

St John's College

Woodlawn



Year 8 2017

Assessment Book

JOHN'S COLLEGE Woodlawn

Year 8 2017 Assessment Book

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Part 1: Assessment Policy

1.1 Message from the Leader of Curriculum

The value of assessing what students can do and how they learn is integral to the development of the relationship between the student and the teacher.

Assessment tasks can be designed to indicate what the student has learned or to assist the student to learn.

If your son/daughter has difficulty in completing an assessment task the first person to contact is the classroom teacher. If your son/daughter has difficulty in organising time and managing the assessment task the first person to contact is the Home Group Teacher, then the Year Coordinator. The tasks set are designed to engage the student in learning. It is essential that students set goals, write tasks in their planner and work so that they do not leave things to the last minute.

1.2 Rationale

- Assessment is a system using standards referenced frameworks. It involves tasks designed to produce an image of what students have achieved at a particular point in the teaching and learning process relative to the outcomes for the course. Assessment provides a link between the syllabus and performance standards.
- The Assessment policy is developed from specific advice relating to assessment in individual courses in subject handbooks and circulars published by the NSW Education Standards Authority.

It is designed with:

- (i) a focus on outcomes
 - (ii) a range of task types
 - (iii) students knowing and understanding the outcomes to be assessed
 - (iv) marking schemes based on the outcomes to be assessed.
- Assessment is a process of identifying, gathering and interpreting information about a student's learning.
 - Assessment tasks can be either formative assessment for learning or summative assessment of learning in nature.
 - St John's College Assessment Policy recognises the rights of parents to receive regular reports on student achievement and the importance of feedback to students on their progress. Parents can view assessment programmes and assessment calendars on the College website.
 - Plain English reporting is a Commonwealth Government requirement which applies to all Australian states. It was implemented in 2006. The aim of Plain English Reporting, as its name suggests, is to give parents clear feedback on how a student is progressing in each subject against set standards. Two written reports should be issued annually with opportunities provided for parent interview and consultation. In this system of reporting there are two types of reporting data – relative data which indicates how a student compares against specific standards A to E and comparative data – which indicates how students compare against other students in the class. This information, including results of assessment tasks and the genesis of grades, is made available to parents on request. All reporting at St John's College reflects the belief that all students can improve and that feedback helps students understand the next steps in their learning journey and how they can achieve these.

Part 2: Assessment Procedures

St John's College Woodlawn follows strict assessment procedures which ensure that every student can achieve to his/her potential. The purpose of this booklet is to provide an outline of how the College will assess students in Year 8 in each of the courses. All assessment outlines are developed by the teachers using the NSW Education Standards Authority syllabus documents for that course.

2.1 General Procedures

- Where there are two or more classes in a particular subject that follow a particular course the following methods may be employed to assist with comparability:
 - (i) Use of common assessment tasks.
 - (ii) Clear marking guidelines.
- An assessment schedule is published at the beginning of each term to assist students in planning for assessment tasks.
- Changes to the Assessment Policy are only permitted with the approval of the Leader of Learning and with **APPROPRIATE** notice to students.
- Each task will have a criterion sheet for the task based on the outcomes of the course.
- All courses will be reported by using five grades, A to E. In addition, the N award will continue to be used to signify cases of 'non-satisfactory completion.'

2.2 Mandatory Subjects

Students in Year 7 and 8 will study and need to have satisfactorily completed mandatory studies in History, Geography, Technology (Mandatory), Modern Languages (Italian), Personal Development, Health and Physical Education, Visual Arts and Music.

2.3 Policy for Missed / Late Assessment

- If a student is ill on the day of an assessment task the College parents or guardians are asked to write a letter to the class teacher. On the student's return to school he/she is required to see his/her class teacher and make arrangements for the completion of the task.
- If a student knows that they will be absent for an assessment he/she needs to bring a letter from home with the reasons for the planned absence and liaise with the subject teacher when the task will be completed. It is the student's responsibility to make the arrangements **well before** the due date.
- Students who do not hand in an assessment on the due date or fail to come to an assessment task scheduled on that due date, without a valid reason will be deducted 10% of the available marks for every week day absent. The teacher will determine when the student will complete the task or an alternate task.
- Computer failure, disk error and printer malfunction are **not** excuses for late assessment. Drafts and backup copies may be submitted in these situations.

2.4 Procedure for submitting an assessment task

- All assessment tasks are to be handed in on the due date to the teacher during the **class time** for the subject. If the teacher is absent the task is to be handed to the class replacement teacher.
- All assessments must be submitted as hard copy unless otherwise arranged.

2.5 Procedure for asking for an extension for an assessment task

- If students know that they will be absent for an assessment they need to bring a letter from home with the reasons for the planned absence and liaise with the subject teacher to arrange when the task will be submitted. It is the student's responsibility to make the arrangements **well before** the due date.

2.6 Plagiarism

What is plagiarism?

The use of another person's words or ideas without stating where they came from is a form of theft called PLAGIARISM.

Why be concerned?

- it is **dishonest**
- it is **unfair** to you and to others
- it is **illegal** under the Copyright Act 1968

Deliberate plagiarism

- buying or stealing an essay or response
- hiring someone to write your report or assignment
- copying from any source without citing it

Accidental plagiarism

- using someone's ideas without reference to that person
- using 'notes' which are actually 'quotes'

To avoid plagiarism, the following sources must always be cited:

- internet: websites
- CD ROMS
- Magazines/newspapers, pamphlets, books, letters, advertisements
- Music, TV programs/movies
- Personal interviews. Teachers/lecturers
- Maps, quotations, paraphrases, summaries
- Other students' work, others' ideas

There is no need to cite:

- own experiences
- when using common knowledge
- own experimental results

Note taking tips to avoid plagiarism:

- always write new information in point form
- identify your source immediately after every point or phrase
- add each new source to a list which will become a bibliography
- ensure all details are kept of each source – eg. author, title, publication details, website
- use your own phrases – don't rely on exact phrases from the source
- put quotation marks around each direct quote (text, table, statistics, logo, image, graph, map etc or anything that is not your own work) – record the source and page number of the quote and write this next to the quote or as a footnote.

(Taken from Plagiarism Posters 1 to 4, Syba Signs 2002)

For further reminders of these issues, the posters are on display in the Library.

2.7 Malpractice / Plagiarism / Cheating

- Students need to be **made aware of the rules associated** with plagiarised work.
- The teacher who suspects malpractice is to report the offence to the Leader of Learning.
- Students who are suspected of plagiarism will be interviewed by the Leader of Learning and asked to provide evidence of research in note or draft form.
- Students who are found to have plagiarised or cheated may receive **zero** for the task.
- Parents will be notified by letter or phone by the Leader of Learning.
- In these cases the student is given one week to complete the task or similar task.

2.8 Use of the Internet / Computers

- We encourage students to use the Internet and other information sources in the development of their assignments.
- Students must acknowledge sources, the web site address and the date accessed is the appropriate method to acknowledge internet sites.
- Students are to keep evidence of their research process including notes, plans etc in case of computer failure.
- In relation to the study of Modern Languages, students are reminded that the use of online translation websites (like Google Translate or similar sites) and/or apps are considered a form of plagiarism. Suspected use of such sites or apps will be investigated by the class teacher and may result in the awarding of a zero mark.

2.9 Referencing

What is referencing?

Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignments. This allows the sources to be identified.

Why reference?

Referencing is important to avoid plagiarism, to verify quotations and to enable readers to identify and follow up to works to which you have referred.

A System of Reference

Systems of reference refer to the way students cite the material that they have used in their assessments and how they create a reference list or bibliography to acknowledge all of the sources they have used in their research.

It is important to remember that not all systems of reference are the same and that different disciplines may have different methods of referencing that they would like you to use.

Which referencing style should I use?

- There is no standard style used at Woodlawn.
- In some cases there is a standard style used by a particular discipline, but even in those cases it is still possible that a particular teacher or subject may require a different style.

- Students should check with their teacher before they begin their assessment.

Two popular styles of referencing include the Harvard System and the APA System, both of which are very similar.

For more information on the wide range of referencing styles, please refer to the following link:

<https://www.library.uq.edu.au/help/referencing-style-guides>

What is the difference between a Bibliography and a reference list?

A reference list includes just the books, articles, and web pages etc that are cited in the text of the document. A bibliography includes all sources consulted for background reading.

2.10 MyGrade – feedback on in-class learning.

MyGrade is a reflection of each student’s day-to-day learning experience. It is a structured, evidence-based interview that uses known criteria to provide students the opportunity to demonstrate their learning in the context of everyday classroom activities. (NSW BOS)

In the MyGrade interview, the student provides evidence from their workbook, class tasks, projects etc to demonstrate a growing understanding of their role in the learning process. The interview is an opportunity for each student to embark on a guided reflection about their learning habits, goals and skills.

MyGrade is an instructional dialogue that is marked and recorded each semester against criteria with the student present. The MyGrade is not content-specific and is not to be assigned against one specific task. In her discussion of Instructional dialogues, Ruiz-Primo (2011), states:

“Assessment dialogues are learning goal guided...clear learning goals and clarity about what constitutes evidence of having met those goals are critical in successfully linking instructional and assessment practices...Assessment conversations should allow students to argue and justify their ideas, engage in considering each other’s ideas and foster the use of evidence...Effective learning conversations should provide a balance between challenging and supporting students in order to help them achieve discrete learning goals...Assessment conversations should serve to immerse students into the language, culture and artefacts of the academic discipline...We know that effective feedback should lead students to answer the questions ‘Where am I going?, How am I doing? And Where to next?’ When quality feedback is provided by teachers, students are empowered to take the appropriate action, which leads to self-regulation.”

As an assessment dialogue, the MyGrade conversation should focus on three things:

- *How am I going?*
- *How do I know?*
- *Where to from here?*

The criteria help teachers guide a course through those three questions and can be used like this:

How am I going?

Teachers could ask students: How are you going with content and skills? How are you going with learning habits? How are you going with making learning connections that extend beyond this classroom?

How do I know?

Teachers could ask students: What evidence can you show me to substantiate your assessment of how you're going?

Where to from here?

Teachers could ask students: If you feel like you're struggling with content, habits or connections, what can you do to practice, develop and achieve mastery? If you already have mastery, what can you do to extend yourself? What help can I give you to stretch your learning boundaries?

MyGrade conversations should be used to identify each student's zone of proximal development (the difference between what a learner can do without help and what he or she can do with help), and to set goals that will extend them to reach a clearly identified goal.

The MyGrade interviews and mark will be included in the report against the descriptor: 'Student demonstrates the ability to reflect on learning and use feedback to identify errors, correct mistakes, set goals, and seek improvement in a range of educational contexts.'

2.11 Grades for All Courses

Students are awarded a grade A to E in all subjects. These grades correspond to the General Performance Descriptors outlined below. The awards of these grades are based solely on the school's internal assessment of students in their courses.

GENERAL PERFORMANCE DESCRIPTORS

GRADE A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

2.12 Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the assessment tasks and outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program.

Part 3: Student Responsibilities

3.1 NSW Education Standards Authority Requirements

The NSW Education Standards Authority gives the following criteria for the completion of a course.

"A student will be considered to have satisfactorily completed a course if in the principal's view, there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the Standards Authority; and*
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- (c) achieved some or all of the course outcomes."*

3.2 Student Responsibilities Beyond Assessment Tasks

Satisfactory application to "in-class" tasks other than "School Assessment Tasks" is necessary in order to complete the overall requirements of a course. Students are required to have a satisfactory attendance record. They are also required to have a satisfactory conduct record.

3.3 Satisfactory Completion of a Course

For courses where assessment marks are submitted, students must make a genuine attempt at assessment tasks. It is worth noting that students may be requested to resubmit any work which is deemed a non-genuine attempt, especially if they have received an official warning.

3.4 Responsibilities of Students:

It is the responsibility of all students in the College to:

- do each assessment task to the best of their ability;
- ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back;
- demonstrate that through effort and achievement they have met the requirements of the course.

3.5 Attendance

The school expects students to be present for all scheduled classes and school functions. If students are absent they must provide written support detailing reasons for their absence. Any prolonged absence needs to first be approved by the Principal.

3.6 Letters of Warning - Non satisfactory completion

Where it is determined that a student has not met the Course Completion Criteria they will receive a warning letter that will outline what they need to do to meet the requirements of that course of study.

Part 4: Subject Assessment Outlines - Stage 4

The following pages contain outlines of each subject's assessment task weighting and frequency and topic scope and sequence.

The subjects are grouped under Faculties and fuller details of procedures may be obtained from relevant Leaders of Learning.

Catholic Studies Stage 4 Year 8

Syllabus Requirements

Religious Education – Catholic Studies presents the key elements of the Catholic faith to students. These elements include scripture, Church history, Catholic traditions and practice, prayer and sacraments, moral decision-making and social justice. This subject has an academic focus and encourages students to engage actively with questions of faith, life and their relationship with God. Prayer, sacramental celebration and reflection activities are also an important part of the Religious Education program.

Scope and Sequence

Term	Week	Year 8 - 2017
O N E	1	A8 – TEACHINGS OF JESUS (8 weeks = 20 lessons)
	2	Knowledge - explains Jesus' principal teachings
	3	Skills - draws meaning from the actions and parables of Jesus and applies this to everyday living and Christian discipleship
	4	Value - recognises the relevance and importance of Jesus' teachings
	5	
	6	
	7	
	8	
	9	
	10	D8 – SACRAMENTS OF INITIATION (8 weeks = 20 lessons)
	11	Knowledge - describes the nature and significance of the Sacraments of Initiation
T W O	1	Skill - considers and attributes meaning to the signs, symbols and rituals associated with the Sacraments of Initiation
	2	Value - appreciates that the sacraments guide and enrich people's lives
	3	
	4	
	5	Assessment task – Sacraments of Initiation
	6	
	7	B8 – DISCIPLES, MARTYRS AND WITNESSES TO THE FAITH (8 weeks = 20 lessons)
	8	Knowledge - describes key characteristics of life in the early Christian communities
	9	Skill - uses a range of sources to investigate the significance of key people and events in the early Church
	10	Value - appreciates the 'timeless' nature of the Church and some of the enduring challenges which face Christians
T H R E E	1	
	2	
	3	
	4	Assessment task – Disciples, martyrs and witnesses to the faith
	5	E8 – ALIVE IN CHRIST (8 weeks = 20 lessons)
	6	Knowledge - describes how Jesus changed the lives of the people he encountered
	7	Skill - identifies the core values shown and espoused by Jesus and applies them to contemporary life situations
	8	Value - appreciates how the words and actions of Jesus provide a model for Christian living
	9	
	10	
F O U R	1	
	2	Assessment task – Alive in Christ
	3	C8 – STRIVING FOR GOODNESS (8 weeks = 20 lessons)
	4	Knowledge - articulates an understanding of how aspects of Christian living can assist people to grow in goodness
	5	Skill - explores and draws meaning from examples of good and evil in life and in the Scriptures
	6	Value - appreciates the Christian belief that good triumphs over evil
	7	
	8	
	9	
	10	

Assessment Schedule

Component	Task 1	Task 2	Task 3	Total
Week Due	Term 2 Week 6	Term 3 Week 3	Term 4 Week 2	
Knowledge and understanding of course content and processes	Affirming Human Dignity	Stewardship	Sacred Scripture	
Weightings	30%	35%	35%	100%
Syllabus Outcomes	E7 – K V S	C7 – K V S	A7 – K V S	

English

Scope and Sequence

Term	Week	Year 8 - 2017
O N E	1	True Grit: Fact is Stranger than Fiction (Non Fiction) EN4-3B EN4-4B EN4-5C
	2	
	3	
	4	
	5	
	6	
	7	
	8	Draft letter (intro and paragraph) due
	9	
	10	#1 Letter to the Author 30%
	11	
T W O	1	All the World's a Stage (Drama x 2) EN4-1A EN4-4B EN4-5C EN4-8D EN4-9E
	2	
	3	
	4	
	5	
	6	
	7	
	8	Reports due
	9	# 2 Drama Performance 40%
	10	
T H R E E	1	Best Sellers (Book Expo) EN4-1A EN4-2A EN4-4B, EN4-6C EN4-7D
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
F O U R	1	Am I being conned? (Nonfiction, film) EN4-2A, EN4-3B, EN4-4B EN4-6C EN4-7D EN4-9E
	2	
	3	
	4	
	5	
	6	#3 Media listening/viewing 30%
	7	
	8	Reports due
	9	
	10	

Assessment Schedule

Components	Task 1	Task 2	Task 3	Weightings
	Term 1	Term 2	Term 4	
	Letter to the author	Drama Performance	Media listening/ Viewing	
Due	Week 10 Term 1	Week 9 Term 2	Week 6 Term 4	
Knowledge and understanding of course content and outcomes	Reading/Writing	Speaking/Writing	Listening/Viewing	
Weighting	30	40	30	100
Outcomes	EN4-3B EN4-4B EN4-5C	EN4-1A EN4-4B EN4-5C EN4-8D EN4-9E	EN4-2A,EN4-3B, EN4-4B EN4-6C EN4-7D EN4-9E	

Mathematics

Scope and Sequence

Term	Week	Year 8 - 2017
O N E	1	Pythagoras' Theorem
	2	MA4-16MG
	3	
	4	Working with Numbers
	5	MA4-4NA, MA4-5NA, MA4-9NA
	6	
	7	Algebra
	8	MA4-8NA
	9	
	10	Task #1 35%
	11	Geometry MA4-17MG, MA4-18MG
T W O	1	Geometry continued
	2	MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA4-18MG
	3	Area and Volume
	4	MA4-12MG, MA4-13MG, MA4-14MG
	5	
	6	Fractions and Percentages MA4-5NA, MA4-6NA
	7	Task #2 35%
	8	Fractions and Percentages <i>continued</i>
	9	MA4-5NA, MA4-6NA
	10	Investigating Data MA4-19SP, MA4-20SP
T H R E E	1	Investigating Data <i>continued</i>
	2	MA4-19SP, MA4-20SP
	3	
	4	Congruent Triangles
	5	MA4-18MG
	6	
	7	Probability
	8	MA4-21SP Task #3 Maths in My Life (30%)
	9	Equations
	10	MA4-10NA
F O U R	1	Equations <i>continued</i>
	2	MA4-10NA
	3	
	4	Ratios, Rates and
	5	MA4-7NA, MA4-15MG
	6	
	7	Graphing Linear Equations
	8	MA4-11NA
	9	End of Year Grading Test
	10	

Assessment Schedule

Component	Task 1	Task 2	Task 3	Total
	Due Week 10 Term 1	Due Week 7 Term 2	Due Week 8 Term 3	
Knowledge and understanding of course content and processes	* Pythagoras' Theorem * Working with Number * Algebra	* Geometry * Area and Volume * Fractions and Percentages	*Investigating Data * Fractions and Percentages	
Task Value	35%	35%	30%	100%
Syllabus Outcomes	MA4-16MG MA4-8NA	MA4-18MG MA4-14MG MA4-6NA	MA4-6NA MA4-19SP, MA4-20SP	

Science

Scope and Sequence

Term	Week	Year 8 - 2017
O N E	1	No Students
	2	Living Environments Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4 9WS, SC4-14LW, SC4-15LW
	3	
	4	
	5	
	6	
	7	
	8	Task 1: Science Portfolio 40% Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4 9WS, SC4-14LW, SC4-15LW
	9	Energy Outcomes: SC4-6WS, SC4-7WS, SC4-8WS, SC4 9WS, SC4-11PW
	10	
	11	
T W O	1	
	2	
	3	
	4	Plants and Animals Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4 9WS, SC4-14LW, SC4-15LW
	5	
	6	
	7	
	8	
	9	
	10	
T H R E E	1	The Earth Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4 9WS, SC4-12ES, SC4-13ES
	2	
	3	
	4	
	5	
	6	
	7	
	8	Task 2: Science Research Project 30% Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4 9WS,
	9	Elements and Compounds Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4 9WS, SC4-16CW, SC4-17CW
	10	
F O U R	1	
	2	
	3	
	4	Task 3: Knowledge Examination 30% Outcomes: SC4-10PW, SC4-11PW, SC4-16CW, SC4-17CW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW
	5	Earth Resources Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4 9WS, SC4-12ES, SC4-13ES
	6	
	7	
	8	
	9	
	10	

Assessment Schedule

Syllabus Component	Task 1	Task 2	Task 3	Total
Week Due	Term 1 Week 8	Term 3 Week 8	Term 4 Week 4	
Knowledge and understanding of course content and processes	Portfolio Knowledge – 10% Skills – 30%	Science research Project Skills – 30%	Examination Knowledge – 30%	
Task Weighting	40	30	30	100
Syllabus Outcomes	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-LW14, SC4-LW15	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4 9WS,	SC4-16CW, SC4-17CW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-10PW SC4-11PW	

Creative and Performing Arts

Music

Unit Assessment Guide

Rationale

The students in Stage 4 will develop their knowledge and skills in the areas of performing, composition and listening. The integration of experiences in solo and ensemble playing will increase the students' understanding and manipulation of the concepts of music in a variety of musical contexts.

Scope and Sequence

Term	Week	Year 7 - 2017
O N E	1	Unit 1: Elements of Music - Students explore the essence of music, exploring the foundational concepts of Rhythm & Pitch, with a focus on percussion, drumming and basic piano skills. * Percussion * Polyrhythms * Drum Notation and grooves * Piano basics * Notation-simple scores * Notation-simple scores - Guitar Windows - Bass Clef * Bass Guitar-Performing * Musical Form - Binary, Ternary, Rondo * Metre * Duration Practical Piano Test: Week 9 (20%) Outcomes: 4.1, 4.2, 4.3, 4.5, 4.8, 4.9
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
T W O	1	Unit 2: The instruments of Music - Students experience and develop their knowledge across a wide variety of musical instruments, focussed on the instruments of the orchestra, with a practical focus on bass guitar and acoustic guitar. * Families of instruments * Playing non-melodic Instruments - Percussion * Listening to a range of repertoire - Woodwind/voice - Brass - Strings * Playing melodic instruments Keyboard and bass and acoustic guitar Practical Guitar Task: Week 6 (20%) Written Listening Test: Week 7 (20%) Outcomes: 4.1,4.3,4.4,4.7,4.8,4.11,4.12
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
T H R E E	1	Unit 3: What is Rock? - Students engage in a wide variety of practical activities on guitar, bass guitar, piano/keyboards, drums and vocals, focussing on Rock Music from the 1950's to present day. * What is Rock? - Instruments of Rock - Rock Riffs * Rock Styles • Traditional Rock • Rock Crossover Styles • Modern Rock * The Drum Kit - Rock Drumming - Variety of Drum Patterns
	2	
	3	
	4	
	5	
	6	
	7	
	8	
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F O U R	1	Unit 4: Music for Film and Television - Students engage with a variety of music sourced from television and films scored by influential film composers from the 20 th Century. * Music on T.V. - Advertising Music - Cartoon Themes - Music for Sitcoms - Crime Themes - Sci-fi Themes - Various Performance pieces for piano and guitar * Film Score Analysis - Lord Of the Rings - Superman - Various Film Scores Film and Television Portfolio Week 6 (40%) Outcomes: 4.1,4.3,4.4,4.7,4.8,4.11,4.12
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Assessment Schedule

Components	Task 1 <i>Performance (piano)</i>	Task 2 <i>Performance (guitar) & Listening Test</i>	Task 3 <i>Performance Composition Listening</i>	Weightings for Common Grade
Outcomes	4.1, 4.2, 4.3, 4.5, 4.8, 4.9	4.1, 4.2, 4.3,4.4 4.5,4.7,4.8, 4.11,4.12	4.1,4.3,4.4,4.6,4.7 4.8,4.11,4.12	
Weighting	20%	40%	40%	100%

Visual Arts

13 Week Rotation

Syllabus Requirements and Assessment

- Artmaking 70%
- Critical and Historical Study 30%

Scope and Sequence

Terms 1-4	Week	Year 8 - 2017
13 W E E K R O T A T I O N E A C H G R O U P	1	Revisit of safety in Visual Arts classroom, Frames in Art, What is Art? The Conceptual Framework.
	2	Unit: Exploring Drawing <ul style="list-style-type: none"> • Introduction of perspective and drawings of objects and the classroom.
	3	<ul style="list-style-type: none"> • Development of skills based on drawing and media technique. (VAPD)
	4	<ul style="list-style-type: none"> • Focus on Frames, Conceptual Framework and Practice • Critical and historical study of artists, looking at colour theory, Impressionism, Post Impressionism and Fauvism
	5	<ul style="list-style-type: none"> • Mixed media work based on interiors or still life
	6	Week 6: Critical and Historical Studies assessment: Task (20%) Outcomes: 4.7,4.8,4.9,4.10
	7	Unit: Iconic Structures
	8	<ul style="list-style-type: none"> • Research on architecture, focus on Classical Greek and Roman (Cultural Frame) • Clay slab work based on architecture from different culture and time period
	9	Unit: Appropriation Places and Spaces <ul style="list-style-type: none"> • Fauve painting or Frieze Frame task (Frames focus)
	10	Week 10: Critical and Historical Study: In class test 10% Outcomes: 4.7,4.8,4.9,4.10
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	13	Artmaking assessment: Portfolio of Works based on selection of the above (70%) Outcomes: 4.1,4.2,4.3,4.4,4.5,4.6

Assessment Schedule

Component	Task 1	Task 2	Task 3	Total
	Week Due 13	Week Due 6	Week Due 10	
Making Artworks	Folio Of Work 70%			70%
Critical & Historical Studies		ResearchTask 20%	Test 10%	30%
Task Value	70%	20%	10%	100%
Syllabus Outcomes	4.1,4.2,4.3,4.4,4.5,4.6	4.7,4.8,4.9,4.10	4.7,4.8,4.9,4.10	

Human Society and Its Environment

Geography and History

Scope and Sequence

Term	Week	Geography - Semester 1 2017
ONE	1	Global Change – Outcomes: 4.1; 4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.10 - Globalisation - The globalisation process - Changes in technology - Impacts of globalisation - Global relationships - Business, nations, organisations Task 1 - Globalisation and Me – Google Map 50% (Week 6) Outcomes: 4.1, 4.2, 4.3, 4.5, 4.7, 4.9, 4.10 - Global Inequalities - Poverty and wealth - Essential aspects of life (education, food, health, shelter, water) - Natural resource use - Global Organisations - Reducing inequality or promoting sustainability
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TWO	1	Global Issues and the Role of Citizenship – Outcomes: 4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 4.10. - Global geographical issues (including) - Access to fresh water, climate change, energy use, human rights , indigenous people and self determination, land degradation, threatened habitats , tourism, urbanisation, use of ocean resources Focus - Human Rights and Threatened Habitats - Nature of issues - Perspectives - Responsibility of government - Action of groups - Social justice and equity Task 2 - Global Issues and Citizenship – Poster and Letter 4.2, 4.3, 4.4, 4.6, 4.8, 4.10 (Week 7) Related text - Dark Dreams
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History - Semester 2 2017		
THREE	1	Medieval Europe – Outcomes: HT4.3; HT4.5; HT4.8T; HT4.9; HT4.10 - The way of life - Social, cultural, economic and political features - Developments and/or cultural achievements (change between Islam and the West) - Crusades, architecture, manuscripts and music * Celtic Thunder (Medieval Day) - Continuity and Change (one of the following) - Crime and punishment - Military and defence - Towns, cities and commerce - The dominance of the Catholic church - The role of significant individuals Japan under the Shogun – Outcomes: HT4.2; HT 4.4; HT4.6; HT4.7; HT4.9; HT4.10 - The way of life - Social, cultural, economic and political features - Key places (period geography) - Daily life
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FOUR	1	- Tokugawa shogunate - Control, revival of feudalism, control of foreign trade - Decline of the Shogunate - Modernisation and westernisation - Isolation of Japan Task 1 - Knights and Samurais (comparison) – Outcomes: HT4.2, HT4.3; HT4.4, HT 4.7, HT4.8, HT4.9; HT4.10 The Spanish Conquest of the Americas – Outcomes: HT4.2; HT4.3; HT4.4; HT4.6; HT4.7; HT4.10
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Assessment Schedule – Geography and History

Component	Task 1 (Geography)	Task 2 (Geography)	Task 1 (History)	Total
	Due date Week 6 Term 1	Due Date Week 7 Term 2	Due Date Week 5 Term 4	
Knowledge and understanding of course content and processes	Globalisation and Me – Google Map	Global Issues and Citizenship – Poster and Letter	Knights and Samurais (Comparison)	
Weightings	50	50	100	100 (Geography) 100 (History)
Syllabus Outcomes	4.1, 4.2, 4.3, 4.5, 4.7, 4.9, 4.10	4.2, 4.3, 4.4, 4.6, 4.8, 4.10	HT4.2, HT4.3; HT4.4, HT 4.7, HT4.8, HT4.9; HT4.10	

History and Geography

Scope and Sequence

Term	Week	Year 8 - 2017
ONE	1	<p>Medieval Europe - Outcomes HT4.3; HT4.5; HT4.8T; HT4.9; HT4.10</p> <ul style="list-style-type: none"> - The way of life - Social, cultural, economic and political features <p>- Developments and/or cultural achievements (change between Islam and the West)</p> <ul style="list-style-type: none"> - Crusades, architecture, manuscripts and music <p>* Celtic Thunder (Medieval Day)</p> <ul style="list-style-type: none"> - Continuity and Change (one of the following) <ul style="list-style-type: none"> - Crime and punishment - Military and defence - Towns, cities and commerce - The dominance of the Catholic church - The role of significant individuals <p>Japan under the Shogun – Outcomes HT4.2; HT 4.4; HT4.6; HT4.7; HT4.9; HT4.10</p> <ul style="list-style-type: none"> - The way of life <ul style="list-style-type: none"> - Social, cultural, economic and political features - Key places (period geography) - Daily life
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TWO	1	<ul style="list-style-type: none"> - Tokugawa shogunate <ul style="list-style-type: none"> - Control, revival of feudalism, control of foreign trade - Decline of the Shogunate <ul style="list-style-type: none"> - Modernisation and westernisation - Isolation of Japan <p>Task 1 - Knights and Samurais (comparison) HT4.2, HT4.3; HT4.4, HT 4.7, HT4.8, HT4.9; HT4.10</p> <p>The Spanish Conquest of the Americas – Outcomes HT4.2; HT4.3; HT4.4; HT4.6; HT4.7; HT4.10</p>
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THREE	1	<p>Global Change – Outcomes 4.1; 4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.10</p> <ul style="list-style-type: none"> - Globalisation <ul style="list-style-type: none"> - The globalisation process - Changes in technology - Impacts of globalisation - Global relationships <ul style="list-style-type: none"> - Business, nations, organisations <p>Task 1 - Globalisation and Me – Google Map 50% (Week 6) 4.1, 4.2, 4.3, 4.5, 4.7, 4.9, 4.10</p> <ul style="list-style-type: none"> - Global Inequalities <ul style="list-style-type: none"> - Poverty and wealth - Essential aspects of life (education, food, health, shelter, water) - Natural resource use - Global Organisations <ul style="list-style-type: none"> - Reducing inequality or promoting sustainability
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FOUR	1	<p>Global Issues and the Role of Citizenship - Outcomes 4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 4.10.</p> <ul style="list-style-type: none"> - Global geographical issues (including) <ul style="list-style-type: none"> - Access to fresh water, climate change, energy use, human rights, indigenous people and self determination, land degradation, threatened habitats, tourism, urbanisation, use of ocean resources <p>Focus</p> <ul style="list-style-type: none"> - Human Rights and Threatened Habitats <ul style="list-style-type: none"> - Nature of issues - Perspectives - Responsibility of government - Action of groups - Social justice and equity <p>Task 2 - Global Issues and Citizenship – Poster and Letter 4.2, 4.3, 4.4, 4.6, 4.8, 4.10 (Week 7)</p> <p>Related text - Dark Dreams</p>
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Assessment Schedule – History and Geography

Component	Task 1 (History)	Task 1 (Geography)	Task 2 (Geography)	Total
	Due Date Week 5 Term 4	Due date Week 6 Term 1	Due Date Week 7 Term 2	
Knowledge and understanding of course content and processes	Knights and Samurais (Comparison)	Globalisation and Me – Google Map	<i>Global Issues and Citizenship – Poster and Letter</i>	
Weightings	100	50	50	100 (History) 100 (Geography)
Syllabus Outcomes	HT4.2, HT4.3; HT4.4, HT4.7, HT4.8, HT4.9; HT4.10	4.1, 4.2, 4.3, 4.5, 4.7, 4.9. 4.10	4.2, 4.3, 4.4, 4.6, 4.8, 4.10	

Modern Languages

Scope and Sequence

Term	Week	Year 8 - 2017
O N E	1	UNIT 1 Welcome to Italy Greetings & basic personal information UNIT 2 School
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T W O	1	UNIT 3 Describing self Describing friends Assessment: Task 1 – Writing & Speaking 40% UNIT 4 Describing family, pets and your home
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T H R E E	1	UNIT 5 Fashion, clothing, seasons & weather UNIT 6 Food Assessment: Task 2 – Reading & Listening Test 20%
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F O U R	1	UNIT 7 The Weekend Project Based Learning Task Assessment: Task 3 – Writing & Speaking 40%
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Assessment Schedule

Component	Task 1	Task 2	Task 3	Total
	Due Week 4 Term 2	Due Week 7 Term 3	Due Week 6 Term 4	
Knowledge and understanding of course content and processes	Writing and Speaking	Reading and Listening	PBL Film - Writing and Speaking	
Task Weighting	40%	20%	40%	100%
Syllabus Outcomes	4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2	4.UL.2, 4.MLC.1 4.UL.1	4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2 4.MBC.1 4.MBC.2	

Personal Development/Health/Physical Education

Year 8 PDHPE

Scope and Sequence

Term	Week	Year 8 - 2017
O N E	1	
	2	Taking Aim Weeks 1-6 Practical
	3	Outcomes: 4.4; 4.14
	4	Content: Waterpolo, Frisbee golf
	5	
	6	Health Matters Week 1-10 Theory
	7	Outcomes: 4.6; 4.7; 4.8; 4.12; 4.16
	8	Content: Illness, Mental health – focus on eating disorders
	9	Assessment Task 1: Health Matters - 30%
	10	Net/Basket Games Weeks 7-10 Practical
	11	Outcomes: 4.4; 4.10; 4.13; 4.14 Content: Netball, Basketball Assessment Task 3: Practical Skills Term1-4 - 40%
T W O	1	
	2	
	3	Moving Along Weeks 1-10 Practical
	4	Outcomes: 4.4; 4.5; 4.14; 4.15
	5	Content: Athletics, Dance
	6	Take Care Week 1-10 Theory
	7	Outcomes: 4.6; 4.7; 4.11; 4.12; 4.15
	8	Content: Drug use, medicinal / prescription drugs, use, misuse and abuse, effects of drugs
	9	
	10	
T H R E E	1	Physical Activity for Health and Fitness Weeks 1-7 Practical
	2	Outcomes: 4.9; 4.10; 4.14
	3	Content: Fitness Activities, Testing
	4	Reducing risk on the Road Weeks 1-10 Theory
	5	Outcomes: 4.6; 4.7; 4.12; 4.15
	6	Content: Road use, future drivers, incidence and nature of accidents
	7	Assessment Task 2: Reducing Risk on the Road – 30%
	8	Strike, Catch and Throw Weeks 8-10 Theory and Practical
	9	Outcomes: 4.4; 4.5; 4.14
	10	Content: Hockey, cricket
F O U R	1	Strike, Catch and Throw Weeks 1-6 Theory and Practical
	2	
	3	
	4	Supporting Myself and Others Weeks 1-6 Theory
	5	Outcomes: 4.1; 4.2; 4.3
	6	Content: Resilience, Grief and loss
	7	
	8	Aquatics and First Aid Weeks 6-11 Theory and Practical
	9	Outcomes: 4.4; 4.7; 4.12
	10	Content: Accompanied Rescue award, Water Safety Award
	11	

Assessment Schedule

Component	Task 1	Task 2	Task 3	Total %
Strands	Health Matters Week 8 Term 1	Road Safety Week 6 Term 3	Practical skills Terms 1-4	
Self and relationships	✓	✓	✓	
Movement skill and performance			✓	
Individual and community health	✓	✓		
Lifelong physical activity			✓	
Skills to enhance learning	✓	✓	✓	
Weighting	30	30	40	100
Syllabus Outcomes	4.6, 4.16	4.6, 4.7, 4.12	4.10, 4.11, 4.15, 4.16.	

