

# WARRAWONG HIGH SCHOOL

## Year 8 Learning and Assessment Booklet 2023







# 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.

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# Assessment and its' Purpose

AT WARRAWONG HIGH SCHOOL

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

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 2-4 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.



# 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.

## **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 done 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 throughout the week in the library. Times and dates will be communicated weekly at assemblies and through morning notifications.

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 will complete 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.

In addition, each class has a learning advisor that you can seek help and support from.

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 may 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

## 2023 YEAR 8 FORMAL ASSESSMENT PLANNER

### SEMESTER 1

WEEKS	TERM 1	TERM 2
1		
2		Mathematics – Common Task (30%)
3		
4		HSIE (Geography) – In-Class Cupcake Production (25%)
5		
6		Reports Due to HT Music – Composition/Performance (30%)
7		PDHPE – Practical Net Court Skills (30%)
8	English – Creativity and Reflection (30%) Science – Practical Task (35%) Music – Composition/Arrangement (30%)	
9	PDHPE – Fitness Circuit (40%) Technology Mandatory – Common Task (30%) Language Italian – Interacting Task (30%)	English – Critical Response (40%) Technology Mandatory – Portfolio/Booklet (40%) Language Italian – Accessing and Responding Task (40%)
10	HSIE (Geography) – Skills Topic Test (25%) Visual Arts – Case Study/Artworks (30%)	Visual Arts – Group presentation/Visual Diary (30%)



## 2023 YEAR 8 FORMAL ASSESSMENT PLANNER

### SEMESTER 2

WEEKS	TERM 3	TERM 4
1		
2	Mathematics – Common Task (35%)	Mathematics – Common Task (35%)
3		Science – Examination (30%) HSIE (History) – Research Task (20%)
4		
5		
6	Science – Research Task (35%) HSIE (History) – Empathy Writing Task (30%)	Reports Due to HT
7		
8	PDHPE – R U OKAY Questions (30%) Music – Guitar Performance (40%)	
9	English – Comparative Critical Response (30%) Technology Mandatory – Practical Project (30%) Language Italian – Composing Task (30%)	
10	Visual Arts – Research Task/ Ceramic form (40%)	

**SUBJECT TITLE: Year 8 English**
**ASSESSMENT COMMENCES: TERM 1, 2023**
**HOURS: 100**

Term	Term 1 Exploring Values	Term 2 Close Study of Text	Term 3 Introduction to Shakespeare	Term 4 Representations of Heroes
<b>Term Overview</b>	<b>Term Summary and Focus:</b> In this unit, students will analyse and compare the ways in which 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 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> 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> 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 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>Critical Thinking:</b> Students begin their study of Shakespeare and the transcendental nature of his texts by exploring a variety of extracts from Taming of the Shrew that demonstrate Shakespeare's brilliance in using language to shape meaning.	<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>	EN4-1A; EN4-3B; EN4-7D; EN4-9E	EN4-1A, EN4-3B, EN4-4B; EN4-5C	EN4-1A; EN4-3B; EN4-6C; EN4-7D	EN4-2A, EN4-4B, EN4-8D
<b>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 the significance of values and	<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>Comparative Critical Response</b> Students construct a sustained written analysis clearly identifying how Shakespeare has used language to shape meaning within the context of time and literature.	
<b>Due Date</b>	<b>Week: 8</b>	<b>Week: 9</b>	<b>Week: 9</b>	
<b>Outcomes Assessed</b>	EN4-1A; EN4-3B; EN4-7D; EN4-9E	EN4-1A; EN4-3B; EN4-4B; EN4-5C	EN4-1A; EN4-3B; EN4-6C; EN4-7D	
<b>Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

**SUBJECT TITLE: Year 8 Mathematics**
**ASSESSMENT COMMENCES: TERM 1, 2023**
**HOURS: 100**

Term	Term 1 Algebra, Equations, Right-Angled Triangles (Pythagoras)	Term 2 Financial Mathematics, Data, Probability	Term 3 Measurement, Rates & Ratios	Term 4 Linear Relationships, Angles, Transformations and Congruence
Term Overview	Term Summary and Focus: Students simplify algebraic expressions and solve equations and inequations. They investigate and use Pythagoras' Theorem to solve real-world problems.	Term Summary and Focus: Students use their knowledge of decimals, fractions, and percentages in real finance problems. They collect, organise, display, and analyse data. They will investigate probability.	Term Summary and Focus: Students use formulae to calculate perimeter and area of 2D shapes, including circles, and investigate the volume of solids. Students will operate with rates and ratios.	Term Summary and Focus: Students apply a knowledge of algebra and the Cartesian plane to graph linear relationships. Students review angles and transformations and investigate similar and congruent shapes to solve real-world problems.
Subject Specific Requirements	Students must bring a personal calculator.			
Outcomes Addressed	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, MA4-12MG, MA4-13MG, MA4-14MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-11NA, MA4-17MG, MA4-18MG
Assessment		Task 1	Task 2	Task 3
Assessment Overview		<b>Common Task:</b> Algebra, Equations, Inequations Pythagoras' Theorem.	<b>Common Task:</b> Financial Mathematics, Data, Probability.	<b>Common Task:</b> Measurement, Rates & Ratios.
Due Date		Week: 2	Week: 2	Week: 2
Outcomes Assessed		MA4-3WM, MA4-8NA, MA4-10NA, MA4-16MG	MA4-1WM, MA4-19SP, MA4-20SP, MA4-21SP	MA4-2WM, MA4-7NA, MA4-12MG, MA4-13MG
Weighting of Tasks		30%	35%	35%

**SUBJECT TITLE: Year 8 Science**
**ASSESSMENT COMMENCES: TERM 1, 2023**
**HOURS: 100**

Term	Term 1 Energy	Term 2 Resources	Term 3 Chemical Change	Term 4 Cells and Body systems
<b>Term Overview</b>	<b>Term Summary and Focus: Energy (11PW)</b> Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.	<b>Term Summary and Focus: Earth's resources (ES3)</b> Scientific knowledge influences the choices people make in regard to the use and management of the Earth's resources. <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.	<b>Term Summary and Focus: Matter (CW2)</b> Scientific knowledge and developments in technology have changed our understanding of the structure and properties of matter. <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.	<b>Term Summary and Focus: Cells (LW2)</b> Cells are the basic units of living things and have specialised structures and functions. <b>Body systems (LW3)</b> Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce. (LW4) Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.
<b>Subject Specific Requirements</b>				
<b>Outcomes Addressed</b>	11PW	13ES		14LW, 15LW
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>
<b>Assessment Overview</b>	<b>Practical task</b>	<b>Research task</b>		<b>Semester 2 examination</b>
<b>Due Date</b>	Week: 10	Week: 8		Week: 4
<b>Outcomes Assessed</b>	WS4, WS5, 11PW	WS4, WS5, ES3		ES3, ES4, LW2, LW3, WS4, WS5
<b>Weighting of Tasks</b>	<b>35%</b>	<b>35%</b>		<b>30%</b>

**SUBJECT TITLE: Year 8 HSIE (Geography)****ASSESSMENT COMMENCES: TERM 1, 2023****HOURS: 50**

<b>Term</b>	<b>Term 1 Water in the World</b>	<b>Term 2 Interconnections</b>
<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>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Assessment Overview</b>	<b>Skills Topic Test</b> Water in the World	<b>In-Class Cupcake Production</b> Interconnections
<b>Due Date</b>	Week: 10	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</b>	<b>50%</b>	<b>50%</b>

**ELECTIVE SUBJECT TITLE: Year 8 HSIE (History)****ASSESSMENT COMMENCES: TERM 3, 2023****HOURS: 50**

Term	Term 3 Vikings	Term 4 Polynesian Expansion
<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>Subject Specific Requirements</b>	Students will complete a Virtual Tour Study using VR Goggles	Students will complete a Virtual Tour Study using VR Goggles
<b>Outcomes Addressed</b>	HT4.3, HT4.7	HT4.4, HT4.6, HT4.9
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Assessment Overview</b>	<b>Empathy Writing Task</b> Viking Raid – Raider or Raided	<b>Research Task</b> Polynesian society – New Zealand
<b>Due Date</b>	Week: 6	Week: 3
<b>Outcomes Assessed</b>	HT4.3, HT4.7, HT4.9	HT4.4, HT4.6
<b>Weighting</b>	<b>30%</b>	<b>20%</b>

**SUBJECT TITLE: Year 8 PDHPE – Personal Development, Health and Physical Education**
**ASSESSMENT COMMENCES: TERM 1, 2023**
**HOURS: 75**

Term	Term 1 Changes in Me Warrior Fitness	Term 2 Eat Well Live strong! Net Court Skills	Term 3 R U Okay Invasion Games	Term 4 Risky Business Striking and Feilding
Term Overview	<b>Term Summary and Focus:</b> <b>PDH</b> – Students will learn about the changes occurring as they transition in adolescence and how to cope. Videos and picture will support students understanding of the bodies changes. <b>PE</b> - Students will explore physical fitness both skill and health related. The aim of the assessment task is for students to understand these aspects for fitness development. Students will then create their own fitness circuit applying knowledge.	<b>Term Summary and Focus:</b> <b>PDH</b> – Student will explore nutritional requirements needed for good overall health. Investigating sugar in popular items to increase students understanding and development of educated choices in food consumption. <b>PE</b> - In this unit students will explore Net / Court, through modified games, skills practice, and round robins. Students will be assessed on their ability to execute skills in a variety of settings and environments, applying their skills.	<b>Term Summary and Focus:</b> <b>PDH</b> - student will explore the holistic nature of health and the importance of mental health. Students will explore positive coping mechanisms, mindfulness, impulse control, and strategies to seek informal and formal support. <b>PE</b> – Students will participate in a range of modified and skill-based learning in various invasion games to develop skills, strategies and tactics.	<b>Term Summary and Focus:</b> <b>PDH</b> – Students will learn about harm minimisation as part of being safe in risky situations. These strategies will support students in life beyond the school setting. <b>PE</b> – Students will engage in striking and fielding games and skill development this will support students' movement ability in various areas.
Subject Specific Requirements	Students will receive a PDHPE work booklet.			
Outcomes Addressed	PD4-1, PD4-2, PD4-3, PD4-9 PD4-4, PD4-5, PD4-7 PD4-8, PD4-11	PD4-1, PD4-2, PD4-6, PD4-9 PD4-4, PD4-5, PD4-11,	PD4-1, PD5-2, PD4-6, PD5-7, PD4-10 PD4-8, PD4-9, PD4-4, PD4-5, PD4-11,	PD4-1, PD4-2, PD4-4 PD4-5, PD4-5, PD4- 7, PD4-9,
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Fitness Circuit	Practical Net Court Skills	R U OKAY Questions	
Due Date	Week 9	Week 7	Week 8	
Outcomes Assessed	PD4-8,PD4-7, PD4-4, PD4-5	PD4-4, PD4-5,	PD4-9 PD4-7, PD4-2,	
Weighting	40%	30%	30%	



**SUBJECT TITLE: YEAR 8 Visual Arts****ASSESSMENT COMMENCES: TERM 1, 2023****HOURS: 50**

Term	Term 1 Alternative Perspective	Term 2 Me, Myself and I	Term 3 Smashing Pots	Term 4 The Art of Visual Persuasion
<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 practice develop an understanding how to reflect and refine their work.	<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 historical and contemporary practice. Students make artworks informed by the structural and cultural frame.	<b>Term Summary and Focus:</b> Students produce a series of posters influenced by world events and graphic design principles and practices. In their Critical/Historical studies the students explore the material and conceptual practice of Jules Chéret (lithography) with focus on Modern Poster Artists such as Barbara Kruger and Shepard Fairely.
<b>Subject Specific Requirements</b>	Students work in their Visual Arts Process Diary and complete artmaking and theoretical and historical studies, using materials provided. Students wear appropriate clothing and protective wear/			
<b>Outcomes Addressed</b>	VAS4.1, VAS 4.6 VAS4.8	VAS4.2, VAS4.10	VAS4.3, VAS4.4, VAS4.5, VAS4.7, VAS4.9	VAS4.4, VAS4.5, VAS4.9
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	Case study – 10% Artworks – 20%	Group Presentation – 20% Visual Arts Process Diary (VAPD) – 10%	Research task – 10 % Ceramic form – 30%	
<b>Due Date</b>	Week: 10	Week: 10	Week: 10	
<b>Outcomes Assessed</b>	VAS4.1, VAS 4.6 VAS4.8	VAS4.2, VAS4.10	VAS4.3, VAS4.4, VAS4.5, VAS4.7, VAS4.9	
<b>Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	

**SUBJECT TITLE: YEAR 8 Music****ASSESSMENT COMMENCES: TERM 1, 2023****HOURS: 50**

<b>Term</b>	<b>Term 1 Film Music</b>	<b>Term 2 Music in advertising</b>	<b>Term 3 Guitar Skills</b>	<b>Term 4 Ensemble Performance</b>
<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>Term Summary and Focus:</b> Students develop a greater understanding of the requirements of performing as part of an ensemble demonstrating rhythmic, harmonic, and melodic accompaniment.
<b>Subject Specific Requirements</b>	Student will utilise school provided keyboards and the Garage band program	Access to instruments and past and present commercials.	Class set of guitars and Year 8 Guitar booklet	Classroom Instruments
<b>Outcomes Addressed</b>	MUS4.2, MUS4.4, MUS4.6	MUS4.8, MUS4.11, MUS4.12	MUS4.1, MUS4.2, MUS4.3, MUS4.4	MUS4.1, MUS4.11, MUS4.12
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Film Music Composition/Arrangement</b> Composing and arranging a piece of music for a short movie scene	<b>Composition/Performance</b> PowerPoint research and presentation	<b>Guitar Performance</b> Demonstrate an understanding of guitar chords and perform simple riffs.	
<b>Due Date</b>	Week: 9	Week: 6	Week: 8	
<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</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	

**SUBJECT TITLE: Year 8 Technology Mandatory**
**ASSESSMENT COMMENCES: TERM 1, 2023**
**HOURS: 100**

Term	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>	Each Context area requires separate Personal Protective Equipment and Work Health and Safety requirements. A portfolio and Practical Project will be completed each Semester.			
<b>Outcomes Addressed</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-9MA	TE4-1DP, TE4 5AG, TE4 6FO
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Common Assessment Task</b> The Design Process (Year 7 Cohort ONLY)	<b>Portfolio/Booklet</b> Related to Specific Context Area	<b>Practical Project</b> Production of Designed Solutions Related to Specific Context Area	
<b>Due Date</b>	Week: 9	Week: 9	Week: 9	
<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</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

**SUBJECT TITLE: Year 8 Language - Italian****ASSESSMENT COMMENCES: TERM 1, 2023****HOURS: 50**

Term	Term 1 The Good Health - La buona salute	Term 2 Let's Eat! - Mangiamo!	Term 3 Finding the way - Troviamo la strada	Term 4 My Special Days - I miei giorni speciali
<b>Term Overview</b>	<b>Term Summary and Focus:</b> The Good Health - La buona salute unit teaches students the Italian concepts and metalanguage about: body, mental and physical wellbeing. Students also learn about the various health institutions and options available while travelling through Italian-speaking locations.	<b>Term Summary and Focus:</b> The Let's Eat! - Mangiamo! unit explores Italian gastronomy and ordering foods/drinks in various establishments. Topic. Different types of Italian foods, customs, traditions, and idiomatic expressions are explored.	<b>Term Summary and Focus:</b> The Finding the way - Troviamo la strada 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> My Special Day - I miei giorni speciali explores Celebrations as 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 should engage with their Google Classroom where copies of important documentation, classwork and language sites/videos are posted weekly. They should also engage with digital learning sites as: Quizlet, languages online, digital dialects etc to practice language structures and pronunciation.			
<b>Outcomes Addressed</b>	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U	
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	Interacting Task	Accessing and Responding Task	Composing Task	
<b>Due Date</b>	Week: 9	Week: 9	Week: 9	
<b>Outcomes Assessed</b>	LIT4-1C, LIT4-5U, LIT4-6U, LIT4-7U	LIT4-2C, LIT4-3C, LIT4-6U, LIT4-7U, LIT 4-8U	LIT4-4C, LIT4-6U, LIT4-7U, LIT4-8U	
<b>Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

