



Kandos
HIGH SCHOOL

Year 8



Assessment Schedule 2023



NSW
GOVERNMENT | Education

CONTENTS

Course Requirements	3
Attendance	3
Exam Procedures Stage 4.....	4
Assessment Task Notification.....	5
Record of School Achievement Grades.....	6
Life Skills	6
Study Expectations.....	7
Sentral Parent and Student Portal.....	7
Parent/Teacher Interviews	7
 Subjects	
English.....	8
HSIE: History & Geography.....	9
ICT: Information & Communication Technology.....	10
Mathematics.....	11
Music	12
PDHPE: Personal Development, Health & Physical Education.....	13
Science.....	14
STEM.....	15
Technology Mandatory	16
Visual Arts.....	17
 Assessment Forms	18
Assessment Task Calendar	22

COURSE REQUIREMENTS

Over the four years covering Years 7 to 10, you need to have studied the following courses:

English - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Mathematics - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Science - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Human Society and Its Environment - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 - 8 and 100 hours each of Australian History and Australian Geography in Years 9 - 10.

Creative Arts - studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

Technological and Applied Studies - studied for 200 hours and consisting of the Technology Mandatory course.

Personal Development, Health and Physical Education - studied in each of Years 7 - 10 with 300 hours to be completed by the end of Year 10.

Languages - studied for at least 100 hours, to be completed in one language over one continuous 12 month period between Years 7 and 10 but preferably in Years 7 or 8.

If you think you will not meet these requirements by the end of Year 10, you should speak to your Year 10 coordinator or your principal.

ATTENDANCE

Absence during the year

Principals may grant students leave for legitimate reasons such as illness, physical injury or medical procedures. If leave has been granted during the year, there will be no effect on course completion requirements provided that you have completed assignments during the period of absence or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, it may be deemed that it is not feasible to make up the work during the year.

Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on your eligibility for the completion of Year 10 course(s).

EXAM PROCEDURES Stage 4

Equipment: It is your responsibility to ensure that you have the correct equipment for each exam.

Items you may bring to exams:

- Pens
- Pencils
- Highlighters
- Ruler
- Sharpener
- Eraser
- Calculator

Items you must not bring to exams

- Mobile phone. Your phone must be switched off and left in your bag.
- Other electronic devices, e.g.: smart watch, organiser, tablet, iPad, iPod, earphones, pagers
- Liquid paper

Communication

- *Under no circumstances* is it acceptable for you to communicate with other students during an exam. This includes speaking, making eye-contact, hand gestures, notes or noises designed to attract attention.
- If you have an urgent need to speak to somebody, raise your hand, wait for the supervisor to come to you and consult with them quietly.
- If you attempt to communicate with other students during an exam it will be considered exam misconduct and penalties will apply.

Exam Misconduct

- A breach of the above conditions will be considered misconduct and the supervisor will speak to you and/or record the misconduct.
- The supervisor shall note any misconduct during exams and this will be passed onto the Head Teacher of the subject. The HT will make a determination about the penalty that will be applied.

This may include a deduction of marks or a mark of Zero.

ASSESSMENT TASK NOTIFICATION

What do I need to know about an Assessment Task?

Students will be informed, *in writing*, of the set dates and details of each assessment task, *at least one week* prior to the task due date.

When a student returns to school from any absence, it is *the student's responsibility* to enquire about any work set during the absence.

If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, to discuss any necessary re-arrangements to the scheduling of each task and to complete a form requesting an Application for Extension (Appendix 2).

What if I don't complete an assessment task?

All students are expected to undertake all assessment tasks set to meet course requirements.

Where a candidate fails to submit an assessment task specified in the Assessment Program, they might request consideration for Illness/Misadventure (Appendix 3). This form is to be completed and handed to your subject teacher who will discuss an appropriate course of action with their Head Teacher. The teacher will advise the outcome on the same form. If the Subject Teacher considers the student has a valid reason, e.g. illness or approved leave, then a mark will be awarded based on late submission or a substitute task. In exceptional circumstances, e.g. where the completion of a substitute task is not feasible or unreasonable, or where the missed task is difficult to duplicate, the Subject Teacher and Head Teacher will authorise the use of an estimate based on other appropriate evidence.

In all other cases where a candidate fails to complete an assessment task, a zero **MUST** be recorded for that task.

If a student has been given zero marks because of 'non-attempts' or failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal *must* certify that the course has not been studied satisfactorily. This course will not appear on the Preliminary Record of Achievement.

What if I know I will be absent on the day of an assessment task or cannot complete a task by its due date?

Students *must* complete an Application for Extension form (Appendix 2) if applying *BEFORE* the due date *OR* an Illness/Misadventure form (Appendix 3) if applying *AFTER* the due date. These forms are to be completed and handed to your subject teacher.

RECORD OF SCHOOL ACHIEVEMENT GRADES

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

LIFE SKILLS

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

NSW Education Standards Authority (NESA) has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

- If students undertake one or more courses based on Life Skills outcomes and content, they will receive a Profile of Student Achievement. The profile will outline the Life Skills outcomes they have achieved in each course
- The Profile of Student Achievement will be printed and issued by the NSW Education Standards Authority (NESA) to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via [Students Online](#)
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes the student has achieved independently
 - Achieved with support – for outcomes that have been achieved with additional support

STUDY EXPECTATIONS

At Kandos High School we recommend that our students should be completing at least 20-30 mins of home study per subject daily prior to assessment and exam periods.

In addition, Students are encouraged to use Study Club on Monday afternoons in the Computer Lab 14. This is a weekly one-hour session where Kandos High School Students who need help can revise content, create study notes, complete homework, work on assessments or study.

SENTRAL PARENT AND STUDENT PORTAL

Our school has undertaken a new initiative, the student and parent portal, to provide both parents and students information about each student's timetable and attendance.

Please log on to the internet to access our Parent Portal here:

<https://kandoshs.sentral.com.au/portal/>

PARENT/TEACHER INTERVIEWS

At Kandos High School, our main Parent/Teacher evening is held within the first three weeks of Term 3. This is a chance to meet with your child's teachers and discuss their progress along with ways to assist your child at home. It is, however, advisable that you book in to see your child's teachers using the Sentral booking sheet through the Parent Portal. Parents will be notified when the booking sheet is available.

Parents who have concerns prior to or after this event are encouraged to contact either their students' Year Advisor or Teacher/s directly so that measures can be taken to alleviate these concerns.

ENGLISH

Course Content

In their study of English in Year 8, students continue to respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

Topic	Task	Weight %	Due	Outcomes
Fiction: Reading, Writing and Comprehension	In-Class Writing Task	25%	Term 1 Week 9	EN4-1A, EN4-3B, EN4-4B, EN4-7D
Drama: Speaking	Speech Composition/ Language Task	25%	Term 2 Week 6	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-6C
Poetry: Reading and Representing	In-Class Response Task	25%	Term 3 Week 7	EN4-1A, EN4-2A, EN4-5C, EN4-6C, EN4-7D, EN4-8D
Film: Viewing and Responding	Webpage Design: Genre Analysis	25%	Term 4 Week 6	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-6C, EN4-7D, EN4-8D

Outcomes A student:

- EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN4-2 effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4-6C identifies and explains connections between and among texts
- EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- EN4-8D identifies, considers and appreciates cultural expression in texts
- EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

HSIE: History & Geography

Course Content

HISTORY: Students will study the following topics in Year 8 History in 2023:

- Topic 1: Japan Under the Shoguns
- Topic 2: Renaissance Italy
- Topic 3: The Black Death

GEOGRAPHY: Students will study the following topics in Year 8 Geography in 2023:

- Topic 1: Water in the world
- Topic 2: Interconnections

Topic	Task	Weight %	Due	Outcomes
HISTORY: Japan under the Shoguns	Essay	20%	Term 1 Week 7	HT 4-2, HT4-4, HT 4-6, HT 4-9
HISTORY: Renaissance Italy	Model and Explanation	20%	Term 2 Week 3	HT 4-, HT4-8, HT 4-9, HT4-10
GEOGRAPHY: Water in the World	Water Resources Booklet	20%	Term 3 Week 6	GE 4-1, GE4-2, GE4-3, GE4-8
GEOGRAPHY: Interconnections	Interview and report	20%	Term 4 Week 2	GE4-3, GE4-5, GE4-7
HISTORY & GEOGRAPHY:	Yearly Examination	20%	Term 4 Week 4/5	TBC

History Outcomes A student:

- HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2 describes major periods of historical time and sequences events, people and societies from the past
- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4 describes and explains the causes and effects of events and developments of past societies over time
- HT4-5 identifies the meaning, purpose and context of historical sources
- HT4-6 uses evidence from sources to support historical narratives and explanations
- HT4-7 identifies and describes different contexts, perspectives and interpretations of the past
- HT4-8 locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past
- HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Geography Outcomes A student:

- GE4-1 locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2 describes processes and influences that form and transform places and environments
- GE4-3 explains how interactions and connections between people, places and environments result in change
- GE4-4 examines perspectives of people and organisations on a range of geographical issues
- GE4-5 discusses management of places and environments for their sustainability
- GE4-6 explains differences in human wellbeing
- GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8 communicates geographical information using a variety of strategies

ICT: INFORMATION & COMMUNICATION TECHNOLOGY

Course Content

Technology is growing in demand and students now need to know how to manipulate and create basic documents and be able to make these documents available to others. Students will learn or revise how to use email features such as adding attachments, signature, CC and BCC, develop skills to complete Infographics, Power Point Presentations and Tables to enhance study techniques. Students will also be made aware of responsible practices and ethical use of information and software technology.

Topic	Task	Weight %	Due	Outcomes
Communication Applications	Components of emails	30%	Term 2 Week 3	5.2.2, 5.5.2
Problem Based Learning- Visual Literacy	Infographics	30%	Term 3 Week 4	5.1.1
Communication Applications- Visual Literacy	PowerPoint Presentations	40%	Term 4 Week 2	5.5.1, 5.3.1, 5.5.2

Outcomes A student:

- 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
- 5.2.2 designs, produces, and evaluates appropriate solutions to a range of challenging problems
- 5.3.1 justifies responsible practices and ethical use of information and software technology
- 5.5.1 applies collaborative work practices to complete tasks
- 5.5.2 communicates ideas, processes, and solutions to a targeted audience

MATHEMATICS

Course Content

During Year 8, the students will investigate the following topics:

Number and Algebra <ul style="list-style-type: none"> Whole Numbers Computation with Integers Fractions, Decimals and Percentages Financial Mathematics Ratios and Rates Algebraic Techniques Indices Equations Linear Relationships 	Measurement and Geometry <ul style="list-style-type: none"> Time, Length and Area Volume, Capacity and Mass Pythagoras Properties of Geometrical Figures
	Statistics and Probability <ul style="list-style-type: none"> Data Collection and Representation Single Variable Data Analysis Probability

Half-Yearly and Yearly exams will contain some content from all three syllabus strands. Working Mathematically will be incorporated into all three strands.

Topic	Task	Weight %	Due	Outcomes
Whole numbers, Measurement, Fractions, Decimals, Percentages	Class Tests/ Assignments	20%	Throughout	5NA, 9NA, 12MG, 13MG
Semester 1 Topics	Book mark/ Homework	5%	Throughout	4-1WM
All Topics- Semester 1	Half-Yearly Examination	20%	Term 2 Week 5	5NA, 9NA, 12MG, 13MG 19SP, 21SP
Pythagoras, Integers, Algebra, Equations	Class Tests/ Assignments	20%	Throughout	4NA, 8NA, 10NA
Semester 2 Topics	Book mark/ Homework	5%	Throughout	4-1MW
All Topics- Semester 2	Yearly Examination	30%	Term 4 Week 4/5	4NA, 8NA, 10NA, 11NA, 20SP, 14MG

Outcomes A student:

MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events

MUSIC

Course Content

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences.

While students will develop knowledge and skills in each of the individual areas of performing, composing and listening, the integration of experiences in these areas enhances the understanding and manipulation of the concepts of music in differing musical contexts.

Topics

Australian Music, Guitar, World Music, Keyboard, The Blues, Classwork.

Topic	Task	Weight %	Due	Outcomes
Film Music	Music and Animation aural tasks	10%	Term 1 Week 9	4.7, 4.8, 4.10
	Performance of a film theme	10%	Term 2 Week 5	4.1, 4.2, 4.3, 4.9
	Composing for an animated film	10%	Term 2 Week 5	4.4, 4.6
Classwork	Tasks completed in class	20%	Term 2 Week 6	4.4, 4.7, 4.9, 4.10
Aboriginal Music	Aboriginal Musicology	10%	Term 3 Week 7	4.7, 4.8, 4.10
Popular Music	Performance	10%	Term 3 Week 9	4.1, 4.2, 4.3
	Composing	10%		4.4, 4.5, 4.6
Classwork	Tasks completed in class	20%	Term 4 Week 6	4.7, 4.8, 4.10

Outcomes A student:

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context

PDHPE: Personal Development, Health & Physical Education

Course Content

The Personal Development, Health & Physical Education (PDHPE) course provides students with opportunities to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students develop self-management, interpersonal and movement skills to become empowered, self-confident and socially responsible citizens.

Students undertake a variety of topics covering material from three core content strands;

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Topic	Task	Weight %	Due	Outcomes
Get Active, Get Healthy	Project 1 – Meal Plan	20%	Term 1 Week 9	4.6, 4.7, 4.8, 4.10
Managing Challenges	Project 2 – Written Response	20%	Term 2 Week 6	4.1, 4.2, 4.3, 4.9
Health Promotion	Project 3 - Brochure	20%	Term 3 Week 7	4.6, 4.7, 4.9
Practical Assessment (10%per term)	<ul style="list-style-type: none"> • Participation • Skill/Techniques • Sportsmanship/Teamwork • Overall Improvement 	40%	Terms 1, 2, 3 & 4	4.4, 4.5, 4.8, 4.11

Outcomes A student:

- PD4-1 examines and evaluates strategies to manage current and future challenges.
- PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.
- PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships.
- PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
- PD4-5 transfers and adapts solutions to complex movement challenges.
- PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.
- PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.
- PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity.
- PD4-9 demonstrates self-management skills to effectively manage complex situations.
- PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

SCIENCE

Course Content

Students in Stage 4 cover a range of topics to explore how scientists understand the world around us. They use scientific inquiry by actively using and applying the processes of Working Scientifically. This includes: identifying questions and problems that they can test or research scientifically; selecting and using appropriate strategies to generate creative plausible solutions to identified problems; planning and conducting a range of types of first-hand investigations; processing and analysing data and information from first-hand investigations and secondary sources to identify trends and draw conclusions; communicating their findings appropriately.

Content covered in Stage 4 Year 8 includes:

Resources, Body Systems, Ecosystems and Adaptations, Energy, Living Things – Plants, Chemical Change and Elements, Compounds and Mixtures.

Topic	Task	Weight %	Due	Outcomes
Energy	Topic Test	20%	Term 1 Week 5	SC4-PW3, SC4-8WS, SC4-9WS
Living Things - Plants	Project	20%	Term 1 Week 10	SC4-14LW, SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS
Chemical Change	Skills Assessment	20%	Term 2 Week 5	SC4-16CW, SC4-6WS, SC4-7WS, SC4-9WS
Resources	Bookwork	20%	Term 3 Week 6	SC4-12ES, SC4-7WS, SC4-9WS
All Topics	Yearly Examination	20%	Term 4 Week 4/5	All outcomes

Outcomes A student:

SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

STEM

Course Content

Students in stage 4 cover a range of topics across the fields of Science, Technology, English and Maths. This subject includes various projects and portfolios to allow students to demonstrate solutions to identified problems, plan and conduct first-hand investigations and process and analyse data collected from these investigations.

The content covered in Stage 4 STEM includes:

Flight, Egg Drop, Bridges, Eco-Design and Catapults

Topic	Task	Weight %	Due	Outcomes
Flight	Portfolio	20%	Term 1 Week 7	SC4-9WS, MA4-19SP, EN4-9E, TE4-2DP
Egg Drop	Summary Sheet	20%	Term 2 Week 6	SC4-8WS, TE4-3DP, TE4-8EN, MA4-6NA
Bridges	Presentation	20%	Term 3 Week 3	SC4-7WS, SC4-9WS, TE4-1DP
Eco - Design	Portfolio	20%	Term 4 Week 1	SC4-7WS, SC4-9WS, TE4-1DP, MA4-19SP, EN4-3B
Catapults	Poster	20%	Term 4 Week 6	SC4-11PW, SC4-9WS, TE4-2DP, MA4-6NA

Outcomes A student:

SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-8EN	explains how force, motion and energy are used in engineered systems
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-6NA	solves financial problems involving purchasing goods

TECHNOLOGY MANDATORY

Course Content

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

Students develop knowledge and understanding of the four Technology contexts through the Design and Production of solutions to meet identified needs or opportunities.

Over two years of study students will rotate through a series of specialist areas. Each teacher for these areas will conduct practical lessons that will include assessable tasks during the time they are with that class. Assessment will primarily be based on the completion of practical tasks and design portfolios as well as nominated theory tasks that can include class bookwork, assignments and in class tests

Topic	Task	Weight %	Due	Outcomes
Safety and the Working Environment	Observation and Writing	10%	Term 1 Week 2	TE4-3DP
			Term 3 Week 2	
Context Area study	Research Task	20%	Term 2 Week 2	TE4-10TS, TE4-5AG
			Term 4 Week 2	
Design Process Portfolio	Graphics and Evaluation	20%	Term 2 Week 6	TE4-9MA, TE4-6FO TE4-1DP
			Term 4 Week 6	
Creating and making	Individual Class Project Task(s)	50%	Term 2 Week 6	TE4-2DP, TE4-5AG
			Term 4 Week 6	

Outcomes A student:

TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-10TS	explains how people in technology related professions contribute to society now and into the future
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-2DP	plans and manages the production of designed solutions
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

VISUAL ARTS

Course Content

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make. The aim of the Visual Arts course is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts
- understand and value the different beliefs that affect meaning and significance.

Visual Arts fosters interest and enjoyment in the making, and studying, of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds.

Topic	Task	Weight %	Due	Outcomes
Elements of Art	1. VAPD: Watercolour Artwork in Progress	20%	Term 1 Week 6	4.4, 4.5, 4.9
Built Environment	2. VAPD	30%	Term 2 Week 4	4.1, 4.6, 4.7
Pop Art	3. VAPD and Sculptural Work	30%	Term 3 Week 3	4.1, 4.7, 4.8, 4.10
Political Cartooning	4. Canvas Artwork	20%	Term 4 Week 6	4.2, 4.3, 4.9

Outcomes A student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

ASSESSMENT FORMS

The following forms may be used by students to accompany requests or by teachers to advise students:

APPENDIX 1	Student to Teacher	COVER SHEET - This form should accompany every assessment task. STUDENT RECEIPT - Students should sign a notification sheet for every task handed in.
APPENDIX 2	Student to Teacher then to Head Teacher	APPLICATION FOR EXTENSION - This form should be completed by the student: 1) then handed to the course teacher. 2) the course teacher must send it to the Head Teacher. 3) both course teacher and Head Teacher should retain their copies.
APPENDIX 3	Student to Teacher then to Head Teacher	ILLNESS/MISADVENTURE FORM - This form must be completed if: 1) you know you will be absent from an assessment task with a valid reason 2) had an illness or misadventure that <u>prevented</u> you from or impacted your ability to complete an assessment task or examination.

ASSESSMENT TASK COVER SHEET

Appendix 1

Course _____

Student Name _____

School _____

Date Due _____

Assessment Title/Question _____

Number of Pages (Not including coversheet) _____

Date Handed In _____

Signature of Teacher _____

Result Grade _____
(Optional)

Rank _____

Comments _____

Marker's Signature _____

✂-----

KANDOS HIGH SCHOOL
RECEIPT OF AN ASSESSMENT TASK **(Student's Copy)**

Student's Name _____

Course _____

Teacher _____

Assessment Task received by _____

Signature _____

Date _____

Time _____

PLEASE NOTE:

***Students: Detach and keep this receipt for your own record of handing in an assessment task to a staff member other than your teacher.**

***Please ensure that you KEEP this RECEIPT for your own records.**

APPLICATION FOR EXTENSION

Appendix 2

Name _____ School _____

Subject _____ Teacher _____

Assessment No _____

Title _____ Due _____

Reason For Application _____

(Note: appropriate evidence must accompany this application, e.g. Doctor's Certificate)

Signature _____

Student

Signature _____

Parent

INFORMATION FOR STUDENTS

1. Where a candidate fails to complete an assessment task, 15% deduction per day and a zero after three days MUST be recorded for that task.
2. An extension may be granted in genuine cases of illness or misadventure.
To be considered, an application for extension must be requested in writing before the due date.
3. Hand in your assessment task even if it is late. A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for a Record of School Achievement.

✂-----

Please complete the following. This slip will be returned to you by the subject teacher.

APPLICATION FOR EXTENSION

Name _____ School _____

Subject _____ Assessment Task _____

Extension Granted ☐Extension Denied ☐

Reason _____

Signature _____

Teacher

Date

ILLNESS/MISADVENTURE FORM

Appendix 3

FOR SCHOOL BASED ASSESSMENT TASKS, INCLUDING EXAMINATIONS

Name: _____

Date: _____

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Deputy Principal).*

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

<input type="checkbox"/> Year 7	<input type="checkbox"/> Year 8	<input type="checkbox"/> Year 9
Assessment Task		Teacher:
Outline of Reason/s for misadventure/illness:		
Request and date for proposed completion (if applicable)		
Extension <input type="checkbox"/>	No Penalty for Lateness <input type="checkbox"/>	
Penalty <input type="checkbox"/>	Estimate to be used <input type="checkbox"/>	

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied Yes/No
- Statutory Declaration by parent supplied Yes/No
- Covid-PCR Test Result (NSW Health) Yes/No

Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc.); all relevant details of the incident; and contact details of parent.

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student signature _____

Date _____

Parent signature _____

Date _____

Recommendation and Decision	
<input type="checkbox"/> Extension granted <input type="checkbox"/> No penalty for lateness <input type="checkbox"/> Other _____	<input type="checkbox"/> Penalty applied <input type="checkbox"/> Estimate to be used
Signatures _____ Head Teacher	_____ Class Teacher
Deputy Principal Signature _____	
<input type="checkbox"/> Head Teacher Informs student of Decision Signatures _____ Head Teacher	Date _____ _____ Student

ASSESSMENT TASK CALENDAR

Schedule of Assessment Tasks for Year 8 2023											
	Week	English	HSIE History/Geography	Information & Communication Technology (ICT)	Mathematics	Music	PDHPE	Science	STEM	Technology Mandatory	Visual Arts
Term 1 2023	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
	11										
Term 2 2023	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
Term 3 2023	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
Term 4 2023	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										

Exam  Assessment task to be submitted  No Assessment to be given 



NOTES
