

Georges River College Peakhurst Campus



Guide to Year 8 (2020) Assessment

GUIDELINES FOR ASSESSMENT

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ASSESSMENT PROCEDURES

The Purpose of this Document

The Guide to Year 8 Assessment has been developed to help students plan and prepare for assessments in order to maximise their learning. The document is a guide to the timing and type of assessments that will be used to meet the outcomes of each Year 8 course. Assessments can take many forms and students should use their results and feedback from their teacher to help them revise and improve their future assessment planning and preparation. It is the expectation of the school that all students will take responsibility for their learning in order to aim for excellence in each year they are enrolled at GRC Peakhurst Campus.

This document is also a guide for parents and carers to help them support their child throughout the year. It is important that parents and carers ask their child for the specific assessment notification that will be provided prior to all assessment tasks. The specific assessment notification will also be available on the school's web site once issued to the students.

Assessments and homework are seen as a valuable part of schooling. They allow for practising, extending and consolidating work done in class. They provide training for students in planning and organising time and develop a range of skills in identifying and using information resources. Additionally, they establish habits of study, concentration and self-discipline which are important life long skills.

Late Submission of Assessment Tasks

Apart from exceptional circumstances, all work must be submitted on time. If a student knows that they will be absent on the due date of the task, they must submit the task before the due date.

For group, speaking and practical tasks, refer to the specific assessment notification for the task. Submission of such tasks will be considered on their merit. Computer and printer failure will not be accepted as an excuse for late submission of an assessment task.

If a zero mark is given, assessment tasks will still be required for submission in order to satisfy course outcomes.

Any task submitted after the due date will be issued a zero mark unless appropriate documentation such as a Doctors Certificate is provided.

Plagiarism

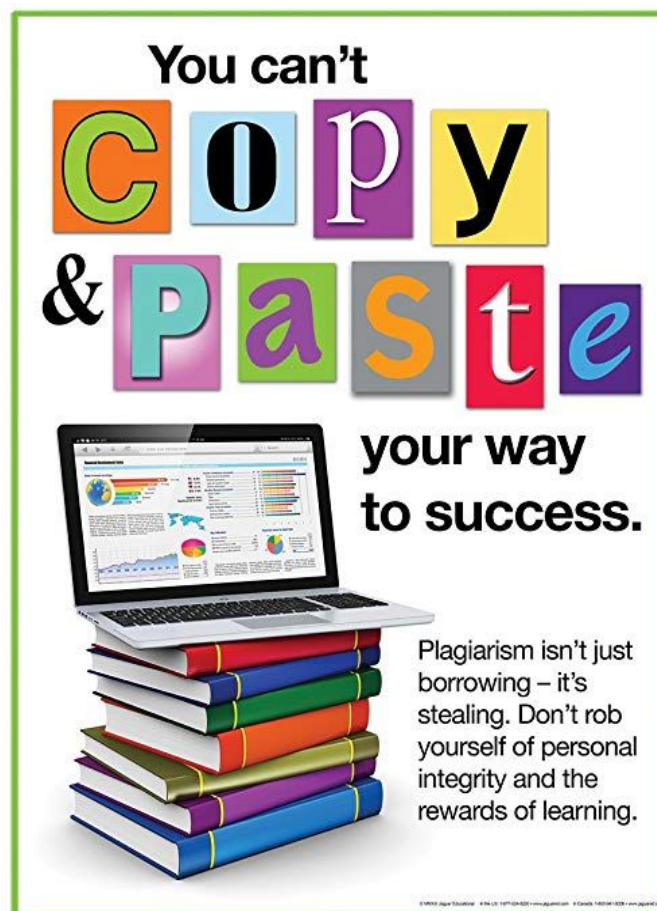
Note: Plagiarism is unacceptable in all forms. Students found to be plagiarising will receive zero marks. All work must be put into your own words and cutting and pasting from any source is considered a form of plagiarism.

Plagiarism

'The imitation or use of another's ideas and manner of expressing them to be passed off as one's own'

Source: Macquarie Concise Dictionary – 3rd edition.

Any student giving their original work task to another student to plagiarise may also incur a zero mark.



ENGLISH

In ENGLISH, assessment will be based on:

- Communicating through speaking, listening, writing, reading, viewing and representing
- Using language to shape and make meaning according to purpose, audience and context
- Thinking in ways that are imaginative, creative, interpretive and critical
- Expressing themselves and their relationships with others and the world
- Reflecting on their learning through their study of English

Term	Week	Topics Assessed	Type of Task	Weighting
1	6	Myths / Legends	Speaking Task	20%
1	11	Poetry	Examination Comprehension and Analysis	20%
1 – 2	Ongoing	Classwork	Classwork/Participation/ Wide Reading	10%
3	5	Novel	Media Articles Based on Novel	20%
3	10	Film Study and Literacy	Examination Reading, Writing and Responding to Film	20%
3 – 4	Ongoing	Classwork	Classwork/Participation/ Wide Reading	10%

Scope and Sequence

Term	Week	Topics
1	1 – 6 7 – 11	Myths and Legends Poetry – Australian Poetry
2	1 – 4 5 – 10	Thematic Unit - Survival Media – Newspapers
3	1 – 6 7 – 10	Novel – Australian and international issues Thematic Study –Hero’s Journey
4	1 – 5 6 - 10	Drama – Text and Performance Literature Study – Novel and Short Stories

REPORTING OUTCOMES FOR ENGLISH

Semester 1 Outcomes

YEAR 8

- Responds to and composes texts for a variety of purposes and audiences
- Reads with understanding a wide variety of texts
- Speaks with confidence and fluency in a variety of situations
- Interprets, describes and uses language forms and features
- Understands how a range of texts express a theme

YEAR 8 LIFE SKILLS

- Listens and responds in familiar contexts
- Reads and responds to a variety of written texts in familiar contexts
- Writes short texts for everyday purposes
- Communicates for a variety of purposes
- Draws on background and experiences to respond to texts in ways that are imaginative, interpretive or critical
- Uses individual and collaborative skills in the learning process

Semester 2 Outcomes

YEAR 8

- Responds to and composes texts for a variety of purposes and audiences
- Reads with understanding a wide variety of texts
- Views, comprehends and responds appropriately to film text
- Thinks critically and interpretively about texts
- Uses appropriate language and structure in writing media articles

YEAR 8 LIFE SKILLS

- Listens and responds in familiar contexts
- Reads and responds to a variety of written texts in familiar contexts
- Writes short texts for everyday purposes
- Communicates for a variety of purposes
- Draws on background and experiences to respond to texts in ways that are imaginative, interpretive or critical
- Uses individual and collaborative skills in the learning process

HSIE – HISTORY

(Semester 1)

In HISTORY, assessment will be based on:

- Knowledge and understanding of historical events, perspectives and concepts
- Skills in investigating, researching, communicating and interpreting historical events

Term	Week	Topics Assessed	Type of Task	Weighting
1	8	Medieval Europe	Empathy Writing Task	35%
1	10	Medieval Europe	Examination	35%
2	4	Medieval Japan	Content and Source-Based Examination	30%
2	9	Aztecs	Skills	Class Assessment

Homework Expectations

- Homework will be given on a regular basis
- Students will need to revise information and apply historical skills in preparation for their topic examination

Scope and Sequence

Term	Week	Topics
1	1 – 11	Medieval Europe
1	1 – 5	Medieval Japan
2	6 – 10	The Aztecs

REPORTING OUTCOMES FOR

HSIE – HISTORY

Semester 1 Outcomes

YEAR 8

- Describes the perspectives and experiences of individuals and groups from the past
- Locates, selects and organises historical information to explain the past
- Appropriately communicates in written, oral and visual form about the past
- Uses historical sources to gain information about past individuals and events
- Uses a variety of historical terms and concepts to describe the past

YEAR 8 LIFE SKILLS

- Explores features of past individuals, groups and events
- Identifies and investigates the experiences of people in the past
- Communicates basic information about the past in written, visual, oral or digital form

HSIE – GEOGRAPHY

(Semester 2)

In GEOGRAPHY, assessment will be based on:

- Knowledge and understanding of a variety of global communities and environments
- Application of geographical knowledge and skills
- Ability to organise and interpret geographical information

Term	Week	Topics Assessed	Type of Task	Weighting
3	6	Water in the World (Part 1)	Research/Tools Report	20%
3	9	Water in the World (Part 2) and Geographical Tools	Research/Tools Report	40%
4	1	Water in the World	Examination	40%
4	9	Interconnections	Geographical Tools Assessment	Class Assessment

Homework Expectations

Homework will be given on a regular basis and may require students to:

- Complete class work at home and exercises to reinforce material covered in class
- Revise for examinations
- Complete take-home assessment tasks

Scope and Sequence

Term	Week	Topics
3	1 – 10	Water in the World
4	1 – 10	Interconnections

REPORTING OUTCOMES FOR

HSIE – GEOGRAPHY

Semester 2 Outcomes

YEAR 8

- Identifies, describes and explains different geographical processes, perspectives and issues
- Identifies the human impact on the environment and discusses sustainable management practices
- Communicates in appropriate oral, visual, digital and written forms
- Uses and applies a range of geographical tools

YEAR 8 LIFE SKILLS

- Investigates different geographical processes and issues
- Applies basic geographical skills
- Attempts to locate and select information
- Communicates geographical information in verbal, visual or written form

JAPANESE

In JAPANESE, assessment will be based on:

- Knowledge and understanding of cultural differences and similarities
- Ability to process writing skills
- Ability to process listening skills
- Ability to process reading and speaking skills

Term	Week	Topics Assessed	Type of Task	Weighting
1	8/9	Self Introduction and Greetings	Speaking	20%
2	6	Units 1, 2 and 3	Listening, Reading and Writing Half Yearly Examination	20%
3	5	Japanese Cultural Interest	Research Assessment	20%
4	5	Units 1-6	Listening, Reading and Writing Yearly Examination	20%
1 – 4	Ongoing	All Topics	Formative Assessment	20%

Scope and Sequence

Term	Week	Topics
1	1 – 4 5 – 8 9 – 11	Greetings and Introduction and Map of Japan Nationalities, Numbers and Counting Hiragana Script
2	1 – 3 4 – 10	Family and Pets Food Culture, Likes and Dislikes
3	1 & 2 3 – 6 7 – 10	Sadako and the Thousand Paper Cranes Cities in Japan School Life and Subjects
4	1 – 3 4 – 7 8 – 10	Hobbies and Interest Traveling in Japan Manga and Anime

REPORTING OUTCOMES FOR JAPANESE

Semester 1 Outcomes

YEAR 8

- Comprehends relatively simple passages of prose and dialogue
- Communicates effectively in the written language
- Understands spoken language within a range of situations
- Communicates with accurate pronunciation

YEAR 8 LIFE SKILLS

- Recognises words and phrases in Japanese
- Explores ways in which meaning is conveyed by nonverbal communication
- Recognises the contribution of different cultures to Australian society

Semester 2 Outcomes

YEAR 8

- Comprehends relatively simple passages of prose and dialogue in description
- Communicates effectively in the written language
- Understands spoken language within a range of situations
- Cultural awareness

YEAR 8 LIFE SKILLS

- Recognises words and phrases in Japanese
- Explores ways in which meaning is conveyed by nonverbal communication
- Recognises the contribution of different cultures to Australian society

MATHEMATICS

In MATHEMATICS, assessment will be based on:

- Student knowledge and understanding of key concepts
- Use and application of scientific calculators
- Application of working mathematically skills in the content strands
Number & Algebra / Measurement & Geometry / Statistics & Probability

Term	Week	Topics Assessed	Type of Task	Weighting
1	8	Term 1 Topics	Term 1 Common Test	25%
2	5	Term 1/2 Topics	Term 2 Common Test	25%
3	6	Term 2/3 Topics	Term 3 Common Test	25%
4	2	Term 3/4 Topics	Term 4 Common Test	25%

Scope and Sequence

Term	Week	Topics
1	1 – 6 7 – 11	Equations Algebraic Techniques and Indices
2	1 – 5 6 – 10	Measurement and Pythagoras' Theorem Fractions, Decimals and Percentages
3	1 – 3 4 – 7 8 – 10	Financial Mathematics Ratios and Rates Angle Relationships and Properties of Geometrical Figures
4	1 – 3 4 – 6 7 – 10	Linear Relationships Transformations and Congruence Data Collection, Representation and Analysis

REPORTING OUTCOMES FOR MATHEMATICS

Semester 1 Outcomes

YEAR 8

- Measurement & Geometry: Length, Area, Volume & Time
- Number & Algebra: Algebraic Techniques & Indices
- Number & Algebra: Equations
- Measurement & Geometry: Pythagoras Theorem

YEAR 8 LIFE SKILLS

- Working Mathematically
- Number & Algebra
- Measurement & Geometry

Semester 2 Outcomes

YEAR 8

- Measurement & Geometry: Angle Relationships & Geometrical Figures
- Number & Algebra: Fractions, Decimals & Percentages
- Number & Algebra: Financial Mathematics
- Number & Algebra: Ratios & Rates

YEAR 8 LIFE SKILLS

- Working Mathematically
- Number & Algebra
- Measurement & Geometry

MUSIC

In MUSIC, assessment will be based on:

- **Performing:** As a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **Composing:** As a means of self-expression, musical creation and problem solving
- **Listening/Musicology:** As a means of extending and aural awareness and communicating ideas about music in social, cultural and historical contexts

The emphasis of this course is the acquisition of basic instrumental and/or vocal skills and the subsequent performance techniques required to build a connection with an audience. The course will also operate as an introduction to songwriting, musicology, musical literacy and aural awareness.

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	The Blues	Composition and Performance	30% Formative & Summative
2	8	Rock and Roll, of the 50s and 60s	Performance (Class and Homework)	35% Formative & Summative
3	9	Australian Popular Music	Listening/Musicology In class exam	35% Summative

Scope and Sequence

Term	Week	Topics
1	1 – 11	The Blues
2	1 – 10	Rock and Roll of the 50s and 60s
3	1 – 10	Australian Popular Music
4	1 – 10	Hip Hop Music

REPORTING OUTCOMES FOR MUSIC

Semester 1 Outcomes

YEAR 8

- Performs with an understanding of the key elements of music
- Composes, improvises and understands forms of music notation
- Demonstrates an aural understanding in a variety of contexts

YEAR 8 LIFE SKILLS

- Performs with an understanding of some elements of music
- Composes music with a basic understanding of musical notation
- Listens, demonstrating some awareness of context

Semester 2 Outcomes

YEAR 8

- Performs with an understanding of the key elements of music
- Composes, improvises and understands forms of music notation
- Listens with aural awareness and conceptual understanding in a variety of contexts

YEAR 8 LIFE SKILLS

- Performs with an understanding of the key elements of music
- Composes music with a basic understanding of musical notation
- Demonstrates an aural understanding in a variety of contexts

PDHPE

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

In PDHPE, assessment will be based on:

- Ability to describe the nature of health and analyse how a variety of dynamic health issues may impact young people and society as a whole
- Ability to value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities
- Ability to develop interpersonal skills that enable students to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing
- Ability to demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

Term	Week	Topics Assessed	Type of Task	Weighting
1	1 – 8	Aboriginal Games	Individual Practical Skills and Teams Assessment (In Class)	15%
1	9	If It's Not On, It's Not On!	Topic Test – Quiz (In Class)	15%
2	8	I Was Born This Way	Stimulus Task	15%
2	4 – 10	Bring It On! Gymnastics	Individual Performance Skills Assessment (In Class)	15%
3	7	Eat Well, Think Well, Be Well.	Public Service Announcement (PSA)	20%
3	1 – 10	Striking/Fielding Games	Movement Skills Performance & Understanding of Striking/Fielding Games (In Class)	20%
4	1 – 10	On Target Games	Movement Skills Performance & Understanding of Target Games (In Class)	Ongoing Formative Assessment

Scope and Sequence

Term	Week	Topics	
1	1 – 8	Aboriginal Games (Practical)	Please Note: ● Sports uniform is required for practical lessons. ● Practical units may change terms dependent on availability of facilities and/or resources.
	9 – 11	Athletics/Cross Country (Practical)	
	1 – 11	If It's Not On, It's Not On! (Theory)	
2	1 – 3	Athletics/Cross Country – Continued (Practical)	
	4 – 10	Bring It On! – Gymnastics (Practical)	
	1 – 10	I was Born This Way (Theory)	
3	1 – 10	Eat Well, Think Well, Be Well (Theory)	
	1 – 10	Striking/Fielding Games (Practical)	
4	1 – 10	On Target Games (Practical)	
	1 – 10	Consumerism (Theory)	

Homework and Organisation Expectations:

- Complete all class work to the best of your ability
- Revise for examinations
- Prepare for assessment tasks well in advance of the due date
- Undertake library and computer based research
- Bring practical uniform for required lessons

REPORTING OUTCOMES FOR PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Semester 1 Outcomes

YEAR 8

- Demonstrates movement skills in physical activities with cultural significance
- Describes positive relationships and strategies to address power imbalance
- Participates in physical activity to develop an understanding of team play

YEAR 8 LIFE SKILLS

- Participates in a range of physical activities with cultural significance
- Identifies key relationships and support networks
- Participates in physical activity to develop an understanding of team play

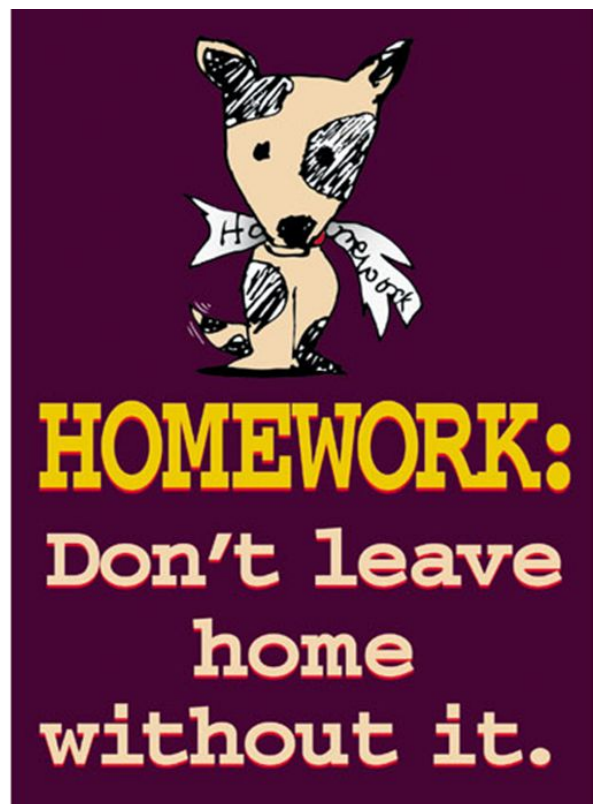
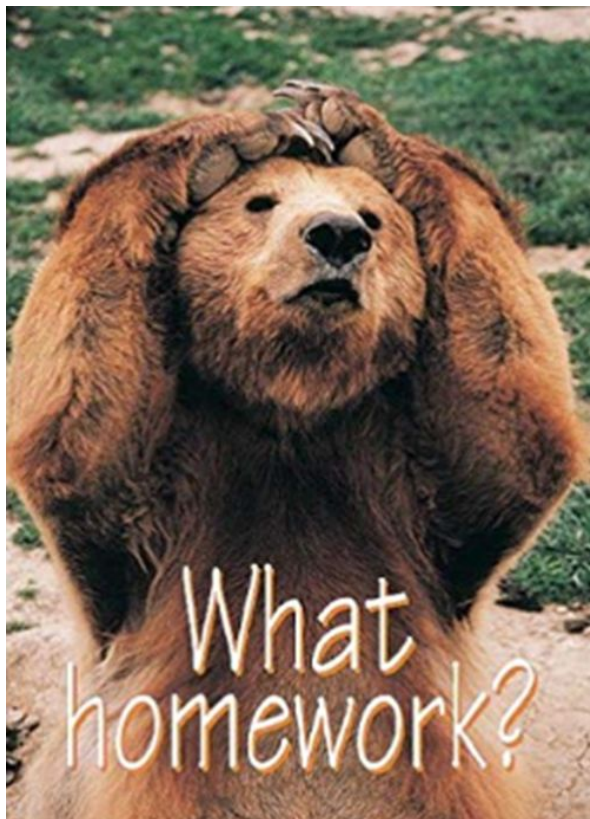
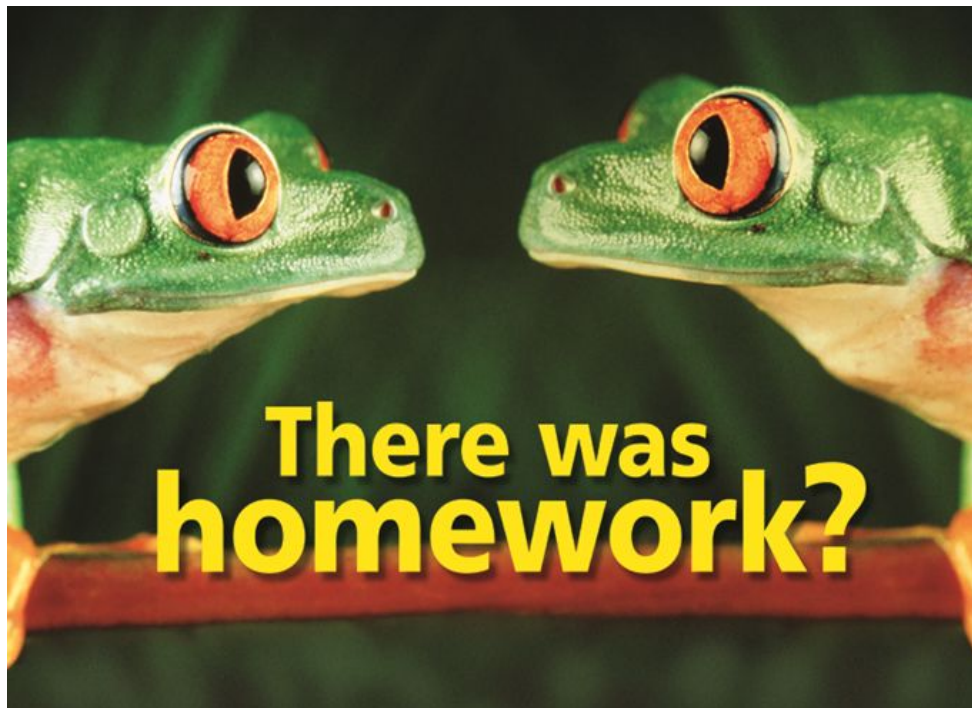
Semester 2 Outcomes

YEAR 8

- Investigates effective strategies to promote inclusivity, equality and respect
- Combines the features and elements of movement composition in gymnastics
- Analyses healthy food habits and dietary requirements
- Demonstrates specialised movement skills during striking/fielding games
- Participates in physical activity to develop an understanding of team play

YEAR 8 LIFE SKILLS

- Identifies inclusive and supportive behaviours
- Demonstrates a range of movement skills in Gymnastics
- Makes healthy nutritional choices
- Demonstrates a range of movement skills in a variety of physical activities



SCIENCE

In SCIENCE, assessment will be based on:

- Describing and explaining important scientific concepts
- Processing and analysing data
- Undertaking first-hand investigations to collect valid and reliable data
- Communicating ideas using appropriate scientific language and representations

Term	Week	Topics Assessed	Type of Task	Weighting
1 – 4	Ongoing	All Topics	Bookwork (Marked for Completion) Homework (Collected Weekly)	10%
2	1	Energy / Material World	Practical Test	15%
2	2	Material World / Energy	Topic Test	15%
3	3 & 4	Student Research Project	Investigation Project (In class)	20%
3	8	Changing Earth	Independently Researched and Written Explanation text	15%
4	3	All Topics	Yearly Examination	25%
4	10	Student Research Project	Investigation Project (In class)	Assist Class Placement

Scope and Sequence

Term	Week	Topics
1	1 – 7 8 – 11	Energy / Material World Material World / Energy
2	1 & 2 3 – 7 8 – 10	Material World / Energy continued Multicellular Systems / Good Earth Stuff Good Earth Stuff / Multicellular Systems
3	1 & 2 3 – 5 6 – 10	Good Earth Stuff / Multicellular Systems continued Student Research Project Changing Earth
4	1 – 5 6 – 10	Chemical Ideas Humans

REPORTING OUTCOMES FOR SCIENCE

Semester 1 Outcomes

YEAR 8

- Describes and explains important scientific concepts
- Undertakes first-hand investigations to collect valid and reliable data
- Processes and analyses data
- Communicates ideas using appropriate scientific language and representations

YEAR 8 LIFE SKILLS

- Identifies important ideas
- Participates safely in practical tasks
- Suggests ways to solve problems

Semester 2 Outcomes

YEAR 8

- Describes and explains important scientific concepts
- Undertakes first-hand investigations to collect valid and reliable data
- Processes and analyses data
- Communicates ideas using appropriate scientific language and representations

YEAR 8 LIFE SKILLS

- Identifies important ideas
- Participates safely in practical tasks
- Suggests ways to solve problems

TECHNOLOGY MANDATORY

In **TECHNOLOGY MANDATORY**, assessment will be based on:

- Design, produce and evaluate designs
- Plan and manage projects
- Work safely, independently, productively and cooperatively
- Use a broad range of tools, materials and processes
- Record design and production processes

Students will rotate through three 13 week (35 hour) units. By the end of the year, students will have covered the following technologies/ units:

- Materials – Timber
- Agriculture and Food/Digital Technologies
- Engineering Systems

Technology Mandatory is predominantly competency based with ongoing assessment with students developing design projects. By the last day of the rotation/unit, all assessment activities will need to be submitted.

Rotation	Completion of Unit (Project and Theory Tasks Due)
Rotation 1	15 th May 2020
Rotation 2	28 th August 2020
Rotation 3	11 th December 2020

Rotation Outline for Technology Mandatory

Unit	Outline	Ongoing Assessment	Weighting
Engineered Systems	<p>Students will have the opportunity to design, test and produce movable toys that use mechanisms (engineered systems) such as rubber band powered racers and wooden toys.</p> <p>Students will document their design and production processes in their folio/ workbook</p>	<p>Moveable Wooden Toy</p> <p>Folio/Workbook</p> <p>Knowledge Quiz</p>	35%
Food and Agriculture/ Digital Technologies	<p>Students will investigate the operations of cafes and how common cafe ingredients are produced from paddock to plate.</p> <p>Students will also have the opportunity to prepare cafe meals and further develop their digital technology by building a website for a cafe.</p>	<p>Weekly Food Preparation</p> <p>Web Page</p> <p>Folio/Workbook</p> <p>Knowledge Quiz</p>	35%
Material Technologies Timber and Electronic	<p>Students will have the opportunity to design, test, produce and evaluate their LED lamps using timber and electronics.</p> <p>Students will document their design and production processes in their folio/ workbook</p>	<p>Led Lamp</p> <p>Folio/Workbook</p> <p>Knowledge Quiz</p>	30%

Homework Expectations

- Bring required equipment e.g. apron and container
- Conduct research and investigations for design projects
- Regularly revise work
- Complete classwork and activity sheets

REPORTING OUTCOMES FOR TECHNOLOGY MANDATORY

Semester 1 Outcomes

YEAR 8

- Safely applies tools, materials and processes to produce quality solutions
- Communicates design and production processes
- Explains the impacts of using technology

YEAR 8 LIFE SKILLS

- Participates in the planning and production of designed solutions
- Selects and safely uses a range of tools, materials and processes
- Investigates how technology has improved our way of life

Semester 2 Outcomes

YEAR 8

- Safely applies tools, materials and processes to produce quality solutions
- Communicates design and production processes
- Explains the impacts of using technology

YEAR 8 LIFE SKILLS

- Participates in the planning and production of designed solutions
- Selects and safely uses a range of tools, materials and processes
- Investigates how technology has improved our way of life

VISUAL ARTS

In VISUAL ARTS, assessment will be based on:

Art Practical 70%

- **Making:** Knowledge and skills used to produce creative and technically accomplished artworks (Summative Assessment based on work in class, free time at school and homework)
- **Practice:** Problem-solving ability to select appropriate procedures and techniques to make and refine artworks (Formative Assessment based on work in class)
- **Visual Arts Diary (VAD):** Ability to record, organise and present your art making process over time (Formative Assessment based on work in class and homework)

Art Theory 30%

- **Research:** Ability to gather and present information on artists and their works using the 'Frames and the artist's practice (Summative assessment)
- **Theory:** Ability to communicate an analysis of images and art works based on the 'Principles of Art and Design'

Term	Week	Topics Assessed	Type of Task	Weighting
2	3	Portraits Drawing & Painting Or Different Faces Drawing & Printmaking	Body of Work Making Practice Theory VAD	40%
3	3	Critical Case Study of Pablo Picasso	Research Theory/Case Study Homework and Open Book Test	20%
4	4	Portraits Drawing & Painting Or Different Faces Digital Media & Printmaking	Body of Work Making VAD and Practice (In Class/At Home)	40%

Scope and Sequence

Term	Week	Topics
1	1 – 4	Establish Drawing Level – Portraits Remedial or Extension Drawing Develop an understanding of the history of drawing and investigate the material and conceptual practice of artists who draw
1	5 – 7	Principles of Art & Design – Drawing/Collage/Paint Workshops Students workshoping and putting into practise the Principles of Art & Design. Introduction to : <ul style="list-style-type: none"> ● Balance/Imbalance ● Unity/Divided ● Movement/Stillness ● Repetition/Singular ● Pattern/Random ● Harmony/Contrast ● Dominance/Uniformity ● Depth/Flat ● Size–Proportion/Disproportion
1 2	7 – 11 1 – 3	Students create a: <ul style="list-style-type: none"> ● Drawn and/or painted ‘portrait’ OR ● Series of prints on ‘different faces’
2	4 – 10	Expressions - Exploring a diverse range of styles and how they represent facial features <ul style="list-style-type: none"> ● Drawing and/or ● Collage and/or ● Introduction to digital media and upskilling on computer programs such as Photoshop and photo editing apps.
3	1 – 3	Case study of Pablo Picasso, Art Theory and Research in class and at home. Extended response written in class from notes researched in class and at home.
3 4	4 – 10 1 – 4	Students create a: <ul style="list-style-type: none"> ● Drawn and/or painted ‘portrait’ OR ● Series of prints on ‘different faces’
4	5 – 10	Personal reflection and exploration of Visual Art medium (student choice negotiated)

REPORTING OUTCOMES FOR VISUAL ARTS

Semester 1 Outcomes

YEAR 8

- Makes artworks demonstrating some skill and understanding (Making)
- Independent problem solving and preliminary understanding of artistic practice (Practice)

YEAR 8 LIFE SKILLS

- Makes artworks demonstrating some skill and understanding (Making)
- Responses exhibit a preliminary understanding of problem solving (Practice)

Semester 2 Outcomes

YEAR 8

- Makes artworks demonstrating technical skill and understanding (Making)
- Demonstrates independent problem solving and an understanding of artistic practice (Practice)
- Written responses demonstrate an understanding of art practice (Theoretical)

YEAR 8 LIFE SKILLS

- Makes artworks demonstrating some skill and understanding (Making)
- Responses exhibit a preliminary understanding of problem solving (Practice)
- Researches and presents ideas (Visual Arts Diary & Research)

