Girraween High School

2025

Year 8

Assessment Policy Booklet

as at 14/12/2024

Amendments: HSIE Assessment, HSIE Scope and Sequence (17/2/2025)

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Assessment Overview

Assessment encompasses the collection and evaluation of evidence regarding a student's learning. It plays a crucial role in teaching and learning, serving multiple purposes. Effective assessment can boost student engagement and motivation, especially when it encourages interaction among teachers, peers, and various resources.

Assessment provides valuable opportunities for teachers to gather evidence of student achievement relative to defined outcomes. It allows students to showcase their knowledge and skills, clarifies their understanding of concepts, promotes deeper learning, and confirms that their current understanding is a solid foundation for future learning.

New South Wales (NSW) syllabuses advocate for an integrated approach to teaching, learning, and assessment. The three key types of assessment are:

1. **Assessment for Learning**: This approach involves teachers using evidence about students' skills and understanding to guide their teaching. Often referred to as formative assessment, it typically occurs throughout the learning process to enhance clarity in student learning.
2. **Assessment as Learning**: In this approach, students take on the role of assessors of their own learning. They monitor their progress, ask reflective questions, and apply various strategies to evaluate what they know and how to leverage assessment for further learning.
3. **Assessment of Learning**, commonly referred to as summative assessment. This type of assessment is used to rank or grade students and typically occurs at key points in the learning cycle, such as the half Year and end of year, when students receive reports detailing their levels of skill, knowledge, and understanding achieved.

Both assessment for learning and assessment as learning share common elements, including self-assessment, peer assessment, and strategies that encourage students to actively monitor their own learning. Feedback, combined with evidence, helps teachers and students determine readiness for subsequent learning phases or identify areas requiring additional focus to strengthen knowledge, understanding, and skills.

It's important to note that not all tasks assigned to students will be assessment tasks. Students are expected to complete all assigned work, not just those designated for assessment.

Assessment Schedule Booklet and Time frames

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: type of task, ***approximate date*** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

Attendance

Attendance at all timetabled classes is compulsory, especially on days when assessment tasks are being conducted or submitted.

Students must provide an authorised reason for any absence, accompanied by a written note from a parent or caregiver.

It is the student's responsibility to catch up on missed work and to ascertain if any assessment tasks were set during their absence. No automatic extensions are granted for students who are absent on the day the notice of a task is given.

Submission of Tasks

For assessment tasks completed outside the classroom:

- A Statement of Authenticity and Academic Integrity, issued upon notification of the task, must be signed by the student and submitted with the completed assessment task.
- Students must follow the school's guidelines for Acknowledging Sources in Assessment Tasks.
- All tasks need to be submitted by the designated date and time specified by the teacher.

Tasks submitted after the designated time will be considered LATE, unless exceptional circumstances apply. Late submissions will incur the following penalties:

- A note will be sent home, and a copy will be placed in the student's central file and provided to the Year Adviser and Deputy Principals.
- Students will lose 20% of their marks per day until the task is submitted, with a maximum loss of 100% after five days. For example, a task due on Thursday and submitted the following Monday will incur an 80% penalty.

All faculties need to maintain a record of submitted tasks. Tasks must be submitted in accordance with the instructions from the faculty.

Extensions to Due Dates or Special Consideration

Extensions for completing tasks may only be granted by the appropriate Head Teacher. Students must apply well before the due date and extensions will only be considered for severe illness or other exceptional circumstances. If an extension is not granted, the task must be submitted on the due date, even if incomplete. Late submissions without prior approval will incur mark deductions.

Prior Knowledge of Absence

Students who have a school-related scheduling conflict (e.g., zone athletics) on the day of an in-class assessment must inform the relevant teacher or Faculty Head Teacher in advance. If a student anticipates being absent on the submission date of a hand-in assignment, the student needs to submit the assignment before or on the due date, where possible. If this cannot happen then a parent note outlining reasons needs to be handed in to the classroom teacher or subject Head Teacher.

Absence Due to Illness/Misadventure and Submission of Tasks

Students are responsible for submitting all assessment tasks on time. Absence on the due date does not constitute valid grounds for an extension unless exceptional circumstances arise. Students should aim to complete tasks to the best of their ability and parents need to inform the school immediately if circumstances prevent them from doing so. If a student is absent on the day of an assessment task, the parent should inform the school in writing of the reason for the absence, submitting this written notification to both the classroom teacher and the Front Office at the earliest opportunity. It is also recommended to obtain a doctor's certificate for the day(s) absent.

If a student is absent, the Head Teacher may:

- Authorise completion of the assessment task or an alternative task upon the student's return.
- Grant an extension of time.
- Determine an alternative mode of assessment.

Performance in an alternative task may be reviewed by the Subject Head Teacher if it does not match the student's previous performance or if the task's difficulty is not comparable to the original.

Technology and Assessment Tasks

Students must ensure all work is backed up and take reasonable precautions against technology failure, as it is not a valid reason for late submission. Students should:

- Regularly back up work on external storage.
- Save work on the school server.
- Verify that their software is compatible with school technology.

All electronic submissions must be checked in advance to ensure accessibility. Hard copies should ideally be printed at home to avoid last-minute issues. No mobile phones or technological devices are permitted during in-class assessments or major examinations.

Oral Tasks

Oral tasks usually comprise a written submission and an oral presentation. Written submissions must be handed in on time, and late submissions will incur penalties at the rate of 20% per day. Students must be present for their oral presentation on the designated day. If absent, they will be marked LATE unless exceptional circumstances apply.

Zero Marks

A ZERO mark may be awarded when a student:

- Submits a task more than five days late without a valid reason.
- Does not attempt a task (non-attempt).
- Does not make a serious attempt at a task.
- Engages in serious malpractice.

Parents/guardians will be informed in writing, and the notification will be placed in the student's central file.

Malpractice in Assessment Tasks

Each student's mark will reflect their own work. All sources must be acknowledged in accordance with the school's guidelines. Malpractice, including plagiarism, will not be tolerated and can lead to a ZERO mark. Examples of malpractice include:

- Cheating or assisting others to cheat.
- Copying or using materials without appropriate acknowledgment.
- Submitting work with significant contributions from others.
- In possession of a mobile phone or smart watch during a test

Students suspected of malpractice may be required to provide evidence of their own work.

Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

Artificial Intelligence

Using AI to complete assessment tasks may breach academic honesty and constitute malpractice. Students should produce original work to demonstrate their understanding and skills. Any work generated by AI may be considered plagiarism, potentially resulting in a ZERO mark.

Disputes Regarding Assessment Tasks

Students have the right to discuss marks awarded in a task with their class teacher. If dissatisfied with the response, they should consult the Head Teacher on the day the task is returned.

Disability Provisions

Girraween High School adheres to NESA guidelines regarding Disability Provisions. Students with documented disabilities may apply for reasonable adjustments in assessments. Applications should be directed to the Deputy Principal.

Identification of Students with Disabilities

Students with diagnosed disabilities must provide documentation from a relevant professional. School counsellors may recommend students for Disability Provisions, which will be assessed by the Deputy Principal.

Disability Provisions and Modifications

Reasonable adjustments such as small group supervision, rest breaks, or specialised equipment will be provided as needed based on documentation.

Acknowledging Sources in Assessment Tasks

Referencing

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else

❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

Harvard Style Referencing Guide

In-text References

If you directly quote an author, discuss their ideas, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication, e.g. (Smith & Jones 2016)

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your Reference List at the end of your task.

Quote
If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. … "correct referencing is a necessity" (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase
This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words. Note that no quotation marks are used here.

Example: *"*Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface." In other words, orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)
Note

- When no author is available, cite the work by its title in both its in-text citation, e.g. (Smith 2009), and in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that …
- If a DOI (Digital Object Identifier) is available for your source, place it at the end of the reference as shown in the journal article example below.

Creating a Reference List

Your references must appear at the end of your task in a new section entitled Reference List. The references listed are arranged alphabetically by author. Where a source has no author, it is cited by its title and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A Reference List only includes material from sources such as books, journals and electronic sources, including the internet, which are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a Bibliography may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

Books & Articles

Type	**In-Text Citation**	**Reference List**
Book with one author	… notes its prominence (Weller 2011) OR Weller (2011) notes that …	Weller, M 2011, *The digital scholar: how technology is transforming academic practice*, Bloomsbury Publishing, New York.
Magazine Article	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', *Science*, 21 August, pp. 952-953.
Newspaper Article	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', *Sydney Morning Herald*, 21 March, p. 45.

Online Resources

Type	In-Text Citation	Reference List
Email	SENDER'S NAME (sender's email address), date. *Subject of message*. Email to RECIPIENT'S NAME (recipient's email address) Jones (2008) stated...	JONES, A (ajones@hotmail.com), 4 May 2008, *Writing essays*. Email to D. BROWN (d.brown@hotmail.com)
eBook	… the most prestigious of the British universities (Bhopal & Danaher 2013) *OR* Bhopal and Danaher (2013) suggest …	Bhopal, K & Danaher, PA 2013, *Identity and pedagogy in higher education: international comparisons*, e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com
Web page with author/s listed *Follows the same author formatting as other resources*	… notes its prominence (Palmer 2008) *OR* Palmer (2008) notes that …	Palmer, LF 2008, *Insufficient milk syndrome: a fallacy becomes a reality,* viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/
Web page without author/s *Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated*	… its demise (*$250m funding boost for malaria vaccine* 2003) Subsequent entries: … (*$250m funding boost* 2003)	*$250m funding boost for malaria vaccine 2003,* viewed 15 February 2018, http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/
Web page without a date *Use (n.d.) instead of a year*	…in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that …	Australian College of Midwives n.d., *Midwifery practice review*, viewed 15 February 2018, https://www.midwives.org.au/what-mpr
Online Journal article with one author *Follow this format for articles from databases or in print*	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', *Journal of Online Mathematics and its Applications*, vol. 3, viewed 6 October 2009, http://mathdl.maa.org/mathDL/4/?pa=content&sa=viewDocument&nodeId=507 .
YouTube and other streaming video	… colour (Vsauce 2013) OR Vsauce (2013) posits that …	Vsauce 2013, *Is your red the same as my red?*, online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08
Image	(Willison & O'Regan 2006)	Willison, J & O'Regan, K 2006, Research skill development framework, viewed 14 December 2010, http://www.adelaide.edu.au/clpd/rsd/framework/

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style.

For more information and for the latest update to referencing, please visit
https://www.adelaide.edu.au/library/ua/media/4332/library-qrg-harvard-referencing.pdf

Individual Subjects

English Assessment Schedule Year 8 - 2025

Type and Description of Task	Mode(s)	Overall Weighting	Outcomes	Due Date
1. Indigenous Perspectives **Submission - Part 1 – Multi-Modal Composition (30%)** This section will require students to create a visual representation in response to one or more stimulus ideas. This will include a reflection on the visual composition.	Viewing and Representing Writing	30%	EN4-RVL-01 EN4-URB-01 EN4-ECA-01	**Term 1 Week 10**
2. Close Study – <u>A Midsummer Night's Dream</u> **Part A - Submission - Extended Response (20%)** Students will respond in essay form to a question. **Part B - Practical - (10%)** Part B could include a performance and/or a design project.	Reading Writing Representing	30%	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	**Term 2 Week 10**
3. Yearly Examination **Test Part A – Reading Task (20%)** This task will require short responses to unfamiliar texts **Part B – Presentation of a Speech (20%)** This will require students to deliver a response to <u>The Happiest Refugee</u>. This task could require an additional text of your own choosing.	Reading Writing Speaking	40%	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	**Term 3 Week 8/9**
		100%		

English Scope and Sequence Year 8 - 2025

Overview:

English 7–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, Understanding and responding to texts and Expressing ideas and composing text.

Term	Topic	Approximate Duration	Outline
1	Indigenous Perspectives – Poetry and Rabbit Proof Fence. Dir P. Noyce.	10 Weeks	Texts: Noyce, Rabbit Proof Fence (film). Selection of poetry. The English concepts explored in this unit include representation, codes and conventions, connotation, imagery, symbol, context and point of view.
2	Comedy – Midsummer Night's Dream. W Shakespeare.	10 Weeks	Text: Shakespeare, A Midsummer Night's Dream. Students will study the conventions of a Shakespearean Comedy. The English concepts of character, connotation, imagery and symbol.
3	Autobiography – The Happiest Refugee. A. Do	10 Weeks	Text: Anh Do, The Happiest Refugee. The English concepts explored through the study of this text include context, point of view, style, representation.
4	The Power of Storytelling - Stories in the Dark. D. Oswald.	10 Weeks	Text: Oswald, Stories in the Dark. In this unit of work we will explore the role of storytelling as a form of escapism. The English concepts to be explored include narrative, character, code and convention.

French Assessment Schedule Year 8 - 2025

Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
1. Comprehension Speaking Skills Wayfinding topic Written Paper Students listen to and read various texts in French and respond in English. Questions on French culture will also feature.	Understanding 10% 20%	30%	ML4-UND-01	**Term 1** **Week 5** **Term 1** **Week 9**
2. French Dialogue Role Play Students will work in pairs to create and present a dialogue in French.	Interacting	20%	ML4-INT-01 ML4-CRT-01	**Term 2** **Week 5**
3. Introductory Letter Writing Students write a letter in French to a French-speaking pen pal.	Creating Texts	20%	ML4-CRT-01	**Term 3** **Week 8**
4. Reading and Listening Comprehension In class written paper Students listen to and read various texts in French and identify key information.	Understanding texts	30%	ML4-UND-01	**Term 4** **Week 3**
	100%	**100%**		

.French Scope and Sequence Year 8 2025

Overview:

A student:

- Exchanges information and opinions in a range of familiar contexts by using culturally appropriate French language
- interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- creates a range of texts for familiar communicative purposes by using culturally appropriate French language

Term	Topic	Approximate Duration	Outline
1	Introduction to France and French	8 weeks	French Around the World, Geography of France Travel around France ; Paris, landmarks, directions: Way-finding in a French Town:
1	Introducing People	5 weeks	Greetings, Forms of Address, Cultural Expressions, Gestures, Talking about self, Pronunciation; Cartoon Story: Tu habites où? Talking about others, descriptions, professions, Masculine and Feminine Genders, Days of the Week
2	My pets	10 weeks	Pets in France and Australia, Shopping expressions, describing animals, Colours, Countries, Likes and dislikes, The verb etre
3	My Family	10 weeks	Family members, nationality, adjectives, Possessive Pronouns, Numbers to 70, the Alphabet, the verb avoir
4	Meal times	7 weeks	French customs and traditions, meal times food and drinks, Months of the year, Regular -er verbs, More possessive articles, Partitive Articles

HSIE Assessment Schedule Year 8 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
1. History Source Analysis Students will conduct a source analysis on a number of sources.	25%	4-5, 4-6. 4-8	**Term 1** **Week 7**
2. History Research Essay Students will research to complete an in-class essay.	25%	4-2, 4-3, 4-4, 4-6, 4-8, 4-9	**Term 2** **Week 3**
3. Geography Report Students will research and submit a report.	25%	4-1, 4-2, 4-4, 4-8	**Term 3** **Week 7**
4. Geography Research Essay Students will research to complete an in-class essay.	25%	4-1, 4-2, 4-7, 4-8	**Term 4** **Week 3**
	100%		

HSIE Scope and Sequence — Year 8 - 2025

Overview:

Geography develops students' interest and engagement with the world. They gain an understanding of the interactions between people, places, and environments at different scales. Students study how places are valued and interconnected. They also learn about geographical processes, the liveability of places, and management strategies. In history, students explore the nature of the past. They learn about ancient, medieval, and early modern societies, including daily life, beliefs, values, law, religion, colonisation, and contact history. They also emphasize the importance of conserving heritage, including that of Aboriginal and Torres Strait Islander Peoples.

Term	Topic	Approximate Duration	Outline
1	**The Western and Islamic World** Medieval Europe **The Asia-Pacific World** Japan under the Shoguns (c. AD 794 – 1867)	Approximately 6 Weeks Approximately 4 Weeks	Students study the use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate. Students are also introduced to theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology.
2	**The Asia-Pacific World** Japan under the Shoguns (c. AD 794 – 1867) **Expanding Contacts** Spanish Conquest of the Americas (c.AD 1492 – c.1572): The Aztecs	Approximately 2 Weeks Approximately 8 Weeks	Students study the nature of the interaction between the Spanish and the Indigenous populations, with a particular focus on either the Aztecs.
3	**Water in The World**	10 Weeks	Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.
4	**Interconnections**	10 Weeks	Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

Japanese Assessment Schedule Year 8 -2025

Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
1. Reading and Writing Hiragana One written paper Reading: Students will read and recognise hiragana characters and words. Writing: Students will convert romaji and English words to hiragana script.	Understanding texts	20%	ML4-UND-01	**Term 1** **Week 8**
2. Japanese Dialogue Oral presentation and written script Students will work in pairs and present a dialogue in Japanese. The script will be submitted as their written task.	Interacting Creating texts	20% 10%	ML4-INT-01	**Term 2** **Week 6**
3. Cultural Research Infographic Students research and create a bilingual infographic on one aspect of Japanese culture.	Creating texts	20%	ML4-CRT-01	**Term 3** **Week 8**
4. Listening and Reading One written paper Listening: Students will listen to various texts and answer questions in English. Reading: Students will read short texts in Japanese and respond in English.	Understanding texts	30%	ML4-UND-01	**Term 4** **Week 3**
	100%	**100%**		

Booklets, exercise book notes and hiragana skills will be checked as part of ongoing assessment.

Japanese Scope and Sequence — Year 8 2025

Overview:

A student:

- Exchanges information and opinions in a range of familiar contexts by using culturally appropriate Japanese language
- interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- creates a range of texts for familiar communicative purposes by using culturally appropriate Japanese language

Term	Topic	Approximate Duration	Outline
1	Hiragana & Self-introduction in Hiragana	10 weeks	Country and Culture: Introduction to Japan, impact of Japanese Culture Hiragana Script: Learning 46 Hiragana characters and special rules Self-Introduction: Greetings, Classroom Instructions, Names, How are you, Nationalities, Residence, Ages, Numbers
2	Personal World	10 weeks	Personal world: My family, My friends and pets, Family members, Asking how many people are in someone's family and responding, Telling who is in your family, Asking someone if they have any pets and responding, Describing pets and friends
3	Food & Festivals	10 weeks	Food and Drinks: Asking about likes and dislikes and responding, Expressing likes and dislikes, Asking the day and date and responding, Asking when an event will take place and responding Culture: Table manner, Festivals and Celebrations in Japan
4	Hobbies & Travel	10 weeks	Hobbies: Asking about hobbies and interests and responding, Asking about sports and responding, Talking about what someone can do and can't do Travel: Asking where someone is going and responding, Asking who someone is going with and responding, Asking how someone is getting there and responding

Mathematics Assessment Schedule Year 8 - 2025

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. In Class test: 20 minute non - calculator test 45 minute test using calculators	5%	5%	10%	Number and Algebra Measurement and Geometry	**Term 1** **Week 6**
2. In Class test: 20 minute non - calculator test 45 minute test using calculators	5%	5%	10%	Number and Algebra Measurement and Geometry	**Term 2** **Week 4**
3. In Class test: 20 minute non - calculator test 45 minute test using calculators	17%	17%	34%	Number and Algebra Statistics and Probability	**Term 3** **Week 6**
4. Yearly Examination: 90 minute test using calculators *(20 minute non - calculator test)*	23%	23%	46%	Number and Algebra Measurement and Geometry Statistics and Probability	**Term 4** **Week 2**
	50%	**50%**	**100%**		

Mathematics Scope and Sequence Year 8 - 2025

Overview: A student develops understanding and fluency in Mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly.

Term	Topic	Approximate Duration (Weeks)	Outline
1	Statistics	3	analyses simple datasets using measures of centre, range and shape of the data
	Equations	3	solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$
	Ratios	2	solves problems involving ratios and rates, and analyses distance–time graphs
2	Graphing Linear Equations	2	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
	Expanding Binomial products	1	generalises number properties to operate with algebraic expressions including expansion and factorisation
	Simple Interest	1	solves financial problems involving simple interest
	Similar figures and Surface area	2	identifies and applies the properties of triangles and quadrilaterals to solve problems
3	Review	2	Review
	Finance	4	solves financial problems involving simple interest
	Trigonometry	3	applies trigonometric ratios to solve right-angled triangle problems
4	Indices	2	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
	Numbers of any magnitude	1	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of
	Algebraic techniques	3	generalises number properties to operate with algebraic expressions including expansion and factorisation
	Data Analysis	2	compares and analyses datasets using summary statistics and graphical representations

Music Assessment Schedule Year 8 - 2025

Type and Description of Task	Performance	Composition	Musicology/ Listening	Overall Weighting	Outcomes	Due Date
Task 1 - Rock & Pop Music In class performance task demonstrating technique and repertoire (multiple pieces) on guitar and drums. This is broken down into 5 components throughout the semester (as a competency based course) which could include instruments such as: • Drums • Guitar • Bass Guitar	50 %			50%	4.1, 4.2, 4.3, 4.9, 4.11, 4.12	Term 1 Week 8
Task 2 – Hip-hop Composition Group Composition and performance based on Hip Hop culture Part A: Composition Part B: Performance	30%	20%		50%	4.1, 4.3, 4.6, 4.7, 4.8, 4.10, 4.11, 4.12	Term 3 Week 9
	80%	20%		100%		

Music Scope and Sequence

Year 8 - 2025

Overview:

Students will experience music from several different cultures. They will sing and perform songs representing these cultures. Students will learn about the development of Rock and Pop music from the 1950s to the end of the 20th Century and they will compose a short Rock song.

Term	Topic	Approximate Duration	Outline
1	Music of Another Culture	12 weeks	Students will experience the music of Africa, Ireland, Japan, Bali and Australia, learning about vocal and dance music from these cultures. Students will compose a pentatonic melody for an instrument of their choice.
2	History of Rock & Pop Music	10 weeks	Beginning with the 1950's, we will study the origins of Rock Music and follow its history to 1999 and perform an existing Rock song.
3	History of Rock & Pop Music (Continued)	10 weeks	Students will continue to learn the history of Rock Music and work in small ensembles to compose a short Rock song on music software reflecting upon their knowledge of the history of Rock Music.
4	Music for Small Ensembles/ Class Performance	8 weeks	Small Ensemble performances will alternate with full class performance.

Personal Development, Health and Physical Education Assessment Schedule Year 8 - 2025

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. Practical Assessment 1 Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	5%	25%	PD4 – 11 PD4 – 5	**Term 1 – 2** **Ongoing**
2. First Aid In class topic test on First Aid principles and procedures	5%	20%	25%	PD4 – 7 Pd4 – 1	**Term 1** **Week 8**
3. Practical Assessment 2 Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	5%	25%	PD4 – 11 PD4 – 5	**Term 3 – 4** **Ongoing**
4. Health Task Research Task and Multimodal presentation on Discrimination (bullying) and its impact on the individual and the community.	15%	10%	25%	PD4 – 9 PD4 – 2	**Term 3** **Week 8**
	60%	**40%**	**100%**		

Personal Development, Health and Physical Education (PDHPE) - Scope and Sequence Year 8 - 2025

Overview:

Students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. They recognise the benefits of respectful relationships and help-seeking strategies in affirming their own and others' health, safety and wellbeing. Students examine the impact of power in relationships and practise and apply strategies to seek help for themselves and others.

Term	Topic	Approximate Duration	Outline
1	First Aid	10	Students involve themselves in a variety of both theoretical and practical implementation of Basic First Aid principles and actions. These include but are not limited to DRSABCD, Stings and bites, bleeding, etc.
2	Bullying and Power	10	Students investigate the sources and use of power for positive contribution to society. Furthermore, they also investigate varying types of bullying and the impacts that it has on the individual and the community.
3	Culture	10	Students involve themselves in a variety of theoretical and practical learning opportunities that delve into the impact and importance of culture with a specific focus on Aboriginal and Torres Strait Islanders.
4	Relationships	10	Students are guided through explanations and activities that encompass the varying types of relationships that they may have throughout their life and the importance of having sustained positive relationships to help build a positive health status.

Science Assessment Schedule Year 8 - 2025

Type and Description of Task	Working Scientifically Skills	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
1. Working Scientifically Skills Task This task assesses students' achievement of the non-practical Working Scientifically Skills. This includes processing and analysing data and information, problem solving, and communicating scientifically.	20%	0%	20%	SC4-7WS – SC4-9WS	**Term 1, Week 9**
2. Half Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC4-7WS - SC4-9WS, SC4-13ES, SC4-16CW, SC4-17W	**Term 2, Week 5**
3. Practical Task This task assesses skills in working scientifically and a small amount of knowledge and understanding content. There will be a practical component to this task where students will have to conduct an experiment. Tasks could include analysing and processing data and information, planning and conducting practical investigations, and problem solving.	20%	5%	25%	SC4-5WS - SC4-9WS	**Term 3, Week 5**
4. Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	20%	30%	SC4-7WS - SC4-9WS, SC4-14LW, SC4-11PW	**Term 4, Week 1**
	60%	**40%**	**100%**		

Science Scope and Sequence — Year 8 - 2025

Overview:

Science answers questions about the world through evidence-based knowledge that is constantly updated and expanded. It is a collaborative and creative endeavour, resulting in a body of knowledge that explains phenomena in the natural world. Students learn about different areas of science and develop skills in experimentation, collaboration, data analysis, problem-solving, and scientific communication.

Term	Topic	Approximate Duration	Outline
1	Elements, Compounds and Mixtures	9 Weeks	Students explore physical and chemical changes, analyse matter behaviour in relation to particles, understand the connection between heat energy and particle movement, forecast the impact of heat changes on different states of matter, and explain how changes in physical properties during evaporation, condensation, boiling, melting, and freezing relate to heat energy. Students will observe these changes, recognize the presence or absence of substances, and study chemical changes like photosynthesis, respiration, and chemical weathering. They will also compare particle arrangement in physical and chemical changes and assess the reversibility of these processes.
2	Cells	8 Weeks	In this topic students learn that cells are the basic units of living things and have specialised structures and functions. They learn about types of cells, their structure, functions, and organisation in multicellular organisms. They also learn to use microscopes to observe a variety of cells and tissues.
2-3	Energy	7 Weeks	Students study energy in all forms, energy-efficient design, conservation, efficiency, objects with energy, heat energy transfer, energy transformation, science and technology developments increasing device efficiency, electricity as energy transferring in a circuit, and constructing and drawing simple circuits.
3-4	Body Systems	8 Weeks	Students learn about human body systems and their roles, including the respiratory, digestive, excretory, and musculoskeletal systems. They understand how these systems collaborate to provide cells with necessary gases, nutrients, and water, while also eliminating cell waste. Students identify respiration materials, analyse scientific evidence for resolving health concerns and real-world problems, and discuss the impact of technological advancements on contemporary issues, such as organ transplantation, artificial joints and limbs, and treatments for diseases like diabetes, asthma, kidney or heart disease.
4	Rocks and Minerals	5 Weeks	Students study Earth's structure, rock origins, fossil formation, interpretation of geological history in sedimentary layers, mineral content in rocks, classification of rocks and minerals, and mining in Australia.
4	Growth and Reproduction	3 Weeks	This topic covers students' prior knowledge of living things' characteristics, life cycle stages, and reproductive mechanisms. It also explores adaptations in Australian organisms. Students will conduct hands-on investigations to understand these concepts.

Technology Mandatory - Agriculture and Food Technologies Assessment Schedule **Year 8 - 2025**

Description of Task *Note: These units of the Technology Mandatory course at GHS will be delivered in a mixed unit format i.e., food and agricultural content will be delivered concurrently over the semester.*	**Overall Weighting**	**Outcomes**	**Due Date**
1. Design Unit 1 Agriculture Students will engage in a range of activities related to the planting, growing, production and harvesting of plant-based foods such as leafy greens. They will use a range of agricultural implements to prepare and maintain garden beds that are productive and weed and pest free. Students will monitor the progress of their growing plants and nurture them accordingly until they are ready to harvest. They will then use their farm produce in a recipe to produce nutritious food products. Students will investigate a range of farm production methods, food processing methods, and the roles of particular people in the agricultural sector in Australia. Students will be observed and assessed as they develop skills in project development and the application of a design process.	50%	TE4-2DP, TE4-3DP, TE4-5AG TE4-10TS	**End of Semester**
2. Design Unit 2 Food Students will engage in preparing and producing a range of nutritious food products from recipes. They will gradually develop proficiency in a range of food preparation and food cooking techniques and apply these skills to project work. Students will design and develop their own nutritious food product including determining ingredients, costing, developing a recipe, preparing ingredients, cooking, and presenting their food product. Students will be observed and assessed as they develop skills in project development and the application of a design process.	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP TE4-6FO TE4-10TS	**End of Semester**
	100%		

Technology Mandatory - Agriculture and Food Technologies Scope and Sequence Year 8 - 2025

Overview:
Students learn about the processes of food and fibre production. Students develop knowledge and understanding about managed systems that produce food through producing crops. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation and food.

Topic	Approximate Duration	Outline
Agriculture	10 weeks	Design and plan a product associated with agricultural production. Investigate ideal conditions for growth and development of an agricultural plant. Develop a schedule or calendar for ongoing care of a plant species associated with an agricultural project. Investigate ideal conditions for growth and development of an agricultural plant or animal. Produce and implement an agricultural project.
Food	10 weeks	Plan nutritious dish(es) to suit a group within society. Identify a range of food preparation techniques and analyse the impact on nutrient value. Communicate how a recipe can be improved to enhance nutritional value. Produce nutritious food. Apply safe and ethical work practices.

Technology Mandatory - Engineered Systems Assessment Schedule	**Year 8 -2025**

Description of Task	Overall Weighting	Outcomes	Due Date
1. Design Unit 1: Load Shifter or Rollercoaster Students will apply an engineering design process to design, plan, make and evaluate practical solutions to engineering problems. They may create either a load shifting device or a roller coaster model. Students will document design, production and testing activities and evaluate their solutions against pre-determined criteria.	50%	TE4-1DP TE4-2DP TE4-3DP TE4-8EN	**End of Semester**
2. Design Unit 2: Engineered System Students will apply an engineering design process to design, plan, make and evaluate a practical solution to an engineering problem. They will develop a practical engineering solution to a specific problem and will document their work.	50%	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS	**End of Semester**
	100%		

Technology Mandatory - Engineered Systems Scope and Sequence Year 8 - 2025

Overview:
The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines, and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions.

Topic	Approximate Duration	Outline
Engineering project 1	10 weeks	Students will develop practical and functional solutions to engineering problems. They will generate innovative design ideas and communicate the development of ideas, plans, and processes through such things as sketches and drawings, models and prototypes, engineering reports and digital presentations. Students will develop practical skills by using tools, equipment, and materials to produce products or systems that apply engineering concepts and principles and will investigate how force energy and motion are used in engineered systems. Students will understand and apply safe working practices.
Engineering project 2	10 weeks	Students will investigate the role of an engineering professional and their impact on society and the environment. They will investigate how force energy and motion are used in engineered systems. Students will develop practical and functional solutions to engineering problems. They will apply testing procedures to evaluate an engineered system and use tools, equipment, and materials to produce engineered products or systems. Students will understand and apply safe working practices.

Visual Arts Assessment Schedule Year 8 - 2025

Type of Task and Description	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
1. Practical Assessment History & Criticism Practical tasks that are due at the end of term that focus on material practice related to The Elements of Art. (Fantasy Landscape) Students work on research task and/or classwork that relates to the practical tasks.	15	10	25	4.1 to 4.7	**Term 1 Semester 1**
2 . Practical Assessment History & Criticism Practical tasks that are due at the end of term that focus on material practice related to (Personal Monster/Sculpture) Students work on research task and/or classwork that relates to the practical tasks.	15	10	25	4.1 to 4.10	**Term 2 Semester 1**
3. Practical Assessment History & Criticism Practical tasks that are due at the end of term that focus on material practice related to the theme of My life as a Superhero (Comic Art) Students work on research task and/or classwork that relates to the practical tasks.		20	20	4.7 to 4.10	**Term 3 Semester 2**
4. Practical Assessment History & Criticism Practical tasks that are due at the end of term that focus on material practice related to theme (Appropriation) Students work on research task and/or classwork that relates to the practical tasks.	30		30	4.1 to 4.7	**Term 4 Semester 2**
	60%	**40%**	**100%**		

Visual Arts Scope and Sequence Year 8 - 2025

Overview:

- the field of visual arts and design as comprising conventions, activities, traditions and customs shaped by different values and beliefs
- reflect on and interpret actions and choices, and document these in their diaries

Term	Topic	Approximate Duration	Outline
1	**Fantasy Landscape (Painting)**	10 weeks	Students are introduced to the concept of fantasy and its link to surrealism. The students are to create their own fantasy landscape and paint it on an A3 canvas with acrylic paint.
2	**My Personal Monster (Sculpture)**	10 weeks	Students are to create a monster that either helps them or hinders them. Students are allowed to use traditional and postmodern materials to create this monster.
3	**Excelsior (Comic)**	10 weeks	Students are to create a story board for an original comic book that relates to their life in some way. Students will be researching Stan Lee and Manga comics for their critical/historical research assignment. They can hand draw, or they can use digital to create their comic. Because this is quiet a detailed topic it needs 2 terms to complete the comic books.
4		10 weeks	Students are to create a comic book that relates to their life in some way. Students will be researching Stan Lee and Manga comics for their critical/historical research assignment. They can hand draw, or they can use digital to create their comic. Because this is quiet a detailed topic it needs 2 terms to complete the comic books. Students can use, photoshop, lightroom, premier pro as an extension activity to further their skills in animation.

Summary of Year 8 Assessment Tasks

Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Semester 1

Term 1

WEEK	
1B	
2A	
3B	
4A	
5B	French
6A	Mathematics
7B	HSIE, Music,
8A	Italian, Japanese, Music, PDHPE
9B	French, Science
10A	English, Music,
11B	

Term 2

WEEK	
1A	
2B	
3A	HSIE, Music
4B	Mathematics,
5A	French, Science
6B	Japanese,
7A	
8B	Italian,
9A	
10B	English

Semester 2

Term 3

WEEK	
1A	
2B	
3A	
4B	Music
5A	Science
6B	Mathematics,
7A	HSIE
8B	English, French, Italian, Japanese, PDHPE
9A	Music,
10B	

Term 4

WEEK	
1A	Science
2B	Mathematics, Music,
3A	French, HSIE, Japanese, Music,
4B	Italian,
5A	
6B	
7A	
8B	
9A	
10B	

Statement of Authenticity and Academic Integrity

Name: _____ Class: _____

Teacher: _____ Subject: _____ Assessment: _____

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet (including AI) or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- I have read, understand and have followed the assessment policies outlined in the assessment policy book.

Student Signature: _____ Date: _____