

# WARRAWONG HIGH SCHOOL

**Year 8**

**Learning and Assessment  
Handbook**

**2021**



**Education**





# Booklet Contents

In this student handbook you will find all the information you need to know about Year 8 Assessment at Warrawong High School. This information needs to be stored in your Assessment Folder with your Assessment Notifications and completed Assessment Tasks for each subject.

Refer to this booklet to help you when completing each assessment task.

Assessment and its' Purpose .....	3
What are My Responsibilities? .....	4
Study Tips to Prepare for Assessment .....	5
Penalties If You Do Not Complete a Formal Assessment Task .....	6
Your Formal Assessment Planner .....	7

## Subject Learning and Assessment Overviews

English .....	9
Mathematics .....	10
Science .....	11
HSIE - History .....	12
HSIE - Geography .....	13
PD/H/PE – Personal Development and Health .....	14
PD/H/PE – Physical Education .....	15
Visual Arts .....	16
Music .....	17
LOTE .....	18
TAS .....	19



# Assessment and its' Purpose

AT WARRAWONG HIGH SCHOOL

## Types of Assessment

There are **TWO** types of assessment teachers use at Warrawong High School.

### Informal Assessment

This type of assessment:

- Is incorporated in the day-to-day classroom activities of each subject.
- Measures the students' performance and progress.
- Helps teachers understand what you have learnt and what you need to develop further.

### Formal Assessment

- You will have 3 formal assessment tasks per subject each year.
- It is compulsory for you to complete every formal assessment task.
- Formal assessment tasks take place towards the end of a unit of work and provide you with an opportunity to demonstrate what you have learnt.

## The Purpose of Assessment

Teachers will use a range of strategies to assess your progress and ability. This will help them understand your strengths and weaknesses so they can help you grow academically and achieve success.

Teachers will assess you at different points in your learning to make sure you are understanding what is being taught. It will also tell them if you need revision before future formal assessment opportunities.



# What are My Responsibilities?

TO ACHIEVE AT WARRAWONG HIGH SCHOOL

## **Always try your best!**

It is important to always do your best work. This will help you learn. It will also help teachers to understand how they can help you.

## **Students must submit or complete all formal assessment tasks on the due date.**

You must hand in your formal assessment task on the due date that is identified on your Assessment Notification. Attach your Assessment Notification to your task when you submit it to your teacher. The due date of a formal assessment task can only change if you speak to your teacher before the due date. The teacher will only change the due date if they believe you are being disadvantaged.

## **Students must follow all school rules and teacher instructions with regard to every informal and formal assessment task.**

You are expected to complete all informal and formal assessment tasks to the best of your ability. You are to take pride in your work and behave appropriately when working with teachers to meet the expectations of each task.

## **Students must keep track of all assessment task requirements and due dates.**

You must use a calendar and/or planner to monitor when formal assessment tasks are due. A completed Assessment Planner is attached to this document and can be used at home to track formal assessment tasks.

You have also been issued with a school diary. Write all assessment task due dates in your diary when you receive an Assessment Notification.

## **Students must notify their teacher if they know they are going to be absent for a Formal Assessment Task before the due date.**

If you know that you are going to be away for a formal assessment task, you must notify your teacher before or after class. This must be achieved before the due date identified on the Assessment Notification.



# Study Tips to Prepare

FOR ASSESSMENT AT WARRAWONG HIGH SCHOOL

## Assessment Planner

Put the Formal Assessment Planner in this booklet on a wall close to where you complete your homework. It identifies the weeks your formal assessment tasks are due.

It can also be used as a tool to inform planning and revision. If you can see a formal assessment task is approaching in the next 3 weeks, ensure you are completing the milestones, study by revising content or draft aiming to complete the task to the best of your ability.

## Assessment Milestones

Assessment milestones are designed to support you in your preparation for all formal assessment tasks.

Ensure you are completing the milestones on the dates indicated on the Assessment Notification. This will provide you with feedback to help you improve.

Teachers must provide you with a formal Assessment Task Notification at least 3 weeks prior to the due date of a formal assessment task. This is to give you enough time to prepare for and complete the task before you have to submit it. Make sure you understand the task and are working to meeting the learning intention and success criteria.

## Warrawong High School Homework Centre

Our school Homework Centre is open on a Tuesday afternoon from 3 – 4pm in the library. A teacher is available to help you with your homework and study. By coming to the Homework Centre, you will be able to work with the teacher to build your understanding and prepare yourself for approaching formal assessment tasks.

## Elevate Education

At the beginning of the year you completed a study session during your Student Induction with Elevate Education.

You can visit Elevate Education online to find study tips. Use our school password below.  
School Password: rondo

## Ask For Help

Your teachers are here to help you succeed! If you need help, ask your teacher before class, after class or during breaks to assist you.

Your Year Advisor is also someone who is always willing to help you. If you need advice, take the time to see them to discuss your concerns during breaks.



# Penalties If You Do Not Complete

FORMAL ASSESSMENT AT WARRAWONG HIGH SCHOOL

## **If you are on holidays**

If you have a planned holiday during the due date of a formal assessment task, you must inform your teacher when you receive your Assessment Notification or as soon as possible, with a signed note from your parent/carer.

A new due date must be negotiated with your teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal. If you follow this procedure, you will **not** receive a penalty.

## **If you are representing the school**

If you are on school business representing the school on the due date of a formal assessment task, you must notify your teacher or the Faculty Head Teacher prior to the due date.

A new due date must be negotiated with your teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal. If you follow this procedure, you will **not** receive a penalty.

## **If you are sick**

If you are absent from school on the due date of a formal assessment task due to illness or misadventure, you must provide your teacher with a medical certificate or a signed note from your parent/carer outlining the reason for being absent.

A new due date must be negotiated with your teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal. If you follow this procedure and the reason outlined is deemed sufficient, you will **not** receive a penalty.

## **If you are absent**

If you are absent on the due date of a formal assessment task and do not follow the above processes, you will receive a 10 % penalty. This penalty will be calculated using the total marks allocated to the task. For example, if a task is out of a total of 20 then you will be penalised 2 marks.

Your teacher will notify you of your mark without the penalty and your final mark with the penalty. You must still complete and/or submit the formal assessment task. If you do not complete the task, your parent/carers will be called and, if required, disciplinary action will be taken.

## **If you fail to submit**

If you fail to submit a formal assessment task on the due date, you will receive a zero (0) mark. If you do not complete the task, your parent/carers will be called and, if required, disciplinary action will be taken.

If you submit your task late you will receive a 10% penalty. This penalty will be calculated using the total marks allocated to the task. For example, if a task is out of a total of 20 then you will be penalised 2 marks. Your teacher will notify you of your mark without the penalty and your final mark with the penalty.

## 2021 YEAR 8 ASSESSMENT PLANNER

### SEMESTER 1

WEEKS	TERM 1		TERM 2	
3			<b>HISTORY RESEARCH TASK</b> 30%	
4			<b>MATHEMATICS COMMON TEST</b> 30%	
5	<b>PD/H/PE PRACTICAL TASK</b> 40%		<b>VISUAL ART GROUP PRESENTATION AND VAPD</b> 25%	
6	<b>HISTORY EMPATHY WRITING TASK</b> 40%		<b>HISTORY TOPIC TEST</b> 30%	<b>TAS PRACTICAL PROJECT</b> 50%
			<b>MUSIC RESEARCH TASK</b> 25%	<b>PD/H/PE PRACTICAL TASK</b> 30%
7	<b>SCIENCE WORKING SCIENTIFICALLY PROJECT</b> 30%		<b>ENGLISH EXAMINATION</b> 40%	
8	<b>ENGLISH CREATIVITY AND REFLECTION</b> 30%	<b>TAS COMMON TASK</b> 25%		
9	<b>LOTE INTERACTING TASK</b> 30%	<b>MUSIC KEYBOARD PERFORMANCE</b> 25%	<b>LOTE ACCESSING &amp; RESPONDING TASK</b> 40%	
10				
11	<b>VISUAL ARTS CASE STUDY &amp; BOW</b> 25%			

**2021 YEAR 8 FORMAL ASSESSMENT PLANNER**

**SEMESTER 2**

WEEKS	TERM 3		TERM 4	
4	<b>MATHEMATICS COMMON TEST 35%</b>		<b>MATHEMATICS COMMON TEST 35%</b>	<b>GEOGRAPHY INCLASS CUPCAKE PRODUCTION 50%</b>
5			<b>SCIENCE YEARLY EXAMINATION 40%</b>	
6	<b>SCIENCE ASSIGNMENT 30%</b>			
7				
8	<b>MUSIC KEYBOARD PERFORMANCE 50%</b>	<b>PD/H/PE IN-CLASS TASK 30%</b>		
	<b>TAS PORTFOLIO/BOOKLET 25%</b>			
9	<b>ENGLISH CRITICAL RESPONSE 30%</b>	<b>LOTE COMPOSING TASK 30%</b>		
10	<b>GEOGRAPHY TOPIC TEST 50%</b>	<b>VISUAL ART CERAMIC &amp; RESEARCH TASK 50%</b>		



**SUBJECT TITLE: YEAR 8 ENGLISH**

**ASSESSMENT COMMENCES: TERM 1, 2021**

**HOURS: 125**

Term Number	Term 1 Exploring Values	Term 2 Introduction to Shakespeare	Term 3 Close Study of Text	Term 4 Representations of Heroes
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students will analyse and compare the ways value systems impact our actions and reactions. Students will explore how texts represent ideas and can influence responders and shape who we are as individuals. They will learn to use the terminology associated with literacy to enrich their analysis of visual texts and their ability to construct visual texts. Students will use the Warrawong High School values, Respect, Resilience and Responsibility to guide their learning.	<b>Term Summary and Focus:</b> In this unit students engage with dramatic texts to gain an appreciation of: the quality, value and enjoyment of imaginative texts. Students will consider the ways in which ideas are represented in dramatic texts through language devices, forms, features and structures. Students will develop their understanding of how characters are established in a story using description, dialogue and action.	<b>Term Summary and Focus:</b> In this unit, students develop their understanding of theme and how it can be represented in a novel. They closely analyse how themes can draw together the elements of a text. Students learn that themes can be represented through patterns in a text such as motif and/or characters. They will learn that themes can provide insight into the author's world and their own world.	<b>Term Summary and Focus:</b> What makes a hero? How individuals become heroes? What do they need to overcome? In this unit, students explore a variety of different heroes both fictional and non-fictional, and consider what it means to be a hero. Students extend their learning into genre where they consider the construction of a hero in a world full of predictions, possibilities and of course, serious consequences.
<b>Subject Specific Requirements</b>	<b>Creative Thinking:</b> Students will study a variety of texts including visual texts to develop skills in creative thinking and representation to explore our social ideologies.	<b>Critical Thinking:</b> Students begin their study of Shakespeare and the transcendental nature of his texts by exploring a variety of extracts from Macbeth that demonstrate Shakespeare's brilliance in using language to shape meaning.	<b>Critical Thinking:</b> Students comprehend, deconstruct and personally respond to a set text in order to develop skills in critical thinking and how meaning is shaped through the composer's language.	<b>Communication and Collaboration:</b> Students share their insights into what it means to be a hero by presenting to the class in a form of their choice. Students will then work together to construct a world adhering to the conventions of science fiction.
<b>Outcomes Addressed</b>	EN4-4B, EN4-6C, EN4-9E	EN4-1A, EN4-3B, EN4-5C	EN4-3B, EN4-5C, EN4-7D	EN4-2A, EN4-4B, EN4-8D
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Creativity and Reflection</b> Students construct a picture book targeted at young children to teach the importance of respect, responsibility or resilience in individuals. Through their stories students demonstrate an understanding of values.	<b>Examination</b> Students respond to a multi-section examination which assesses student's ability to manage time and augment skills in order to demonstrate their critical thinking in a variety of contexts.	<b>Critical Response</b> Students construct a sustained written analysis clearly identifying how composers have shaped meaning in their text in response to a set question/ idea or theme.	
<b>Due Date</b>	<b>Week: 8</b>	<b>Week: 7</b>	<b>Week: 9</b>	
<b>Outcomes Assessed</b>	EN4-4B, EN4-6C, EN4-9E	EN4-1A, EN4-3B, EN4-5C	EN4-3B, EN4-7D	
<b>Weighting of Tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

**SUBJECT TITLE: YEAR 8 MATHEMATICS**

**ASSESSMENT COMMENCES: TERM 1, 2021**

**HOURS: 125**

Term Number	Term 1 Algebra & Equations, Pythagoras' Theorem	Term 2 Review Fractions & Percentages, Introduction to Finance, Data, Probability	Term 3 Plane Shapes & Solids, Measurement, Ratios & Rates	Term 4 Linear Relationships Properties of Plane Shapes & Solids, Transformation & Congruence
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students simplify algebraic expressions and solve equations and inequations. They investigate and use Pythagoras' Theorem to solve real-world problems.	<b>Term Summary and Focus:</b> Students use their knowledge of fractions and percentages in real finance problems and collect, organise, display and analyse data. They will investigate probability.	<b>Term Summary and Focus:</b> Students use formulae to calculate perimeter and area of 2D shapes including circles and investigate volume of solids and time. Students will operate with ratios and rates and begin investigating linear relationships.	<b>Term Summary and Focus:</b> Students apply a knowledge of algebra and the number plane to graph linear relationships. They investigate similar and congruent shapes to solve problems.
<b>Subject Specific Requirements</b>	Students must bring a personal calculator			
<b>Outcomes Addressed</b>	MA4-1WM, MA4-2WM, MA4-3WM MA4-8NA, MA4-9NA, MA4-10NA, MA4-16MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA, MA4-19SP, MA4-20SP, MA4-21SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA4-11NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-11NA, MA4-17MG
<b>Formal Assessment</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Assessment Overview</b>		<b>Common Task 30%</b> Algebra & Equations, Pythagoras' Theorem	<b>Common Task 35%</b> Data, Probability	<b>Common Task 35%</b> Measurement, Ratios & Rates
<b>Due Date</b>		<b>Term 2 Week 4</b>	<b>Term 3 Week 4</b>	<b>Term 4 Week 4</b>
<b>Outcomes Assessed</b>		MA4-2WM, MA4-8NA, MA4-10NA, MA4-16MG	MA4-1WM, MA4-3WM, MA4-19SP, MA4-20SP, MA4-21SP	MA4-1WM, MA4-7NA, MA4-12MG, MA4-13MG, MA4-14MG
<b>Weighting of Tasks</b>		<b>30%</b>	<b>35%</b>	<b>35%</b>

**SUBJECT TITLE: YEAR 8 SCIENCE**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 125**

Term Number	Term 1 Chemical World	Term 2 Physical World	Term 3 Living World	Term 4 Earth & Space
<b>Term Overview</b>	<p><b>Term Summary and Focus:</b> <b>Matter (CW2)</b> Scientific knowledge and developments in technology have changed our understanding of the structure and properties of matter.</p> <p><b>Chemical Changes (CW4)</b> In a chemical change, new substances are formed, which may have specific properties related to their uses in everyday life.</p>	<p><b>Term Summary and Focus:</b> <b>Energy (PW3)</b> Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems</p> <p><b>Energy Efficiency (PW4)</b> 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</p>	<p><b>Term Summary and Focus:</b> <b>Cells (LW2)</b> Cells are the basic units of living things and have specialised structures and functions</p> <p><b>Body Systems (LW3)</b> Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce</p> <p><b>Health &amp; Disease (LW4)</b> Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world</p>	<p><b>Term Summary and Focus:</b> <b>Earth's Resources (ES3)</b> Scientific knowledge influences the choices people make in regard to the use and management of the Earth's resources.</p> <p><b>Resource Management (ES4)</b> Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.</p>
<b>Subject Specific Requirements</b>	Develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to your lives now and in the future. Develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens. Develop knowledge, understanding of and skills in applying the processes of Working Scientifically. Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.			
<b>Outcomes Addressed</b>	CW2, CW4	PW3, PW4	LW2, LW3, LW4	ES3, ES4
<b>Formal Assessment</b>	<b>Task 1</b>		<b>Task 2</b>	<b>Task 3</b>
Assessment Overview	<b>Working Scientifically Project</b>		<b>Assignment</b>	<b>Yearly Examination</b>
Due Date	Term: 1                      Week: 7		Term: 3                      Week: 6	Term: 4                      Week: 5
Outcomes Assessed	SC4-4WS, SC4-6WS, SC4-7WS, SC4-9WS		SC4 - 14LW, SC4-15LW, SC4-9WS	SC4-16CW, SC4-17CW, SC4 -14LW, SC4-15LW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-7WS, SC4-8WS
<b>Weighting of Tasks</b>	<b>30%</b>		<b>30%</b>	<b>40%</b>

**SUBJECT TITLE: YEAR 8 HSIE**

(includes History and Geography)

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 100

**HSIE - HISTORY**

<b>Term Number</b>	<b>Term 1 HISTORY Vikings</b>	<b>Term 2 HISTORY Polynesian Expansion</b>	<b>Term 2 HISTORY The Black Death</b>
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students engage in the transition from The Ancient to the Modern World. They explore the fall of the Roman Empire to the Enlightenment. Students learn about Vikings and their culture, lifestyle, achievements and impacts on the world around them.	<b>Term Summary and Focus:</b> Students engage in Polynesians and their Pacific expansion, culture and lifestyle of Maori and Rapa Nui societies.	<b>Term Summary and Focus:</b> Students will explore the Black Death: disease of the 1300s and how it killed millions and changed societies worldwide.
<b>Subject Specific Requirements</b>	Students will complete a Virtual Tour Study using VR Goggles	Students will complete a Virtual Tour Study using VR Goggles	Agar plate experiment
<b>Outcomes Addressed</b>	HT4.3, HT4.7	HT4.4, HT4.6, HT4.9	HT4.2, HT4.3, HT4.6
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Assessment Overview</b>	<b>Empathy Writing Task</b> Viking Raid – Raider or Raided	<b>Research Task</b> Polynesian society – New Zealand	<b>Topic Test</b> Black Death
<b>Due Date</b>	Term 1 Week 6	Term 2 Week 3	Term 2 Week 6
<b>Outcomes Assessed</b>	HT4.3, HT4.7, HT4.9	HT4.4, HT4.6	HT4.2, HT4.3, HT4.6
<b>Weighting of Tasks</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

## HSIE - GEOGRAPHY

Term Number	Term 3 GEOGRAPHY Water in the World	Term 4 GEOGRAPHY Interconnections
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students engage in an investigation of our world, where they explore people, places, environments and management. They explore water as a resource, the water cycle, water scarcity and management, the value of water and hydrologic/atmospheric hazards.	<b>Term Summary and Focus:</b> Students engage in an investigation of our world, where they explore people, places, environments and management. They explore personal connections with places, technology utilised for transport and communication, small and large scale connections through trade as well as production and consumption.
<b>Subject Specific Requirements</b>	Students to complete fieldwork booklet using Permaculture garden and school grounds – water test kit.	Students to complete a fieldwork survey – Technology and connecting people
<b>Outcomes Addressed</b>	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Assessment Overview</b>	<b>Water in the World/Skills topic test</b> <b>50%</b>	<b>In-Class Cupcake Production</b> <b>50%</b>
<b>Due Date</b>	Term 3      Week 10	Term 4      Week 4
<b>Outcomes Assessed</b>	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8
<b>Weighting of Tasks</b>	<b>50%</b>	<b>50%</b>

**SUBJECT TITLE: YEAR 8 PDH – Personal Development & Health**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 125

Term Number	Term 1 EAT RIGHT AND LIVE STRONG FOOD AND NUTRITION	Term 2 CHANGES IN ME RELATIONSHIPS AND SEXUALITY	Term 3 R U OKAY MENTAL HEALTH AND WELLBEING	Term 4 POSITIVE CHOICE ALCOHOL AND OTHER DRUGS
<b>Term Overview</b>	<b>Term Summary and Focus:</b> This unit examines the dynamic nature of health and the contextual factors that influence attitudes and behaviours towards health and wellbeing. Students review Australian Dietary Guidelines and evaluate the influence of nutritional value and sustainable on personal food choices. They examine the impact of media and investigate agencies that provide consumer protection regarding health products and services for young people.	<b>Term Summary and Focus:</b> This unit explores transition and change as students grow older. They examine the physical, social and emotional changes that occur during adolescence. They practise interpersonal skills required for safety in relationships. They identify and plan preventative health practices and behaviours that assist in protection against disease.	<b>Term Summary and Focus:</b> Students identify groups to which they have a sense of belonging and explain how they help them to feel supported and connected. They discuss strategies for coping with loss and grief and ways of giving support to others. They explore the impact of stress on mental health and propose strategies to address misconceptions and promote positive attitudes about mental health. They access and assess resources and services that support people's mental health.	<b>Term Summary and Focus:</b> This unit allows students to explore and analyse the issues of drug use and its relevance in the lives of young people. Students develop skills in health literacy as they evaluate health information, products and services. They develop help-seeking skills and recognise barriers to accessing support.
<b>Subject Specific Requirements</b>	Work Booklet provided	Work Booklet provided	Work Booklet provided	Work Booklet provided
<b>Outcomes Addressed</b>	PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10	PD4-1, PD4-2, PD4-6, PD4-9, PD4-10	PD4-1, PD4-2, PD4-8, PD4-9,	PD4-2, PD4-6, PD4-7, PD4-8, PD4-9
<b>Formal Assessment</b>			<b>Task 3</b>	
Assessment Overview			<b>IN-CLASS TASK</b> Strategies to support positive wellbeing	
Due Date			Term 3                      Week 8	
Outcomes Assessed			PD4-2, PD4-9	
<b>Weighting of Tasks</b>			<b>30%</b>	

**SUBJECT TITLE: YEAR 8 PDH – Personal Education**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 125

Term Number	Term 1 FMS, Grade Sport Taster and Fitness	Term 2 Athletics/ Invasion	Term 3 Net/Court Games	Term 4 Striking /Fielding Games
Term Overview	<p><b>Term Summary and Focus:</b> In this unit students will explore FMS including the; bounce, pass, catch, kick, strike. Students will be engaged in a range of activities and modified games within the movement exploration. Students will engage in a range of Physical Fitness lessons throughout the term this will encourage health and a lifetime of physical activity. This will link with the warrior Dash.</p>	<p><b>Term Summary and Focus:</b> In the unit students will participate in a range of Athletics events including; 100m, 200m sprint, Relay, Shot put, Discus, Long Jump. Student will participate in Invasion Games exploring different movement sequences and how skills can be adapted and or transferred between dynamic environments. Student will begin to explore strategy and tactics in different game context.</p>	<p><b>Term Summary and Focus:</b> Students will participate in an array of physical movements in the Net Court type of game and engage in modified games including Newcomb ball, Badminton and Tennis. The lessons will develop students FMS and introduce strategical and tactical game concepts including decision making, moving into space and using resources.</p>	<p><b>Term Summary and Focus:</b> Students will have the opportunity to participate in a range of sports including T-Ball, Danish Longball and Cricket. Students will further develop their fundamental movement skills within these sports. Modified games will explore strategical knowledge of decision making and using resources so students can apply these in a game setting.</p>
Subject Specific Requirements				
Outcomes Addressed	PD4-4, PD4-5, PD4-8, PD4-11	PD4-8, PD4-5, PD4-11	PD4-4, PD4-5, PD4-8, PD4-11	PD4-4, PD4-5, PD4-8, PD4-11
Formal Assessment	<b>Task 1</b>	<b>Task 3</b>		
Assessment Overview	<b>Practical Task</b> Fitness	<b>Practical Task</b> Movement Sequence		
Due Date	Term 1 Week 5	Term 2 Week 6		
Outcomes Assessed	PD4-4, PD4-5, PD4-8, PD4-11	PD4-8, PD4-5, PD4-8, PD4-11		
Weighting of Tasks	<b>40%</b>	<b>30%</b>		

**SUBJECT TITLE: YEAR 8 VISUAL ARTS**

**ASSESSMENT COMMENCES: TERM 1, 2021**

**HOURS: 125**

Term Number	Term 1	Term 2	Term 3	Term 4
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students create a series of drawings inspired by the work of Chuck close and M.C Escher. Students explore the material and conceptual practice develop an understanding how meaning in art is created.	<b>Term Summary and Focus:</b> In their making students create self-portraits and transfer images suitable for lino printing. Students explore material and conceptual practice and develop an understanding of how the world influences art making	<b>Term Summary and Focus:</b> Students explore the functions and aesthetics of ceramics throughout history and develop an understanding of the how cultural beliefs, motifs and customs influence an artist's material and conceptual practice	<b>Term Summary and Focus:</b> Students produce a series of art posters influenced by the work of (famous) poster artists and graphic design principles and practices
<b>Subject Specific Requirements</b>	Students work in their VAPD or worksheets using materials provided. Students wear appropriate clothing and protective wear.	Students work in their VAPD or worksheets using materials provided. Students wear appropriate clothing and protective wear.	Students work in their VAPD or worksheets using materials provided. Students wear appropriate clothing and protective wear.	Students work in their VAPD or worksheets using materials provided. Students wear appropriate clothing and protective wear.
<b>Outcomes Addressed</b>	VAS4.3, VAS4.8	VAS4.2, VAS4.10	VAS4.1, VAS4.4, VAS4.5, VAS4.7, VAS4.9	VAS4.4, VAS4.5, VAS4.9
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	Case study 10% Body of Work 15%	Group Presentation 10% VAPD 15%	Research task 25% Ceramic form 25%	
<b>Due Date</b>	<b>Week: 11</b>	<b>Week: 5</b>	<b>Week: 10</b>	
<b>Outcomes Assessed</b>	VAS4.3, VAS4.8	VAS4.2, VAS4.10	VAS4.1, VAS4.4, VAS4.5, VAS4.7, VAS4.9	
<b>Weighting of Tasks</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>	



**SUBJECT TITLE: YEAR 8 MUSIC**

**ASSESSMENT COMMENCES: TERM 1, 2021**

**HOURS: 125**

Term Number	Term 1	Term 2	Term 3
<b>Term Overview</b>	<b>Term Summary and Focus:</b> To provide students with the knowledge and awareness of the power of music in Film and multimedia. Students will develop knowledge, understanding of music through performing, composing and listening	<b>Term Summary and Focus:</b> This is a continuation of the Film Music unit but with a focus on jingles in advertising. Students develop an understanding of the concepts used in music to create an effective advertisement.	<b>Term Summary and Focus:</b> Students develop skills and understanding of guitar including performing simple melodies and basic chords to enable them to create and perform simple accompaniments in both ensemble and solo performance tasks
<b>Subject Specific Requirements</b>	Access to class set of untuned and tuned percussion and class set of Keyboards with headphones. Access to Garageband in Mac computers in F8	Access to instruments and past and present commercials.	Class set of guitars and Year 8 Guitar booklet
<b>Outcomes Addressed</b>	MUS4.2, MUS4.4, MUS4.6	MUS4.8, MUS4.11, MUS4.12	MUS4.1, MUS4.2, MUS4.3, MUS4.4
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Assessment Overview</b>	<b>Keyboard Performance</b> In-Class	<b>Research Task</b> PowerPoint research and presentation	<b>Keyboard Performance</b> In-Class
<b>Due Date</b>	<b>Week: 9</b>	<b>Week: 6</b>	<b>Week: 8</b>
<b>Outcomes Assessed</b>	MUS4.2, MUS4.4, MUS4.6	MUS4.8, MUS4.11, MUS4.12	MUS4.1, MUS4.2, MUS4.3, MUS4.4
<b>Weighting of Tasks</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>

**SUBJECT TITLE: YEAR 8 LOTE - Italian**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 65**

Term Number	Term 1 Good Health	Term 2 Food	Term 3 Finding The Way	Term 4 My Special Days
<b>Term Overview</b>	<b>Term Summary and Focus:</b> The Good Health unit teaches students the Italian metalanguage about: body, mental and physical wellbeing. Students also learn about the various institutions and options available while travelling through Italian-speaking locations.	<b>Term Summary and Focus:</b> Students learn about Italian gastronomy and ordering foods/drinks in various establishments. Different types of Italian foods, customs, traditions and idiomatic expressions are explored.	<b>Term Summary and Focus:</b> This unit serves to help students make their way around in Italian-speaking locations. Students learn how to ask/give directions and seek clarification on the above topic. Famous landmarks, cities and sites are researched.	<b>Term Summary and Focus:</b> Celebrations are an integral part of global society. Culture and traditions play an important role in our identity. Understanding the significance of celebrations such as: Il Carnevale & Name Days allow us to make meaningful connections with others.
<b>Subject Specific Requirements</b>	Students will be provided with a booklet. Students should engage with digital learning sites as revision for metalanguage. e.g: Quizlet, languages online, digital dialects etc	Students will be provided with a booklet. Students should engage with digital learning sites as revision for metalanguage. e.g: Quizlet, languages online, digital dialects etc	Students will be provided with a booklet. Students should engage with digital learning sites as revision for metalanguage. e.g: Quizlet, languages online, digital dialects etc	Students will be provided with a booklet. Students should engage with digital learning sites as revision for metalanguage. e.g: Quizlet, languages online, digital dialects etc
<b>Outcomes Addressed</b>	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Assessment Overview	<b>Interacting Task</b>	<b>Accessing &amp; Responding Task</b>	<b>Composing Task</b>	
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes Assessed	LIT4-1C, LIT4-5U, LIT4-6U, LIT4-7U	LIT4-2C, LIT4-3C, LIT4-6U, LIT4-7U, LIT4-8U	LIT4-4C, LIT4-6U, LIT4-7U, LIT4-8U	
<b>Weighting of Tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

**SUBJECT TITLE: YEAR 8 TAS – LEARNING OVERVIEWS\***

**ASSESSMENT COMMENCES: TERM 1, 2021**

**HOURS: 125**

Term Number	Term 1 Engineered Systems: On the Move	Term 2 Engineered Systems: Flying High	Term 3 Material Technology: Textiles	Term 4 Material Technology: Timber
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students develop an understanding of the properties of materials and the effect that these properties have on the behaviour and performance of various engineered systems, machines or structures.	<b>Term Summary and Focus:</b> Engineered Systems focus on force, motion and energy that may be used in systems, machines and structures. Students will develop an understanding of 'Force and Motion' by designing a Kite and or Bottle Rocket.	<b>Term Summary and Focus:</b> Materials Technology focuses on the application of skills and techniques using specialist skills using both traditional, contemporary and advancing materials.	<b>Term Summary and Focus:</b> Students are given a design need and may solve and satisfy the need using Material Technologies this may include but is not limited to Electronics, graphics, metals, multimedia, polymers, textiles or timber.
<b>Subject Specific Requirements</b>	Suitable completion of design activities, assessment task related and portfolio development.	Suitable Footwear for the workshop environment and completion of mandatory safety requirements for use on machinery.	School supplied use of sewing machines & fabrics.	Students are given a design need and may solve and satisfy the need using Material Technologies this may include but is not limited to Electronics, graphics, metals, multimedia, polymers, textiles or timber.
<b>Outcomes Addressed</b>	TE41DP, TE42DP, TE43DP, TE48EN	TE4-1DP ,TE4-2DP, TE4-3DP	TE41DP, TE49MA	TE4 2DP TE4-10TS
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Assessment Task 1- related to Specific Context Area (Year 8 Cohort only)</b>	<b>Practical Project- Production of Designed Solutions Related to Specific Context Area</b>	<b>Portfolio/Booklet- Related to Specific Context Area</b>	
<b>Due Date</b>	<b>Week: 8</b>	<b>Week: 6</b>	<b>Week: 8</b>	
<b>Outcomes Assessed</b>	TE4 1DP, TE4 2DP, TE4 4DP, TE4 7DI, TE4 5AG, TE4 6FO TE4 10TS	TE4-1DP ,TE4-2DP, TE4-3DP	TE4 1DP, TE4 2DP, TE4 4DP, TE4 7DI, TE4 5AG, TE4 6FO TE4 10TS	
<b>Weighting of Tasks</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>	

**\*NOTE: Students will take on a pattern of study for TAS that is determined by the class they are in and the accessibility of resources throughout Stage 4.**

