



EAST HILLS GIRLS TECHNOLOGY HIGH SCHOOL

Year 8

Course Assessment Information and
Calendar

2024

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Assessment Philosophy

Our school

East Hills Girls Technology High School is underpinned by a culture of high expectations where curiosity, creative inquiry, critical thinking and collaboration are at the heart of student success. The East Hills Girls Technology High School student is a future focused learner who is encouraged to extend her talents and push her boundaries. She embraces her responsibility to actively and purposefully contribute to all aspects of her learning, working in partnership with teachers to take hold of opportunities presented in student centred learning environments that are rich in quality feedback and visible goal setting to support continual improvement.

Our purpose

Assessment aims to make learning a process of discovery and improvement, developing curious, creative, critical and collaborative lifelong learners. Authentic assessment strategies are explicit in what students are expected to know and do, and opportunities support the development of a growth mindset that cultivates the resilience and self-efficacy necessary to achieve tasks and meet personal challenges. Quality assessment builds students' capacity to acquire new knowledge and skills, and understand new concepts. It utilises contemporaneous technologies, encouraging students to pursue innovative ways of thinking.

Our practice

Our rigorous assessment practices comply with Department of Education and NSW Education Standards Authority policies. A variety of assessment approaches and strategies enable students to best demonstrate their knowledge, skills and understanding. *Assessment for, assessment as and assessment of learning* enables teachers to gather evidence and make reliable judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally. Assessments are fair and flexible with embedded opportunities for growth. Quality feedback throughout assessment is essential and is provided in a variety of ways to support students' ongoing improvement and success. Assessment is inclusive of and accessible for all students. Teachers and students work together to develop a positive and reciprocal partnership of trust and support.

Our goal

Through quality teaching, learning and assessment practices, our students will make meaningful, real-world connections in daily learning experiences and will develop resilience through perseverance and commitment. We expect students to leave our school as empowered and motivated young women who value learning and who make positive contributions to our society.

Useful Contacts

The following people are available for you to speak to or be contacted at school on 9773 9160.

Principal	Ms L Andre
Deputy Principals	Mrs K Rytmeister Mrs Z Hammoud
Careers Adviser	Ms L Leigh
Head Teacher Student Support	Ms S Simonsen
Head Teacher Administration	Mr A Olm
Head Teacher English	Mrs S Gray (Rel)
Head Teacher Creative and Performing Arts	Mr F Necic
Head Teacher Information Technology	Mr S Sharma
Head Teacher Mathematics	Ms D Duval
Head Teacher Personal Development, Health & Physical Education	Ms L Bailey (Acting)
Head Teacher Science	Mrs L Clutterbuck (Rel)
Head Teacher HSIE	Mr J Short
Head Teacher Technology and Applied Studies (TAS) / Vocational Education and Training (VET) Coordinator / Languages	Mrs K Saville
Year Coordinator Assistant Year Coordinator	Ms E Towell Mrs L Arentz
Sport Coordinators	Mr M Borg (Wednesday Sport) Mrs M Ibrahim (Representative Sport and Carnival Coordinator)
School phone Email	9773 9160 easthillsg-h.school@det.nsw.edu.au

School Assessment Policy

Assessment at East Hills Girls Technology High School enables students to demonstrate what they know and can do across each Key Learning Area (KLA). Teachers design explicit, valid, reliable and inclusive assessments based on current syllabus requirements for each course. Students and teachers use feedback effectively and reflect on the learning process. These rigorous assessment practices form an ongoing process that provide evidence that accurately represents a students' knowledge, understanding and skills.

Assessment at East Hills Girls Technology High School encourages progressive development of knowledge, understanding and skills, whilst ensuring:

- consistency across subjects and courses
- an understanding that the work completed in the classroom is valued and part of assessment
- coordination of the assessment program to ease the load on students.

Assessment, in line with our school assessment philosophy, is designed to extend key learning concepts which are relevant to each course studied. Assessment tasks measure student performance against course outcomes through a range of types of tasks.

Through feedback and high expectations, we see visible evidence of student growth and improvement in student learning outcomes. We achieve this through positive and reciprocal partnership of trust and support between teachers and students and their families.

The NSW Education Standards Authority (NESA) defines assessment as the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation.

Teachers use the Common Grade Scale, syllabus objectives, outcomes and stage statements to make decisions about student achievement over the course of a semester or year.

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools. Students' performance in each course will be used to determine which grade best reflects the overall level of achievement of each student. The Common Grade Scale describes performance at each of five grade levels.

Common Grade Scale

- A** The student has an extensive knowledge and understanding of the 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 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 a few areas of the content and has achieved very limited competence in some of the processes and skills.

The role of homework

Homework serves a variety of purposes. Homework aims to:

- identify the starting point for class work eg in a flipped learning mode, for pre-learning (for acceleration, remediation or for targeted assistance)
- help students consolidate their learning in class
- open opportunities for students to discuss learning with their parents and families
- generate opportunities for students to be curious, creative, think critically and collaborate with their peers and teachers.

Teachers aim to:

- communicate the purpose, benefits and expectations of homework to students and parents/caregivers
- acknowledge student effort in completing homework and provide timely and relevant feedback on progress and achievement
- ensure resources and materials are accessible to all students
- support students having difficulties with homework.

The role and importance of group work

Group work provides students with the opportunity to develop valuable life skills in collaboration, negotiation, organisation and leadership. Groups that work well together can achieve much more than individuals working on their own. A broader range of skills can be applied to practical and problem-solving activities and sharing and discussing ideas can play a pivotal role in deepening students' understanding of content and concepts. If a task involves students working in a group, task expectations and assessment criteria will be made explicit to students.

Understanding methods of assessment

Assessment is an essential component of the teaching and learning cycle. A variety of assessment methods will be used and may be used individually or together, formally, or informally. Embedded through our teaching and learning programs for each of our courses are a range of types of assessment to support student learning and achievement. For more information on methods of assessment, *see Appendix 1*.

Assessment Procedures

What does the Assessment Schedule look like?

A schedule of assessment tasks in each subject is provided to students at the beginning of each course. Assessment schedules will be released to students each year in early Term 1. Students must ensure that tasks are planned well in advance of the due dates.

Students will be given approximate timeframes for due dates, within two weeks where possible. Due dates are usually included on the task notification or marking criteria.

Courses will each have a maximum of four (4) formal assessment tasks (which can include sets of evidence, classwork or portfolios) across the school year. These tasks will each have a set of explicit criteria they will be assessed against. Formal tasks contribute to positions at the end of the year and awards presented on our school's Presentation Day. Any informal or ongoing assessment will also be indicated in the course assessment schedule. All tasks contribute to the grade students are awarded at the end of a semester or school year for each course.

Assessment in Mathematics and Science is through a visible learning pedagogical practice whereby students engage in a differentiated and tailored program, depending upon individual strengths and weaknesses. Students sit a pre and post tests for every topic. The performance in the pre-test aligns the student into teaching domains of surface, deep and transfer. At the end of the topic students are post tested. This cycle is then repeated for the next topic and students are restructured into the learning domains.

Surface level for a topic indicates that more assistance and more rigorous practice around fundamentals or basic knowledge of the topic is needed. At Deep level, the student identifies themselves as having a good understanding of the facts and identifies they need little assistance to enhance their fundamental understanding. At Transfer level, students are able to sprint through basic and fundamental knowledge and apply this knowledge beyond the scope of the topic.

Responsibilities of the school

The school will provide:

- a Yearly Assessment Calendar outlining both formal and informal or ongoing tasks for each course studied
- appropriate modifications or adjustments to tasks for students with identified learning needs
- a range of opportunities for students to demonstrate their achievement of outcomes in each course
- embedded opportunities for students to seek and act on/apply varied methods of feedback to improve their performance.

Responsibilities of our students

Each student has a responsibility to:

- be familiar with, and fulfil the requirements of the school's Assessment Policy and Procedure requirements as set out in this handbook
- reflect thoughtfully on feedback provided through the learning process; making attempts wherever possible to seek and use feedback, draft and redraft work to maximise improvement
- collect and catch up on any lesson material issued in relation to all class work and assessment tasks when absent
- seek help and support from their teacher throughout the learning process
- submit formal assessment tasks by their due date according to the task requirements
- attend the whole school day on the date the assessment task is due
- apply themselves to the best of their ability to all types of tasks, including class work, homework or formal tasks
- find out if any assessment task notifications have been issued during any missed lessons/absences
- maintain the integrity and confidentiality of all assessment tasks and ensure the task is completed using all their own work.

Procedures for missed final due dates for a task due to absence or illness

Circumstances may arise that prevent the student from completing an assessment task by its due date or reduce their performance on the day of a task such as personal illness, family tragedy or bereavement or transport problems. Technical difficulties such as iPad/computer/printer failure is not grounds for misadventure.

On the day the student returns to school:

- The student should be prepared to complete the task in their first scheduled lesson for the course, if required.
- The student should report to the relevant faculty Head Teacher and submit the task or if necessary, negotiate a new submission date.

In the case of non-submission of a task or incomplete tasks (for tasks due in-class, topic tests or examinations):

- The school will contact parents where there are concerns around student performance, to discuss progress and set alternate times for students to complete tasks eg lunchtime or after school.

In the case of illness or misadventure, students should see their teacher on their first day back at school. Students are responsible for submitting hand-in tasks early if they know they will be absent on the date an assessment task is due.

During periods of extended absence such as illness, scheduled surgery or family commitments, alternate assessment arrangements may be made. Students must seek approval for these arrangements and must speak with the Year Advisor in the first instance. If approved, arrangements will be negotiated with Faculty Head Teachers, Head Teacher Student Support and/or Deputy Principal prior to the assessment task.

Extra-curricular events and excursions

If a scheduled assessment task clashes with an extracurricular activity, eg representing the school in a sporting or other event, it is the student's responsibility to make alternate arrangements at least one week prior to the due date with their class teacher or the Faculty Head Teacher.

Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, teacher and the Head Teacher.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- being in possession of unauthorised notes or electronic devices during a test or examination eg mobile phone
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- assisting another student to engage in malpractice
- disseminating any information related to the content of the exam to any of their peers
- behaving in a way likely to disrupt the work or concentration of other students.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. Malpractice in an assessment task will result in a phone call to parents and a letter being sent home. An alternate opportunity to complete the task may be arranged by the teacher.

Year 8 2024 Assessment Calendar

Term 1 2024	Assessment Tasks due this week
1	
2	
3	
4	
5	
6	Geography - Landscapes and Landforms Science - Cells
7	Mathematics - Transformations, Linear Relationships, Angles 2 & Properties of Geo Figures
8	Music - Technology and its Influence on Music
9	English - Area of Study: Freedom PDHPE - Wonderful Relationships iSTEM- Recycling
10	Science - Body Systems
11	Technology Mandatory - Project & Folio
Term 2 2024	Assessment Tasks due this week
1	
2	
3	Languages - Meeting New Friends & Celebrate Together! Science - Prac Test
4	Mathematics - Algebra Technologies, Indices and Equations Technology Mandatory - Writing Task iSTEM - Self Watering System
5	
6	Science - Elements, Compounds and Mixtures Visual Arts - Places and Spaces: Australia
7	PDHPE - Track and Field and Functional Fitness
8	Music - Rap Music
9	Geography - Water in the World
10	English - Appreciation of Literature Science - Physical and Chemical Change

Term 3 2024	Assessment Tasks due this week
1	Languages - My Family and Pets
2	
3	
4	iSTEM - CAD
5	English - Youth Matters and Pop Culture Science - Energy
6	Mathematics - Pythagoras Theorem, Data and Percentages PDHPE - Nourish to Flourish
7	
8	Technology Mandatory - Project & Folio
9	Geography - Interconnections Languages - Rice Roll Please! Music - Popular Music Science - Group SRP
10	
Term 4 2024	Assessment Tasks due this week
1	Mathematics - Financial Mathematics Technology Mandatory - Writing Task
2	iSTEM – Project based learning
3	
4	Science - State VALID8 Examination
5	Science - Growth and Reproduction
6	Languages - My Free Time! Visual Arts - Places and Spaces: The world around us PDHPE - Dance Your 'Art Out!
7	
8	Music - Music in Radio, Film, TV and Multimedia Science - Rocks and Minerals
9	
10	English - Drama (assessed throughout Term 4) Geography - Place and Liveability (assessed throughout Term 4) PDHPE - Mini Summer Olympics

ENGLISH

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Area of Study: Freedom	You will study a film and explore how the director represents the concept of freedom through a variety of visual and language features. Your task will be to write and deliver a speech from the perspective of a character in this film, showing your understanding of the concept of freedom.	EN4-4B, EN4-5C, EN4-6C	Term 1 Week 9
Appreciation of Literature	You will study a novel and some short stories, paying particular attention to how an author creates a narrative voice. You will use your understanding of narrative voice to write analytical paragraphs.	EN4-1A, EN4-3B, EN4-6C	Term 2 Week 10
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Youth Matters and Pop Culture	You will explore how youth culture is represented in the media, including how images and language represent ideas that are important to young people. You will be assessed by viewing images and text taken from media sources and answering a series of short answer questions about them under test conditions in class.	EN4-2A, EN4-4B, EN4-7D, EN4-8D	Term 3 Week 5
Drama	You will learn about the authorship and presentation of drama texts, including reading, writing and performance of studied plays. You will be assessed on your participation in and performance of your studied plays.	EN4-9E	Throughout Term 4
All Units	You will be assessed on the quality of your in-class work associated with all of the studied units.	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-6C, EN4-7D, EN5-8D, EN4-9E	Whole year

GEOGRAPHY

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Landscapes and Landforms	<p>The application of geographical tools taught in class and feedback given throughout the topic.</p> <p>Topic Test assessing the application of geographical tools and understanding of the geographical concepts</p>	GE4-1, GE4-2, GE4-7, GE4-8	Completed in class during Week 6 Term 1
Water in the World	<p>Students will be supported in their investigation of the causes and consequences of the 2022 Floods.</p> <p>You will be asked to apply this understanding in a presentation method which will be decided during the topic.</p>	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	Completed in class during Week 9 Term 2
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Interconnections	Students will examine the positive and negative impacts of transnational corporations (TNC's). This investigation will be modelled in class and students will then be assessed on how they create an original presentation - method will be decided during the topic.	GE4-3, GE4-4, GE4-7, GE4-8	Completed in class during Week 9 Term 3
Place and Liveability	Liveability is an assessment of what a place is like to live in, using particular criteria such as environmental quality, safety, access to shops and services and cultural activities. Students will conduct and present an investigation of liveability in a local area.	GE4-3, GE4-6, GE4-7, GE4-8	Formative assessment throughout Term 4

iSTEM

Semester 1			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
Artificial Hand	<p>Design, development and practical task Students will be assessed on their ability to apply the Engineering Design Process to solve a problem.</p>	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6	Term 1 Week 9
Data Analysis Presentation	<p>Reports Presentation task Students will be assessed on their ability to analyse data and present the information in a meaningful way.</p>	ST5-4, ST5-6, ST5-8, ST5-9, ST5-10	Term 2 Week 4
Semester 2			
Task/Unit Title	How will I be assessed?	Targeted Outcomes	Due Date / End Date for Formative Assessment
CAD product	<p>Design, development and practical task Students develop products using CAD application software.</p>	ST5-1, ST5-4, ST5-6, ST5-8	Term 3 Week 4
Project-based learning	<p>Design, development and Practical task Students will be assessed on their ability to apply the Engineering Design Process to solve a problem.</p>	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-8	Term 4 Week 2

LANGUAGES

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Meeting new friends! & Celebrate together!	<p>Create a film / virtual dialogue with avatars/ cartoon strips to greet and introduce yourself. (Written and spoken in pairs)</p> <p>You will be assessed on your role play to greet and introduce yourself and friends to others (with subtitles in Romaji) and film it.</p>	LJA4-1C, LJA4-5U, LJA4-6U, LJA4-7U, LKO4-1C, LKO4-5U, LKO4-7U, LKO4-7U	Term 2, Week 3
My Family & Pets	<p>PowerPoint with voice over.</p> <p>You will create a PowerPoint with voice recordings to introduce your family and pets.</p> <p>You will be assessed on your knowledge of vocabulary related to the family, their appearance, personality, and pets.</p>	LJA4-1C, LJA4-5U, LJA4-7U, LJA4-9U, LKO4-1C, LKO4-5U, LKO4-7U, LKO4-9U	Term 3, Week 1
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Rice Roll Please!	<p>Food Safari Video Presentation</p> <p>You will create a video clip of a Rap song describing Korean cuisine and food culture. You need to include your voice describing what you eat at mealtimes and your preferences.</p>	LJA4-1C , LJA4-2C, LJA4-8U, LJA4-9U, LKO4-1C , LKO4-2C, LKO4-8U, LKO4-9U	Term 3, Week 9
My Free Time!	<p>Create a Rap song</p> <p>You will create a music video describing your daily routine for the week. You will include your voice recording describing your leisure and/or sport activities during the week.</p>	LJA4-3C, LJA4-4C, LJA4-8U, LJA4-9U, LKO4-3C, LKO4-4C, LKO4-5U, LKO4-9U	Term 4, Week 6

MATHEMATICS

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Transformations, Linear Relationships, Angles 2 & Properties of Geo Figures	Written task Knowledge and application	MA4-1WM, MA4-3WM, MA4-11NA MA4-1WM, MA4-2WM, MA4-3WM, MA4-18MG MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG	Term 1 Week 7
Algebra Techniques, Indices and Equations	Written task Knowledge and application	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-9NA MA4-1WM, MA4-2WM, MA4-3WM, MA4-10NA	Term 2 Week 4
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Pythagoras Theorem, Data and Percentages	Written task Knowledge and application	MA4-1WM, MA4-3WM, MA4-19SP MA4-1WM, MA4-2WM, MA4-20SP, MA4-3WM MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA	Term 3 Week 6
Financial Mathematics	Written task Knowledge and application	Any outcome may be assessed	Term 4 Week 1

MUSIC

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Technology and its influence on Music	Students complete a Techno Composition where they will manipulate the six concepts of music: Pitch, Duration, Dynamics and Expressive Techniques, Texture, Tone Colour and Structure to create an original composition using the Garage Band App on their iPads and/or traditional instruments or any music software available. Formal Assessment: Techno Composition	4.1, 4.3, 4.4, 4.8, 4.12	Term 1, Week 8
Rap Music	Students focus on exploring the use of the Six Concepts of Music: Pitch, Duration, Dynamics & Expressive Techniques, Texture, Tone Colour and Structure through performance. Each student will represent an ensemble member OR can perform as a soloist. The goal is to develop their performance skills and technical skills on their chosen instrument, ensuring they understand the 6 concepts of music theoretically and practically. Formal Assessment: Performance	4.1, 4.2, 4.4, 4.7, 4.12	Term 2, Week 8
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Popular Music	Students will compose their own pop song. As Popular Music is such a broad genre it allows students the possibility for students to choose pop music from anywhere in the world. The task will also allow students to explore their creativity with limited restrictions placed on the style and the way they present their composition. Formal Assessment: Pop Music Composition	4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.12	Term 3, Week 9
Music in Radio, Film, TV and Multimedia	Students focus on the Concepts of Music: Pitch, Duration, Dynamics & Expressive Techniques, Texture, Tone Colour and Structure through performance. Students will present a performance in front of the class. Each student can choose to perform as an ensemble member or soloist. The goal is to develop their performance skills and technical skills on their chosen instrument, ensuring they understand the 6 concepts of music theoretically and practically. In class students will develop an understanding about solo/ensemble awareness and the use of dynamics and expressive techniques when performing. This knowledge is reinforced with a performance task in which students will utilise prior concepts, reflective practise and peer assessment to perform a song of the teachers choosing. Formal Assessment: Performance	4.1, 4.5, 4.8, 4.11, 4.12	Term 4, Week 8

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Wonderful Relationships	Research and Persuasive Writing Task	PD4-1, PD4-2, PD4-3, PD4-9, PD4-10	Week 9, Term 1
Track and Field and Functional Fitness	Ongoing progressive skills and peer coaching and assessment task	PD4-4, PD4-5, PD4-11	Week 7, Term 2
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Nourish to Flourish	Research and Presentation – Community facility proposal	PD4-7, PD4-10	Week 6, Term 3
Dance Your 'Art Out! Dance Composition unit	Group Composition and Performance Task based on a stimulus	PD4-4, PD4-5, PD4-8, PD4-11	Week 6, Term 4
Mini Summer Olympics	Team building and skill development focus – class vs class	PD4-4, PD4-5, PD4-11	End of Term 4

SCIENCE

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Cells	Each topic will be assessed in the following areas:- Education perfect tests addressing the theory and processing skills. Submission of PET Portfolio, ALN & Education Perfect Tasks.	LW2, LW3, LW4	Term 1 Week 6 <i>Cells</i>
Body Systems		WS4-9	Term 1 Week 10 <i>Body Systems</i>
Elements, compounds and Mixtures	Each topic will be assessed in the following areas:- Education perfect tests addressing the theory and processing skills Submission of PET Portfolio, ALN & Education Perfect Tasks.	CW1, CW2, CW4	Term 2 week 6 <i>Elements, compounds and Mixtures</i>
Physical and Chemical Change		WS4-9	Term 2 Week 10 <i>Physical and Chemical Change</i>
Semester 1 Practical test	Laboratory skills test and written experimental report.	WS4-9, LW1-4, CW1,2,4	Term 2 Week 3 <i>Prac Test</i>
Semester 2			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Energy	Each topic will be assessed in the following areas:- Education perfect tests addressing the theory and processing skills. Submission of PET Portfolio, ALN & Education Perfect Tasks.	PW3, PW4	Term 3 week 5 <i>Energy</i>
Growth & Reproduction		WS4-9	
Rocks & Minerals	Each topic will be assessed in the following areas:- Education perfect tests addressing the theory and processing skills Submission of PET Portfolio, ALN & Education Perfect Tasks.	LW3, LW4	Term 4 Week 5 <i>Growth & Reproduction</i>
Group SRP Experiment		WS4-9	Term 4 Week 8 <i>Rocks & Minerals</i>
Group SRP Experiment	Experimental design skills and report on Energy	WS4-9 PW3, PW4	Term 3 Week 9 <i>Group SRP</i>
State VALID8 Exam	Online assessment of all year 7 & year 8 work. Multiple Choice & 3 written responses. 80 Minutes total		Term 4 Week 4 <i>VALID8</i> (23/10 to 27/10)

TECHNOLOGY MANDATORY

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Engineered Systems (1 Semester)	<p>The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures.</p> <p>Students will be assessed on their ability to</p> <ul style="list-style-type: none"> Experiment and develop prototypes to test their solutions. Demonstrate understanding of how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. <p>Tasks will include: Design Folio & Project, writing activities, experimentation and practical activities.</p>	<p>Design & Production Skills:</p> <p>TE4-1DP TE4-2DP TE4-3DP</p> <p>Knowledge & Understanding:</p> <p>TE4-8EN TE4-10TS</p>	<p>Project & Filio Term 1 Week 11</p> <p>Writing Task Term 2 week 4</p>
Semester 2			
Task/Unit title	Task Type and Method of Assessment	Targeted Outcomes	Due Date / End date for formative assessment.
Digital Technologies (1 Semester)	<p>The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions.</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> Produce innovative creations of digital technologies Demonstrate they are effective users of digital systems and Critically analyse the information they convey. <p>Tasks will include: Design Folio & Project, writing activities, experimentation and practical activities.</p>	<p>Design & Production Skills:</p> <p>TE4-1DP TE4-2DP TE4-DP</p> <p>Knowledge & Understanding:</p> <p>TE4-7DI TE4-10TS</p>	<p>Project & Filio Term 3 Week 8</p> <p>Writing Task Term 4 Week 1</p>
<p><u>Note:</u> Students will study two context areas from the Technology Mandatory syllabus in Year 8. Each context area duration is one Semester.</p>			

VISUAL ARTS

Semester 1			
Task/Unit title	How will I be assessed?	Targeted Outcomes	Due Date / End date for formative assessment.
Places and Spaces AUSTRALIA	<p><u>Part A: Artmaking</u> Focus; 2D, 3D, 4D (submission of <u>3 artworks</u> inclusive of the following project options) 3D AUSTRALIANA BOTANICALS ceramic vessels inspired by native flora and/or 3D FANTASTIC FAUNA ceramic sculptures inspired by native fauna and/or 4D URBAN PORTRAITS photomontage distilling character or spirit of site-specific location and/or 2D OUR [IM]PRINT monotypes, lino, and/or collagraphy with a focus on the environment and sustainability</p> <p><u>Part B: Critical and Historical Studies</u> "An Interview with..." Focus on Australian Artist Practice Interview-based article task (common assessment)</p>	4.1, 4.4, 4.5, 4.6, 4.7, 4.10	Term 2, Week 6
Informal assessment	Students are their own assessors, selecting evidence sets of three artworks* from Semester ONE, supplying decisions, as well as courses of action and intentions in managing their practice from a specific frame or point of view in their visual diary (inclusive of any related classwork activities). Opportunity for mid-point informal assessment, self-evaluation of intentions and actions through ideas and making meaning.		Term 1 Week 9
Semester 2			
Task/Unit title	Task Type and Method of Assessment	Targeted Outcomes	Due Date / End date for formative assessment.
Places and Spaces THE WORLD AROUND US	<p><u>Part A: Artmaking</u> focus; 2D, 3D (submission of <u>3 artworks</u> inclusive of the following project options):</p> <ul style="list-style-type: none"> ● 2D MODERN MASK! Lino printing project looking at Picasso's aesthetics and anthropological inspiration from the African Continent and Pacific Islands and/or ● 3D CUBIST CARDBOARD SCULPTURES maquette or life-size planar cardboard sculptures experimenting with surface, shape and movement (collaboration) and/or ● 2D CONTEMPORARY APPROACHES TO ARAB & ISLAMIC ART Experiments with Ebru (aqueous printing), calligraphy and photography. <p><u>Part B: Critical and Historical Studies</u> "In the Words of the Artist" Body of Work Artist Statement Task (Common Assessment)</p>	4.2, 4.4, 4.5, 4.8	Term 4, Week 6
Informal assessment	Students are their own assessors, selecting evidence sets of three artworks* from Semester TWO, supplying decisions, as well as courses of action and intentions in managing their practice from a specific frame or point of view (inclusive of any related classwork activities). Opportunity for mid-point informal assessment, self-evaluation of intentions and actions through ideas and making meaning.		Term 3 Week 10

Appendix 1

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to grade students. The effectiveness of assessment of learning for grading purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, teachers and students
- provides a transparent interpretation across all audiences.

The approach or approaches teachers use will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

Parent and Student Acknowledgement / Return slip

Please complete and return to the Deputy Principal (Ms Rytmeister)

Student Acknowledgement

I have received and read the Year 8 Assessment Policies and Procedures Handbook (including the assessment calendar and each course outline) and understand my responsibilities as a student in regard to assessment at East Hills Girls Technology High School.

Student's Name:

(Please print)

Roll:

Student's Signature:

Date:

Parent Acknowledgement

I have read the Year 8 Assessment Policy and Procedures Handbook including the Assessment Calendar overview.

Parent Signature:

Date: