations that demonstrate the idea. Student has made a choice from selection. Positives and negatives aspects of each are to a satisfactory standard 	3
<ul style="list-style-type: none"> Student has sketched TWO or THREE designs with a few annotations that demonstrate the idea. Student has identified their selected option. Positives and negatives of each design is to a basic standard 	2
<ul style="list-style-type: none"> Student has sketched ONE to FOUR designs without clear annotations. Student has identified their selected option. Positives and negatives of each are to a limited standard or incomplete 	1
<ul style="list-style-type: none"> Student has produced an outstanding recipe 	5
<ul style="list-style-type: none"> Student has produced a recipe to a high standard 	4
<ul style="list-style-type: none"> Student has produced a recipe to a satisfactory standard 	3
<ul style="list-style-type: none"> Student has produced a recipe to a basic standard 	2
<ul style="list-style-type: none"> Student has produced an incomplete or insufficient recipe 	1
<ul style="list-style-type: none"> Student has evaluated their project to an outstanding standard 	5
<ul style="list-style-type: none"> Student has evaluated their project to a high standard 	4
<ul style="list-style-type: none"> Student has evaluated their project to a satisfactory standard 	3
<ul style="list-style-type: none"> Student has evaluated their project to a basic standard 	2
<ul style="list-style-type: none"> Student has evaluated their project to a limited standard or is incomplete 	1

Burger Practical Assessment Rubric

Descriptors	Mark
<ul style="list-style-type: none"> Student follows hygiene and safety requirements and produces their burger to an outstanding standard 	5
<ul style="list-style-type: none"> Student follows hygiene and safety requirements and produces their burger to a high standard 	4
<ul style="list-style-type: none"> Student follows hygiene and safety requirements and produces their burger to a satisfactory standard 	3
<ul style="list-style-type: none"> Student follows hygiene and safety requirements and produces their burger to a basic standard 	2
<ul style="list-style-type: none"> Student follows hygiene and safety requirements and produces their burger to a limited standard 	1

ASSESSMENT TASK NOTIFICATION

COURSE	7/8 TECHNOLOGY - Metal
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	WEEK 2
DUE DATE	WEEK 10

OUTCOMES ASSESSED

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

TASK DESCRIPTION

Metal project and folio.

TASK INSTRUCTIONS

ASSESSMENT PRESENTATION GUIDELINES

- In class production of metal project
- Completion of folio booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the metal project and folio clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Folio - 5 Marks

Project - 20 Marks

MARKING GUIDELINES & FEEDBACK

Folio Assessment Rubric	
Descriptors	Grade/Mark
Thorough completion of the folio. High quality documentation in the development of design solutions. Neat presentation of work	A 5 marks
Thorough completion of the folio. Neat presentation of work	B 4 marks
Satisfactory completion of the folio.	C 3 marks
Basic completion the folio	D 2 marks
Limited or no attempt to complete the folio	E 0-1 marks

Project Assessment Rubric	
Descriptors	Grade/Mark
Very high-quality construction of project: <ul style="list-style-type: none"> • Accurate marking out using digital processes • All edges filed and clean, plished neatly and devoid of any sharp edges or burrs. Safe design and construction. • All folds are sharp and holes are appropriately spaced • Finished project is functional • Consistently demonstrates safety in the workshop • Completion of soft jaws practice project 	A 17-20 marks
High quality construction of project: <ul style="list-style-type: none"> • Accurate marking out • Most edges filed and clean, plished neatly and devoid of any sharp edges or burrs. Safe design and construction. • Most folds are sharp and holes are appropriately spaced • Finished project is functional • Consistently demonstrates safety in the workshop • Completion of soft jaws practice project 	B 14-16 marks
Satisfactory construction of project: <ul style="list-style-type: none"> • Mostly accurate marking out or functional project • Edges filed and clean, plished neatly and devoid of any sharp edges or burrs. Safety is considered as part of the design. • Some folds are sharp and holes are appropriately spaced • Consistently demonstrates safety in the workshop • Completion of soft jaws practice project 	C 10-13 marks
<ul style="list-style-type: none"> • Basic application of practical skills demonstrated. • Roughly constructed. Poor quality finish. • Little or no consideration of safety. • Completion of soft jaws practice project 	D 4-9 marks
<ul style="list-style-type: none"> • Limited application of practical skills demonstrated. • Pieces unassembled. • No work. 	E 0-3 marks

ASSESSMENT TASK NOTIFICATION

COURSE	7/8 TECHNOLOGY - Timber
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	WEEK 2
DUE DATE	WEEK 10

OUTCOMES ASSESSED

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

TASK DESCRIPTION

Timber project and folio.

TASK INSTRUCTIONS

ASSESSMENT PRESENTATION GUIDELINES

- In class production of metal project
- Completion of folio booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the metal project and folio clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Folio - 5 Marks

Project - 20 Marks

MARKING GUIDELINES & FEEDBACK

Folio Assessment Rubric

Descriptors	Grade/Mark
Thorough completion of the folio. High quality documentation in the development of design solutions. Neat presentation of work	A <i>5 marks</i>
Thorough completion of the folio. Neat presentation of work	B <i>4 marks</i>
Satisfactory completion of the folio.	C <i>3 marks</i>
Basic completion the folio	D <i>2 marks</i>
Limited or no attempt to complete the folio	E <i>0-1 marks</i>

Project Assessment Rubric

Descriptors	Grade/Mark
<ul style="list-style-type: none"> Cutting and assembly of joints to an extremely high standard. Sanding and finish applied to an exceptional standard. Parts are shaped and constructed to fit with the rest of the project. Laser etching is well considered with the function of the project. Consistently demonstrates safety in the workshop 	A <i>17-20 marks</i>
<ul style="list-style-type: none"> Cutting and assembly of joints to a high standard with unnoticeable gaps. Sanding and finish applied to a high standard with few scratches and drips Parts shaped and constructed to fit with the rest of the project Laser etching design Consistently demonstrates safety in the workshop 	B <i>14-16 marks</i>
<ul style="list-style-type: none"> Cutting and assembly of joints to a satisfactory quality with few gaps. Sanding and finish applied to a satisfactory standard with no rough or sharp edges Parts are shaped and constructed to fit with the rest of the project Consistently demonstrates safety in the workshop 	C <i>10-13 marks</i>
<ul style="list-style-type: none"> Basic application of practical skills demonstrated. Roughly constructed box. Poor quality sanding and finish. 	D <i>4-9 marks</i>
<ul style="list-style-type: none"> Limited application of practical skills demonstrated. Pieces unassembled. No work 	E <i>0-3 marks</i>

ASSESSMENT TASK NOTIFICATION

COURSE	7/8 TECHNOLOGY - Timber
TASK NUMBER	1
TASK WEIGHT	25%
DATE OF NOTIFICATION	WEEK 2
DUE DATE	WEEK 10

OUTCOMES ASSESSED

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

TASK DESCRIPTION

Textiles project and folio.

TASK INSTRUCTIONS

ASSESSMENT PRESENTATION GUIDELINES

- In class production of metal project
- Completion of folio booklet
- Assessments must be your own work
- Plagiarism will result in a **zero award**. Plagiarism is the process of copying other people's work and not acknowledging them. Examples of plagiarism include slabs of information off the internet, copied into an assessment and copying the work of others.

Students are required to complete the textiles project and folio clearly demonstrating the areas outlined in the marking guidelines.

Your attendance is required to complete project outcomes of this course.

Folio - 5 Marks

Project - 20 Marks

MARKING GUIDELINES & FEEDBACK

Folio Assessment Rubric

Descriptors	Grade/Mark
Thorough completion of the folio. High quality documentation in the development of design solutions. Neat presentation of work	A <i>5 marks</i>
Thorough completion of the folio. Neat presentation of work	B <i>4 marks</i>
Satisfactory completion of the folio.	C <i>3 marks</i>
Basic completion the folio	D <i>2 marks</i>
Limited or no attempt to complete the folio	E <i>0-1 marks</i>

Project Assessment Rubric

Descriptors	Grade/Mark
<ul style="list-style-type: none"> • Able to read and follow pattern instructions with minimal assistance. • Cutting and sewing of components to an extremely high standard. • Stitching with all threads been trimmed and item finished is to an exceptional standard. • Project can be used for its intended purpose. • Consistently demonstrates safety in the workshop. 	A <i>17-20 marks</i>
<ul style="list-style-type: none"> • Able to read and follow pattern instructions with some assistance. • Cutting and sewing of components to a high standard with unnoticeable gaps. • Stitching with all threads trimmed and item finished is to a high standard. • Project can be used for its intended purpose. • Consistently demonstrates safety in the workshop. 	B <i>14-16 marks</i>
<ul style="list-style-type: none"> • Able to basically interpret pattern instructions with some assistance. • Cutting and sewing of components to a satisfactory quality with few gaps. • Stitching with all threads trimmed and item finished is to a satisfactory standard. • Project can somewhat be used for its intended purpose. • Consistently demonstrates safety in the workshop. 	C <i>10-13 marks</i>
<ul style="list-style-type: none"> • Unable to read and follow pattern instructions. • Cutting and sewing of components to a poor standard. • Stitching with some threads trimmed and item finished is to a basic standard. • Project cannot be used for its intended purpose. • Limited demonstration of safety in the workshop. 	D <i>4-9 marks</i>
<ul style="list-style-type: none"> • Limited application of practical skills demonstrated. • Pieces unassembled. • No work. 	E <i>0-3 marks</i>

Visual Arts : Mandatory Stage 4 2023

OVERVIEW OF COURSE CONTENT:

The aim of the Visual Arts course is to enable students to create and understand artworks. Students are introduced to a variety of artmaking mediums and techniques and explore these by applying a new found understanding of the Elements and Principles of art. Students make connections between their own artmaking and that of renowned artists to improve their practice and gain cultural capital.

Students begin this course by exploring a variety of two-dimensional mediums such as pencil, pastel, paint and printmaking and then move onto three-dimensional mediums through the use of clay. Students create a body of work each Semester as well as complete critical and historical studies and experimentation with materials through the use of a Visual Arts Process Diary.

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1, 2023	10	2D Body of Work	4.3, 4.5, 4.6	30%
2, 2023	5	Critical and Historical Research Task	4.7, 4.10	20%
3, 2023	10	VAPD	4.1, 4.8, 4.9	20%
4, 2023	5	3D Body of Work	4.2, 4.4	30%

Assessment Task Notification

Course	Visual Arts - Mandatory
Task Number	1
Task Weight	30%
Date of Notification	
Due Date	Term 1 Week 10

Outcomes Assessed

A student –

- 4.3 makes artworks that involve some understanding of the frames
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks

Task Description

Students create a small series of pencil based works that reflect the style and subject matter of the focus artists. Students understand and use the frames to develop meaning in their works and use the studied artworks to shape this.

Assessment Criteria

You will be assessed on your ability to:

- Effectively use your Visual Arts Process Diary to record and experiment with the required medium
- Show skill and understanding of the techniques explored in class to develop tone and depth to your work
- Create a resolved series of artworks that explore your chosen meaning.

Marking Criteria	MARK
<ul style="list-style-type: none"> - Student makes resolved artworks that involve some understanding of the frames in a sophisticated manner. - Student investigates sophisticated ways to develop meaning in their artworks - Student selects a sophisticated variety of different materials and techniques to make artworks 	21-25
<ul style="list-style-type: none"> - Student makes resolved artworks that involve some understanding of the frames in a skilful manner. - Student investigates skilful ways to develop meaning in their artworks - Student selects a skilful variety of different materials and techniques to make artworks 	16-20
<ul style="list-style-type: none"> - Student makes resolved artworks that involve some understanding of the frames in a sound manner. - Student investigates sound ways to develop meaning in their artworks - Student selects a sound variety of different materials and techniques to make artworks 	11-15
<ul style="list-style-type: none"> - Student makes resolved artworks that involve some understanding of the frames in a basic manner. - Student investigates basic ways to develop meaning in their artworks - Student selects a basic variety of different materials and techniques to make artworks 	6-10
<ul style="list-style-type: none"> - Student makes resolved artworks that involve some understanding of the frames in a limited manner. - Student investigates limited ways to develop meaning in their artworks - Student selects a limited variety of different materials and techniques to make artworks 	1-5
<ul style="list-style-type: none"> - Non-serious attempt/not submitted 	0

Assessment Task Notification

Course	Visual Arts - Mandatory
Task Number	2
Task Weight	20%
Date of Notification	
Due Date	Term 2 Week 5

Outcomes Assessed

A student –

4.7 explores aspects of practice in critical and historical interpretations of art

4.10 recognises that art criticism and art history construct meanings

Task Description

Students use the scaffolded questions to create a multimodal PowerPoint presentation researching the focus artist. Students use a variety of features within the program to effectively communicate the style and subject matter of the artist.

Assessment Criteria

You will be assessed on your ability to:

- Effectively research the correct answers to the questions
- Write your responses in complete sentences, using correct grammar and with little to no spelling errors
- Present your findings in a creative and aesthetic manner using a variety of features available on PowerPoint.

Marking Criteria	MARK
<ul style="list-style-type: none"> - Student explores aspects of practice in critical and historical interpretations of art in a sophisticated manner. - Student recognises in a sophisticated manner that art criticism and art history construct meanings 	21-25
<ul style="list-style-type: none"> - Student explores aspects of practice in critical and historical interpretations of art in a skilful manner. - Student recognises in a skilful manner that art criticism and art history construct meanings 	16-20
<ul style="list-style-type: none"> - Student explores aspects of practice in critical and historical interpretations of art in a sound manner. - Student recognises in a sound manner that art criticism and art history construct meanings 	11-15
<ul style="list-style-type: none"> - Student explores aspects of practice in critical and historical interpretations of art in a basic manner. - Student recognises in a basic manner that art criticism and art history construct meanings 	6-10
<ul style="list-style-type: none"> - Student explores aspects of practice in critical and historical interpretations of art in a limited manner. - Student recognises in a limited manner that art criticism and art history construct meanings 	1-5
<ul style="list-style-type: none"> - Non-serious attempt/not submitted 	0

Assessment Task Notification

Course	Visual Arts - Mandatory
Task Number	3
Task Weight	20%
Date of Notification	
Due Date	Term 3 Week 10

Outcomes Assessed

A student –

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 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

Task Description

Students begin to develop their understanding of using the Visual Arts Process Diary as a tool for exploring and expanding their artmaking skills. Students record all class work and exploration of focus artists in an aesthetic and neat manner. Students display their planning process for their series of ceramic pieces including photographs and sketches.

Assessment Criteria

You will be assessed on your ability to:

- Effectively use your Visual Arts Process Diary to record and experiment with the required medium
- Show skill and understanding of the techniques explored in class to develop tone and depth to your work
- Create a resolved series of artworks that explore your chosen meaning.

Marking Criteria	MARK
<ul style="list-style-type: none"> - Student uses a range of strategies in a sophisticated manner to explore different artmaking conventions and procedures to make artworks - Student explores the function of and relationships between the artist – artwork – world – audience in a sophisticated manner - Student begins to acknowledge in a sophisticated manner that art can be interpreted from different points of view 	21-25
<ul style="list-style-type: none"> - Student uses a range of strategies in a skilful manner to explore different artmaking conventions and procedures to make artworks - Student explores the function of and relationships between the artist – artwork – world – audience in a skilful manner - Student begins to acknowledge in a skilful manner that art can be interpreted from different points of view 	16-20
<ul style="list-style-type: none"> - Student uses a range of strategies in a sound manner to explore different artmaking conventions and procedures to make artworks - Student explores the function of and relationships between the artist – artwork – world – audience in a sound manner - Student begins to acknowledge in a sound manner that art can be interpreted from different points of view 	11-15
<ul style="list-style-type: none"> - Student uses a range of strategies in a basic manner to explore different artmaking conventions and procedures to make artworks - Student explores the function of and relationships between the artist – artwork – world – audience in a basic manner - Student begins to acknowledge in a basic manner that art can be interpreted from different points of view 	6-10
<ul style="list-style-type: none"> - Student uses a range of strategies in a limited manner to explore different artmaking conventions and procedures to make artworks - Student explores the function of and relationships between the artist – artwork – world – audience in a limited manner - Student begins to acknowledge in a limited manner that art can be interpreted from different points of view 	1-5
<ul style="list-style-type: none"> - Non-serious attempt/not submitted 	0

Assessment Task Notification

Course	Visual Arts - Mandatory
Task Number	4
Task Weight	30%
Date of Notification	
Due Date	Term 4 Week 5

Outcomes Assessed

A student –

4.2 explores the function of and relationships between artist – artwork – world – audience

4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts

Task Description

Students create a body of ceramic work based on a visual stimulus. Students explore the techniques of slab building, pinch pots and coil building. Students explore a variety of surface decoration including relief and incision and use paints and glazes to finalise their works.

Assessment Criteria

You will be assessed on your ability to:

- Effectively display the three ceramic building techniques following correct procedures.
- Respond to the visual stimulus in a way that an audience can recognise
- Use a variety of decoration that incorporate aspects of the visual stimulus to resolve your works.

Marking Criteria	MARK
<ul style="list-style-type: none"> - Student explores the function of and relationships between artist – artwork – world – audience in a sophisticated manner. - Student recognises and uses in a sophisticated manner aspects of the world as a source of ideas, concepts and subject matter in the visual arts 	21-25
<ul style="list-style-type: none"> - Student explores the function of and relationships between artist – artwork – world – audience in a skilful manner. - Student recognises and uses in a skilful manner aspects of the world as a source of ideas, concepts and subject matter in the visual arts 	16-20
<ul style="list-style-type: none"> - Student explores the function of and relationships between artist – artwork – world – audience in a sound manner. - Student recognises and uses in a sound manner aspects of the world as a source of ideas, concepts and subject matter in the visual arts 	11-15
<ul style="list-style-type: none"> - Student explores the function of and relationships between artist – artwork – world – audience in a basic manner. - Student recognises and uses in a basic manner aspects of the world as a source of ideas, concepts and subject matter in the visual arts 	6-10
<ul style="list-style-type: none"> - Student explores the function of and relationships between artist – artwork – world – audience in a limited manner. - Student recognises and uses in a limited manner aspects of the world as a source of ideas, concepts and subject matter in the visual arts 	1-5
<ul style="list-style-type: none"> - Non-serious attempt/not submitted 	0