YEAR 8 (2020) ASSESSMENT HANDBOOK
What is an assessment task and why is it so important?

Assessment is the opportunity to show what you know and what you can do.

Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve.

There are assessment tasks in each subject. This will happen in each year of high school and you will be able to access the information in this booklet on the school website: www.mitchell-h.schools.nsw.edu.au

The tasks that you will complete could be:
- formal examinations
- tests
- assignments
- essays
- creative works
- field studies
- excursion reports
- in-class assessment task.

All assessment tasks contribute towards your achievement and grades and must be completed. The results of this work will be shown in your Half Yearly and Yearly Reports. In-class, you will be given a sheet showing you the assessment schedule for each subject. It will tell you when each assessment task will be held, what you will be assessed on, and what the task is worth. This sheet will be pasted into your exercise book so that you can refer to it throughout the year. You may obtain advice regarding your assessments from your teacher or the Head Teacher of the subject.

Please remember, you are also required to complete classwork and homework.
**THE SCHOOL’S RESPONSIBILITIES**

**The school’s responsibility**
- Setting relevant, high quality tasks to measure student performance in each subject
- Providing a criteria which will be used to assess the task
- Providing the outcomes which will be assessed in the task
- Adhering to the published assessment task schedule and specifying the mark value for each task
- Using school assessment task proforma for the publication of tasks and ensuring consistency in presentation of information across all subjects
- Maintaining a record of each student’s performance on each task and reporting on it
- Providing students with information on their progress

**Please note:**
The School reserves the right to make any changes considered necessary after this handbook has been issued. The changes will be advised in writing two weeks prior to the due date of the assessment task affected.

**To complete the assessment task you will need to:**
- Carefully read the assessment task issued on the school’s proforma and available on your student portal
- Plan and mark the due dates for the tasks in your homework diary and the calendar at the end of this book
- Break the task into small manageable parts and complete it gradually
- Organise any notes, materials and resources that you are using
- Complete any research and keep a list of resources used (bibliography)
- Speak to your teacher if you need help and to check how you are going
- Check that any technology or equipment needed to complete the task is working before the due date
- Correct drafts and complete your presentation
- Complete the feedback/evaluation sheet on your performance on the task
- Keep your drafts in case something happens
- Put your task or any equipment you will need to complete the task in your bag the night before it is due
- Keep a record of your submission of the task
- Keep a record of your results

**Late Regulations**
**If you do not complete the task on the due date, you will need to do the following:**
Give your class teacher or the Head Teacher of the subject a note from your parents/carers explaining why your assessment task has not been done on the first day back at school after an absence. **If you have a medical certificate this will explain the reason and no penalty will apply.** Bring in your drafts as evidence of attempting the task.

**Please note:**
- Unexplained absences are unacceptable because it is a deliberate attempt to advantage yourself.
- Technology failure is not an excuse for late submission of tasks.
- The task must still be handed in and a penalty of 25% of the marks gained each calendar day will be applied. The task will be marked and you will still benefit from the teachers’ feedback.
COMMONLY ASKED QUESTIONS

What if you know in advance that you will be absent?
If you know that you will be absent with sufficient reason e.g. a funeral, an approved school activity or urgent medical attention, you will need to explain the circumstances in a note, before the absence, to your class teacher and a new due date will be given.

What if you have been absent from school?
When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

What happens when you hand in an assessment task?
Your class teacher will keep records of the assessment task completed and handed in. An assessment task receipt sheet will be used. In a formal examination, you will complete an examination attendance slip for each subject.

Malpractice
Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice includes, but is not limited to:
- Copying someone else’s work in part or in whole, and presenting it as your own;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Using material directly from books, journals, CDs or the internet or any other source without reference to the source;
- Building on the ideas of another person without referring to the source;
- Buying, stealing or borrowing another’s work and presenting it as your own;
- Damaging another student’s work;
- Paying for having someone else complete the task for you;
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed to substantially;
- Breaking published school examination rules;
- Using non approved aides during an assessment task;
- Providing false explanations for work not handed in by the due date;
- Assisting another student to engage in malpractice.

What if you copy other people’s work?
A zero penalty will be imposed for copying, plagiarism or having someone else do the work for you.

What if you do not make a serious attempt or cheat?
A zero penalty will be imposed if you do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

Please note
Parents will be informed of any instances of malpractice.
ENGLISH OUTCOMES (STAGE 4)

A student:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A 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 in a range of contexts

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
# English

## Year 8 (2020) Internal Assessment Program

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components</th>
<th>Weighting %</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN4-2A, EN4-7D, EN4-9E</td>
<td>Reading Writing Representing</td>
<td>25%</td>
<td>Term 1 Week 9 Poetry</td>
<td>Term 2 Week 9 Drama</td>
<td>Term 3 Week 9 Prose</td>
<td>Term 4 Week 3 Genre</td>
</tr>
<tr>
<td>EN4-1A, EN4-4B, EN4-7D EN4-2A</td>
<td>Reading Speaking Writing</td>
<td>20%</td>
<td>In-Class Task</td>
<td>Drama Multimodal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN4-2A, EN4-7D, EN4-9E</td>
<td>Reading Writing Representing</td>
<td>30%</td>
<td></td>
<td></td>
<td>Written Composition Book Review</td>
<td></td>
</tr>
<tr>
<td>EN4-1A, EN4-6C, EN4-8D</td>
<td>Reading Comprehension Writing</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td>Yearly Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL WEIGHTING</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>25%</td>
<td>20%</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
HISTORY OUTCOMES (STAGE 4)

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
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components</th>
<th>Weighting %</th>
<th>Task 1</th>
<th>Task 2</th>
</tr>
</thead>
</table>
| 4.1, 4.4, 4.5, 4.6, 4.8, 4.10 | Source Analysis  
Research Skills  
Description  
Explanation  
Structured Text | 40% | Term 1 or 3  
Week 7 | Term 2  
Weeks 6 & 7  
Pending on when you have History Term 2 or Term 4 |
| 4.1, 4.4, 4.5, 4.6, 4.7, 4.9 | Time Lines Interpretation of:  
Visual Sources  
Written Sources  
Primary Sources  
Secondary Sources  
Family Tree | 60% | | Final Examination |
| **TOTAL WEIGHTING** |                                | 100%        | 40%                                        | 60%                                        |
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 identifies and 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
<table>
<thead>
<tr>
<th>Task Number</th>
<th>Interconnections Research Assignment</th>
<th>Water in the World Project-Based Learning Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date</td>
<td>Semester 1 classes: Due Week 10, Term 1</td>
<td>Semester 1 classes: Due Week 9, Term 2</td>
</tr>
<tr>
<td>Task Name</td>
<td>Class Test on ‘Water in the World’ and Geographical Skills</td>
<td>Natural Hazard Research Assignment</td>
</tr>
<tr>
<td>Outcomes</td>
<td>GE4-2, GE4-3, GE4-5, GE4-7, GE4-8</td>
<td>GE4-1, GE4-2, GE4-7, GE4-8</td>
</tr>
<tr>
<td>TOTAL WEIGHTING</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>
LANGUAGES: FRENCH OUTCOMES (STAGE 4)

**Communicating Strand**

A student:

LGE4-1C uses French to interact with others to exchange information, ideas and opinions, and make plans

LGE4-2C identifies main ideas in, and obtains information from texts

LGE4-3C organises and responds to information and ideas in texts for different audiences

LGE4-4C applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences

**Understanding Strand**

A student:

LGE4-5U applies French pronunciation and intonation patterns

LGE4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas

LGE4-7U identifies variations in linguistic and structural features of texts

LGE4-8U identifies that language use reflects cultural ideas, values and beliefs
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components</th>
<th>Weighting %</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGE4-1C, LGE45U</td>
<td>Speaking</td>
<td>20%</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 9/10</td>
<td>Term 3 Week 9/10</td>
</tr>
<tr>
<td>LGE42, LGE4-3C, LGE4-6U</td>
<td>Listening, Reading, Writing</td>
<td>80%</td>
<td></td>
<td>Collaborative Communicating Task “My World”</td>
<td></td>
</tr>
<tr>
<td>TOTAL WEIGHTING</td>
<td></td>
<td>100%</td>
<td>40%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>
LANGUAGES: GERMAN OUTCOMES (STAGE 4)

Communicating Strand

A student:

LGE4-1C  uses German to interact with others to exchange information, ideas and opinions, and make plans
LGE4-2C  identifies main ideas in, and obtains information from texts
LGE4-3C  organises and responds to information and ideas in texts for different audiences
LGE4-4C  applies a range of linguistic structures to compose texts in German, using a range of formats for different audiences

Understanding Strand

A student:

LGE4-5U  applies German pronunciation and intonation patterns
LGE4-6U  applies features of German grammatical structures and sentence patterns to convey information and ideas
LGE4-7U  identifies variations in linguistic and structural features of texts
LGE4-8U  identifies that language use reflects cultural ideas, values and beliefs
### Languages: German

#### Year 8 (2020) Internal Assessment Program

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components</th>
<th>Weighting %</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGE4-1C, LGE45U</td>
<td>Speaking</td>
<td>20%</td>
<td>Term 1 Week 10</td>
<td>Skills Tests</td>
<td>Collaborative Communicating Task “My World”</td>
</tr>
<tr>
<td>LGE42, LGE4-3C, LGE4-6U</td>
<td>Listening, Reading, Writing</td>
<td>80%</td>
<td>Term 2 Week 9/10</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>TOTAL WEIGHTING</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td><strong>40%</strong></td>
<td><strong>20%</strong></td>
<td><strong>40%</strong></td>
</tr>
</tbody>
</table>
LANGUAGES: ITALIAN OUTCOMES (STAGE 4)

Communicating Strand

A student:

LGE4-1C  uses Italian to interact with others to exchange information, ideas and opinions, and make plans
LGE4-2C  identifies main ideas in, and obtains information from texts
LGE4-3C  organises and responds to information and ideas in texts for different audiences
LGE4-4C  applies a range of linguistic structures to compose texts in Italian, using a range of formats for different audiences

Understanding Strand

A student:

LGE4-5U  applies Italian pronunciation and intonation patterns
LGE4-6U  applies features of Italian grammatical structures and sentence patterns to convey information and ideas
LGE4-7U  identifies variations in linguistic and structural features of texts
LGE4-8U  identifies that language use reflects cultural ideas, values and beliefs
## Languages: Italian
### Year 8 (2020) Internal Assessment Program

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components</th>
<th>Weighting %</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGE4-1C, LGE45U</td>
<td>Speaking</td>
<td>20%</td>
<td>Skills Tests</td>
<td>Collaborative</td>
<td>Skills Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term 1 Week 10</td>
<td>Communicating Task</td>
<td>Term 3 Week 9/10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“My World”</td>
<td></td>
</tr>
<tr>
<td>LGE42, LGE4-3C, LGE4-6U</td>
<td>Listening Reading Writing</td>
<td>80%</td>
<td></td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL WEIGHTING</strong></td>
<td></td>
<td>100%</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>
MATHEMATICS OUTCOMES (STAGE 4)

Course Description
This course is designed to facilitate student learning of a variety of mental, written and calculator techniques to solve problems in number, measurement and chance. Students’ capacity to generalise and to pose and investigate questions is emphasised through study of algebra, statistics and geometry.

Semester 1 Report Outcomes: The report outcomes would be chosen from the list given below.

Students will have:
- Performed basic operations with positive number and decimals.
- Collected, represented and analysed data.
- Demonstrated ability to simplify algebraic operations with indices.
- Calculate perimeter and area of basic shapes.
- Performs operations with fractions and percentages.
- Applies Pythagoras’ Theorem to solve problems.

TERM 1

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1</td>
<td>Number and Decimals MA4-4NA</td>
<td>Unit 2</td>
<td>Data Collection, Representation and Analysis MA4-19SP, MA4-20SP</td>
<td>Unit 3</td>
<td>Algebraic Techniques and Basic Indices MA4-8NA, MA4-9NA</td>
<td>Unit 4</td>
<td>Perimeter and Area MA4-12MG, MA4-13MG</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TERM 2

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 5</td>
<td>Fractions and Percentages MA4-5na</td>
<td>Unit 6</td>
<td>Pythagoras’ Theorem MA4-16mg</td>
<td>Revision</td>
<td>Unit 7</td>
<td>Simple Equations MA4-10NA</td>
<td>Unit 7</td>
<td>Transformations MA4-11na</td>
<td></td>
</tr>
</tbody>
</table>

Semester 2 Report Outcomes: The report outcomes would be chosen from the list given below.

Students will have:
- calculate area of circles and volume of simple prisms
- determines congruent triangles to find unknown sides and angles
- applies appropriate strategies to solve equations
- demonstrated ability to read time, interpret international time zones and applies ratios and rates
- creates number patterns, graphs and analyses
- constructs and interprets graphs, charts and tables and analyses data.
# Mathematics Outcomes (Stage 4)

## Term 3

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exam Week A, N, G (25%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Revision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 7</td>
<td>Circles and Volume</td>
<td>MA4-13MG, MA4-14MG</td>
<td>Unit 6</td>
<td>Linear Relationships</td>
<td>M-13MG, MA4-14MGA</td>
<td>Unit 11</td>
<td>Ratio, Rates and Time</td>
<td>MA4-6NA, MA4-7NA, MA4-15MG</td>
<td></td>
</tr>
</tbody>
</table>

## Term 4

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exam Week A, N, G (25%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Revision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 6</td>
<td>Circles and Volume</td>
<td>MA4-13MG</td>
<td>Unit 13</td>
<td>Probability</td>
<td>MA4-6NA</td>
<td>Unit 8</td>
<td>Geometry and Project</td>
<td>MA4-21SP</td>
<td></td>
</tr>
</tbody>
</table>

## Assessment Schedule

Students will complete ongoing web based revision

Students also sit common tests every term. This is for all students in the year. Results from these tests are used to moderate class marks which teachers have for their individual classes.

Notifications will accurately detail the topics in each task and the date of the examination.

<table>
<thead>
<tr>
<th>Date of Task</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Task</td>
<td>Week 7</td>
<td>Week 6</td>
<td>Week 3</td>
<td>Week 3</td>
<td>%</td>
</tr>
<tr>
<td>Assignment</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Common Test</td>
<td></td>
<td>30%</td>
<td></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Common Test</td>
<td></td>
<td></td>
<td>25%</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Common Test</td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Total Weighting**: 100%
Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and / or ensemble techniques.

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.

Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem solving.

A student:
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.

Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

A student:
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.

Students will value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening.

A student:
4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.
# Music

**Year 8 (2020) Internal Assessment Program**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components</th>
<th><strong>Weighting %</strong></th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1, 4.2, 4.3</td>
<td>Performance</td>
<td>30%</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weeks 6 &amp; 7</td>
<td>Weeks 9 &amp; 10</td>
<td>Week 2</td>
</tr>
<tr>
<td>4.4, 4.5, 4.6</td>
<td>Composition</td>
<td>30%</td>
<td></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>4.7, 4.8, 4.9, 4.10</td>
<td>Aural and Musicology</td>
<td>40%</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL WEIGHTING</strong></td>
<td></td>
<td>100%</td>
<td>30%</td>
<td>30%</td>
<td>35%</td>
</tr>
</tbody>
</table>
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) (STAGE 4) 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
PD4-7 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
# Personal Development, Health and Physical Education (PDHPE)
## Year 8 (2020) Internal Assessment Program

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components</th>
<th>Weighting %</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD4-1, PD4-2, PD4-3</td>
<td>Assignment</td>
<td>50%</td>
<td>Term 1 Week 8</td>
<td>Term 2 Week 5</td>
<td>Term 3 Week 9</td>
<td>Term 4 Week 3</td>
</tr>
<tr>
<td>PD4-4, PD4-5, DF4-9 PD4-10, PD4-11</td>
<td>Skill Observation</td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL WEIGHTING</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>
SCIENCE OUTCOMES (STAGE 4)

A student:

Values and Attitudes Outcomes

SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

Skills Outcomes

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

Knowledge and Understanding Outcomes

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
SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
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
# Science
## Year 8 (2020) Internal Assessment Program

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components</th>
<th>Weighting %</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC4-10PW, SC4-12ES</td>
<td>Knowledge and Understanding</td>
<td>20%</td>
<td>Term 1 Week 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC4-15LW, SC4-17CW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC4-4LW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC4-4WS, SC4-5WS</td>
<td>Practical and Investigating Skills</td>
<td>25%</td>
<td></td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>SC4-6WS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC4-7WS, SC4-8WS</td>
<td>Developing Scientific Thinking and Problem Solving Techniques</td>
<td>20%</td>
<td></td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>SC4-9WS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC4-1VA, SC4-2VA</td>
<td>Communication and Expression (Values &amp; Attitudes)</td>
<td>10%</td>
<td></td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>SC4-3VA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL WEIGHTING</strong></td>
<td></td>
<td>75%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
</tr>
</tbody>
</table>
TECHNOLOGY MANDATORY OUTCOMES (STAGE 4)

A student:

Design and Production Skills

A student:

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
TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

Knowledge and Understanding

A student:

TE4-5AG investigates how food and fibre are produced in managed environments
TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI explains how data is represented in digital systems and transmitted in networks
TE4-8EN explains how force, motion and energy are used in engineered systems
TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS explains how people in technology related professions contribute to society now and into the future
# Technology Mandatory

## Year 8 (2020) Internal Assessment Program

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components</th>
<th>Weighting %</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP</td>
<td>Design and Production Skills</td>
<td>80%</td>
<td>Project 1 (Technology Specific)</td>
<td></td>
<td>Project 2 (Technology Specific)</td>
</tr>
<tr>
<td>TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS</td>
<td>Knowledge and Understanding</td>
<td>20%</td>
<td></td>
<td>Research Task and Presentation</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL WEIGHTING**

<table>
<thead>
<tr>
<th></th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 3 Week 1</td>
<td>Term 3 Week 5</td>
<td>Term 3 Week 10</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>