

Year 8 Assessment Booklet 2025

Sir Joseph Banks High School

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Principal's Message

Welcome to your second year of high school. At the end of this year you will have completed Stage 4 of your schooling. This year you will have the opportunity to continue to work on building good learning habits in order to create a foundation for Stage 5 (Years 9 and 10).

Sir Joseph Banks High School will continue to offer you many learning opportunities and extra-curricula activities, so take full advantage of the learning experiences when they are offered to you.

Success in your courses will be achieved through your hard work, dedication and commitment to course requirements. To meet this challenge you must attend school regularly and be punctual to every class. If there are concerns about your attendance, the school will contact your family. Your parents or caregivers may also contact the school at any time for details of absences and partial absences from school throughout the year. A permanent computer-based record is kept of daily and period attendance and of lateness. This record is attached to your school reports.

Wearing school uniform correctly by students in all years is compulsory and is strictly enforced. This helps to create a positive learning environment which supports our school's high reputation and helps ensure the safety of our students. Students must have full uniform for every day of school. This means having at least two sets of uniform.

We feel sure that Sir Joseph Banks High School will provide you with all the educational opportunities necessary for you to obtain the best results possible each year as you work towards achieving your educational goals. Our students are our main concern and we hope there will be successful partnerships between parents, caregivers, staff and students that will continue throughout your time at high school.

Deputy Principal's Message



Mr Palmer, Year 8 Deputy Principal 2025

Welcome to Year 8, this will be your final year in Stage 4 (Years 7 and 8). Now that you are used to the routines of high school, this year will not be as daunting as last year may have appeared. Many of the programs that were running last year will again be offered this year. Many students took full advantage of these last year and found that the extra-curricula activities complemented what they were studying in their classes.

Later in the year you will have the opportunity to choose your elective subjects that you will study for two years, commencing in Year 9. This process will be explained to you during Term 3 and it involves a subject selection information evening which your parents will be asked to attend. Talk to your teachers in the Mathematics, HSIE, TAS, PDHPE and CAPA faculties about what subjects are offered.

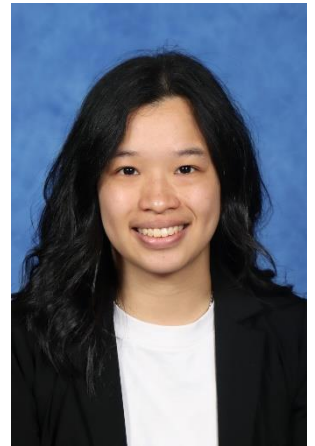
As in society, the school has established certain requirements in relation to uniform and attendance that all students must adhere to. The school has a strict uniform policy that requires students to be in full school uniform each day. Please read the uniform flow chart in this booklet if for any reason you cannot wear correct uniform. Attending school every day on time is also important. If you are late you MUST report to the front office. If you are late on a number of occasions within the term, your parents will be contacted and may be asked to come to the school for an interview where a strategy will be discussed about how to have you arrive at school on time.

Your Year Adviser and Assistant Year Adviser will be able to answer most of your questions about school procedure, so if you or your parents have any queries about school policy, please do not hesitate to contact the school. Parents are requested to make appointments before coming to the school.

Year Advisers' Message



Mr Manno
Year Adviser



Ms Jocelyn
Assistant Year Adviser

Year 8 Advisers 2025

Sir Joseph Banks High School is widely acknowledged for its approach to student support and welfare. We understand that good teaching and learning is underpinned by positive and productive relationships between students, families, teachers and our community partners.

The role of the Year Adviser is to assist in student welfare matters, monitor attendance and punctuality and support commitment to learning. Each year is assigned a Year Adviser and Assistant Year Adviser to ensure that support and guidance is given to students as needs arise.

We look forward to supporting and guiding you in Year 8 and beyond.

Help and how to get it

Issues/concerns	Who to see
Advice on students' academic progress, attitude to work and learning, conduct in class.	Teachers Head Teachers
Assistance with student welfare matters, attendance and punctuality, commitment to learning.	Year Adviser Assistant Year Adviser
Help for students experiencing personal, social, psychological or learning problems.	Deputy Principal Year Advisers Student Services Team: - Student Support Officer - School Counsellor - Head Teacher Learning Support
Advice about curriculum, current and future training and career options.	Senior Transition Team: - Head Teacher Secondary Studies - Careers Adviser
For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher	Deputy Principal Head Teacher Learning Support
Advice regarding school contributions and subject fees.	Deputy Principal School Administrative Manager
Bus and train travel.	Front Office

Introduction

This booklet has been designed to support student understanding of assessment at Sir Joseph Banks High School. It outlines what students will study in each subject throughout the year and how students will be assessed.

Structure of Curriculum in Year 8

In Year 8, students study a Connected Curriculum (CC) – known as Curious Creators – and Masterclasses.

The Connected Curriculum is made up of the learning outcomes from English, Mathematics, Science, History, PDHPE and TAS. Students develop their skills in communication, critical thinking, collaboration and creativity through the investigation of real world concepts across KLAs. To compliment the Connected Curriculum, students also study Masterclasses in English, Mathematics, Science, History, TAS, PDHPE and Visual Arts. The Masterclasses focus on developing a student's content knowledge and skills.

It is the student's responsibility to satisfactorily complete each course to the best of their ability.

SATISFACTORY COMPLETION OF A COURSE

Satisfactory Completion of a course looks like...

YES

☒

Followed the course developed or endorsed by NESA

☒

Applied diligence & sustained effort to the tasks & coursework

☒

Achieved some or all of the outcomes

UNSATISFACTORY COMPLETION OF A COURSE

Unsatisfactory completion of a course looks like...

NO

☐

Excessive absence or lateness to school or class

☐

Poor achievement in class & assessments due to lack of application & effort

☐

Poor class behaviour

☐

Not completing assessment tasks, homework &/or classwork

☐

Plagiarising, copying or cheating

What is Assessment?

Assessments are all of the different ways that teachers measure student success as a learner.

Students have the right to:

- be informed of the assessment processes of your school and NESA
- receive clear guidelines relating to the requirements of each assessment task
- be told in advance of the due date for each assessment task
- access feedback for an individual task at the time it is returned to you.

Students have the responsibility to:

- become familiar with and follow the assessment requirements set by your school
- complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline
- avoid Academic Misconduct, that is behaviour which may be considered cheating, including plagiarism, and ensure that all assessment work is your own or acknowledges the contribution of others
- follow up any concerns you have with tasks at the time they are marked and returned.

There are different types of assessment used to assess student progress:

Assessment FOR Learning (Informal or formative assessment)

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement in class formally as they complete their work using a whole range of strategies including self assessment and peer assessment.

Assessment OF Learning (formal assessment tasks)

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the end of a unit of work, a term, a semester, a school year or a stage. This information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

Examples of assessment activities (for both formal and informal tasks)

Topic test	Observation of student learning
Project	Classroom activities and participation
Presentation	Homework assignment
Research assignment	Mini tests or quiz
Portfolio	Group and pair work
Practical task	Peer assessment
Formal examination	Experiment
Essay	Bookwork
Model	Speech
Performance	

Structure of Assessment: Stage 4 Connected Curriculum

Student assessment will occur in the Curious Creators class through:

- One formal assessment for each project the students complete in Curious Creators.
- The formal assessment will be made up of a series of 'Checkpoints' or mini tasks to make up the whole assessment task.
- No 'take home' assessment tasks.
- All tasks form the basis of inquiry in the Curious Creators class, therefore, students will be working towards the final project product in their Curious Creators classes.

Structure of Assessment: Stage 4 Masterclasses

- Consists of ongoing assessments, tasks and examinations.
- Ongoing assessments include written work, oral work, practical work, tests, assessment tasks and assignments as is appropriate to the course.

Masterclasses support the CC classes in delivering course outcomes. Students will demonstrate ongoing achievement of the outcomes in their Masterclasses through a variety of in-class learning experiences that inform learning.

Year 8 Reports

The school formally reports on student progress twice each year; Semester 1 report (issued at the end of Term 2) and a Semester 2 report (issued at the end of the year).

The report for Year 8 Connected Curriculum combines student self reporting as well as teacher judgements and contains:

- A scale of achievement for each outcome for each of the projects. This achievement scale will detail the student's judgement on their achievement alongside a teacher judgement of the student's achievement.
- A scale of achievement for the general capabilities in each project – this scale relates to how a student perceives they have achieved the skills of the project.
- A teacher comment and/or student comment relating to the achievement of each of the projects.

The report for Year 8 Masterclasses contains:

- Course result distribution scale, which indicates a student's individual result as compared to the cohort.
- Overall achievement based on the student's areas of learning which is described using the O-L five point grade scale.
- Teacher comment on Areas of Strength and Next Steps for learning.

Procedures for Assessment

Assessment Task Notification

Assessment task notifications may be issued to students approximately two weeks before an assessment task is due (other than formal examinations). Students sign the Submission of Assessment Task form to indicate they have received the notice. If a student is away from school on the day of the Assessment Task Notification, it is their responsibility to see the teacher to receive the notification.

The assessment task notification will outline:

- the syllabus outcomes the task is measuring
- how much the task is worth as a percentage (Weighting %)
- instructions on how to complete the task
- marking criteria.

Students must sign the teacher's Assessment Notification form to register that they have received the task.

Weighting of Tasks

Each task is worth a percentage towards the total grade. This is called 'weighting'. Teachers use the assessment marks achieved throughout the course to determine each student's final overall grade.

Changes to Assessments

At times, assessments may not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify students in writing.

Applying for an extension

If something unexpected or serious happens while a student is working on an assessment task, preventing them from completing the task by the due date, the student should see the Head Teacher to ask for an [Assessment Task Request for Extension](#) at least 24 hours before a task is due.

- Extensions **will only be granted in exceptional circumstances** (please note that leave granted for holidays does NOT constitute exceptional circumstances).
- The Head Teacher will consider the application in consultation with the class teacher.
- The Head Teacher will decide and notify the student and class teacher in writing as soon as possible of the outcome, including the length of the extension if granted.
- Class teachers cannot grant extensions.
- In the case of denied extensions, students can appeal to their Deputy Principal.

Submission of an Assessment Task

- All work should be submitted or performed on the due date, during the lesson that the task is due.
- Students should keep a hard and digital copy of the task. Loss of task will not be accepted as a valid reason for late submission.
- Students should submit work in person and should be present at school for all timetabled periods that day.

Electronic Submission

- A teacher may decide that electronic submission is the most appropriate way for a task to be handed in.
- In this case, the teacher will clearly outline in the task notification when and how the task is to be submitted electronically.
- It is the **student's responsibility** to ensure that the task is submitted on time and that the correct documents are attached to the submission and ensure that all work is complete. All electronic submissions will have evidence of date and time of turn in.

Late Submission of a task or Failure to Submit a Task

- Failure to submit a task on time will result in the following penalty:
 - 10% per day
 - Zero mark after 5 days
 - Lack of Application letter.
- Tasks submitted on the due date but after the due time will be deemed a late submission and a penalty will be awarded along with a Lack of Application letter.
- It is expected that students will complete a missed examination, in class assessment task or test **on the first day they return to school** after missing the task.
 - **In class assessments** – students should see their class teacher before school on the morning of their first day back to confirm arrangements for completing the task.
 - If there is no documentation supporting their absence (eg medical certificate) then the penalty applies.
 - **Exams** – students should provide a medical certificate to their teacher with an Appeal Form attached on the first day back at school to arrange an alternate time to do the exam.

Non Serious Attempt at an Assessment Task

- Students who do not make a serious attempt in their assessments, will receive a Lack of Application letter and may receive a zero mark for the task.

Absence or Partial Absence from School on the Due Date

- If a student is going to be absent from school, they should notify the Head Teacher as soon as possible. Students will also be required to complete an [Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#)
- If a student is absent from school, for whatever reason, they must make alternative arrangements to submit the task on time (this may involve electronic submission) but a hard copy of the task (if required) should be handed in to the class teacher **on the first day** the student returns to school.
- If a student is on suspension when a task is due, they will still be required to submit the task by the due date and time (electronic submission is advisable). If this is an examination, an arrangement can be made at the discretion of the Principal.
- If a student is absent due to illness, they **must provide a medical certificate** as proof of illness on their return to school and submit the task as soon as returning to school with the completed appeal form.
- If the absence is an extended illness, the marks from a similar task may be used to modify or estimate results in consultation with the Head Teacher. Students must provide evidence and must be presented to support the absence.

Unforeseen Circumstances / Special Consideration

- At times a student's result in an Assessment Task or Examination may be impacted by circumstances outside of their control on or near the due date of a task. This may include things such as illness or a family emergency. The student or their parent/caregiver needs to contact the Deputy Principal as soon as possible to make alternative arrangements for submission or completion of the task.

An Appeal form must be submitted on their first day of returning to school. [Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#)

- The Head Teacher in consultation with the relevant Deputy Principal, will make a decision about the appeal and the option of awarding the student an estimate mark.
- No extensions of time will be granted other than in exceptional circumstances.
 - Holidays, routine medical or dental appointments, part time work commitments and routine sporting commitments will not be considered as valid reasons for extensions.
 - Documentary evidence, for example, a medical certificate, will be required. Head Teachers are under no obligation to accept such evidence if they have reason to suspect its validity.

Technology Failure

- Occasionally a student's ability to complete an Assessment Task may be impacted by the failure of technology.
- In this case the student must follow the normal procedure for an Extension (if the problem occurs prior to the submission of a task) OR Special Consideration (if the problem occurs on the due date). [Assessment Task Missed Due to Illness/Misadventure/Absence Appeal Form](#) or [Assessment Task Request for Extension](#)
- Evidence must be presented to support the claim of technology failure and the IT staff may be consulted to determine the validity of the claim.
- The relevant Deputy Principal will make the final determination in all cases of technology failure.
- **It is the student's responsibility** to retain a regularly **backed up copy** of all their school work either on an external drive or a USB so that if there is a problem with their computer their work is not lost.

Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is 'dishonest behaviour by a student that gives them an unfair advantage over others'. A student found plagiarising (including the use of Artificial Intelligence AI), cheating or any other form of academic misconduct may be awarded a zero mark for that task. The student may be issued with a Lack of Application letter and will be required to resubmit the task.

Plagiarism (copying someone else's work and claiming that it is your work):

- Collusion (allowing someone to copy your work).
- Using materials from books, journals, CDs or the internet without acknowledging the source).
- Submitting work that has a large contribution from another period that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic device into an assessment or examination, whether or not they are used).
- Use of Artificial Intelligence (AI).

Appeals

- If a student believes an error has been made in the marking of a task, they should notify the teacher and discuss the issue with them.
- If this does not resolve the issue, the student (or their parent) should inform the Head Teacher of the circumstances and issues.
- The Head Teacher will investigate in consultation with the class teacher and student and will make a decision, notifying the student of the outcome, within seven days.
- If the student, or their parent, is still not satisfied with the outcome they can appeal, in writing, to the Deputy Principal for a formal review.
- A Formal Review will be conducted within seven days of receiving a formal appeal, with the student and parents notified in writing of the outcome and the reasons for it.

Awarding Grades

The O to L grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding, and
- the range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers should consider all evidence gathered and should **not** be limited to a set number of children allocated to each grade within their class or school.

Grades are one aspect of school reporting to parents. Other important tools include:

- teacher comments
- parent/teacher/child interviews, and
- ongoing communication to share information about student effort and application.

About the Common Grade Scale

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

Grade	Description
Outstanding	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.
High	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.
Sound	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.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Students with a disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Students with Special Educational Needs

Assessment for students with special educational needs who are accessing the regular course varies according to the learning needs of the student and the requirements of the task. Schools are responsible for making decisions around adjustments to coursework and assessment tasks.

Teachers may need to make adjustments to assessment practices for some students with special educational needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- Adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.
- Adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions.
- Alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

Providing adjustment does not restrict a student's access to the full range of grades or marks.

Students with Disabilities

- The Disability Standards for Education require that all students with disabilities are able to access all learning and assessment in the same way as any other student.
- Students may have a disability in one of four areas: cognitive (eg learning difficulties), sensory (eg vision impairment), physical or social-emotional (eg anxiety disorder).
- The parents of students with disabilities must ensure that the school has access to all necessary documentation to ensure that they are able to understand and cater for the educational needs of the student.
- If necessary, adjustments are made to Assessment Tasks or examinations so that students with disabilities are able to demonstrate their knowledge and skills.
- These students are still able to be graded using the standards referenced approach even though the form of assessment may vary from other students.
- Adjustments and provisions will be determined on an individual basis by the Learning Support staff in consultation with the student, their parents and their teacher.

Life Skills

Assessment of students with disabilities who are unable to access the regular course outcomes may be provided an opportunity to undertake Life Skills courses. The decision to place a student on a RoSA Life Skills pathway, is a consultative process between the school, the student, the parents or caregivers and other significant personnel.

Assessment in Life Skills provides opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses will be assessed by collecting evidence and reflecting on the student performance in relation to the outcomes identified for each individual child. These students are not required to attend school for subject exams during examination periods. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support.

The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Students must demonstrate the identified learning outcomes that are aligned with their Individual Education Plan (IEP).

STEPS TO MANAGE ASSESSMENT TASKS

Due Dates	Keep a diary of assessment activities and other commitments
Be prepared	Start your tasks early so you can ask for help if needed
Set deadlines	Break tasks into small steps & set deadlines for completing them
Be organised	Record sources of information you use as you find them so the bibliography is not a big task at the end
Save	Save and back up any digital work regularly or use a cloud based platform to save your work
Keep	Keep all your drafts and copies of your resources
Keep	Keep a copy of any work you submit for marking
Consult	talk with teachers for any assistance in completing the task

STEPS TO PREPARE FOR LEARNING

Devices	Bring your charged Chromebook or Laptop every lesson
Bookwork	Bring your subject specific books every lesson
Equipment	Pack your equipment for each subject the night before
Be On Time	Be on time for learning

Assessment Schedules

These are issued to students by their course teachers.

Due dates on Assessment Schedules are an approximation and are subject to change. Students may be given two weeks' notice before each assessment task to confirm the date.

Student Instructions:

- Ensure you have collected all assessment schedules for your courses from your class teachers.
- Keep this assessment booklet for future reference.
- Be prepared for learning and follow the procedures.

The subjects Year 8 students will study are listed below.

Curious Creators – Connected Curriculum

English

History

Mathematics

Personal Development, Health and Physical Education

Science

Technology

Visual Arts

Curious Creators – Connected Curriculum

In the Connected Curriculum, students engage in the connected learning outcomes from English, Mathematics, Science, HSIE, TAS and PDHPE. Students complete projects, demonstrating their understanding of big ideas and concepts through practical application of knowledge and understanding as well as demonstration of the 4Cs – Communication, Collaboration, Creative and Critical Thinking.

Students will learn about engineering and forces through creating a marble run, a fact book, animation and get to lead a self-directed investigation.

Students will learn how to self-assess and give feedback to their peers. They will also engage in the process of contributing to their own reports through self-reflection of their progress and in the 4Cs.

Curious Creators – Connected Curriculum Assessment Schedule

Semester 1

Task	Project	Product to be Assessed	KLAs Assessed	
1	Forces	Marble Run	Science TAS	Report 1
2	Egypt	Historical Fact Book	History PDHPE Mathematics English Science	Report 2

Semester 2

Task	Project	Product to be Assessed	KLAs Assessed	
3	Vikings	History	History TAS Mathematics English PDHPE	Report 1
4	Tangram	Animation	Mathematics Science	Report 2

In the Year 8 course you will develop the skills of speaking, listening, talking, reading and writing. In the area of spoken language, you will learn about exercising control over your oral language. This will involve you talking and listening in a wide range of situations for different purposes and audiences.

The aim for reading is to teach you to understand, enjoy and respond to what you have read in a wide range of contexts. This involves you reading for pleasure and deepening your knowledge in what you have read.

The aim of the writing section of the syllabus is to help you write well and with confidence. Throughout the course you will take part in many writing activities.

During the year, you will complete a number of assessment tasks. These tasks are designed to test the different skills and knowledge you have learned in the English course.

Topics studied in Year 8 include:

- Refugees
- Language and Poetry
- Fantasy – Genre Study
- Introduction to Media

For Year 8, there are no formal examinations, however students will undertake assessment activities in each course throughout the year.

English Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	10	Persuasive Response	Refugees	25%
2	2	9	Speech	Language and Poetry	25%
3	3	9	Narrative and Map	Genre Study (Fantasy)	25%
4	4	4	Newspaper Report	Media	25%

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present.

History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

Topics covered

- Topic 1: Investigating the Past
- Topic 2: Ancient China
- Topic 3: Polynesian Expansion
- Topic 4: Indigenous Studies

History Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	8	TEEAL Paragraph	Investigating the Past	20%
2	2	8	Biography	Ancient China	40%
3	3	10	Research Task	Polynesian Expansion	40%

Mathematics

In Year 8 students will be introduced to the major concepts and principles of Mathematics. The strategic use of Information and Communication Technology (ICT) including Maths Online and literacy activities will also form an important part of students' learning program.

Students and teachers will work with the specialist Numeracy Coordinator to focus on problem solving strategies.

These units of work are studied by students in Year 8.

- Integers
- Surface Area and volume
- Data Collection and Representation
- Algebraic Techniques
- Equations
- Probability
- Pythagoras's Theorem
- Indices
- Linear Relationships

Mathematics Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	7	In Class Test	Linear Relationships	20%
2	2	9	In Class Test	Algebraic Techniques & Equations	30%
3	3	8	In Class Test	Data Analysis	20%
4	4	6	In Class Test	Area & Volume	30%

Personal Development, Health and Physical Education

This course consists of both practical and theoretical components and includes a wide range of physical activities that are designed to teach students the rules, skills and strategies required to successfully participate in various sports. The aim of the practical component of this course is to teach and encourage lifelong participation in practical activities.

The theory component of this course deals with issues such as mindfulness, nutrition, drug use and risk taking. The overall aim of this course is to develop knowledge and skills in the areas of physical, social and mental health.

Students study the following units of work.

- Keeping Myself and Others Safe
- Eat Well, Live Well, Be Well
- Drug Wise
- My Mind, My Body
- AFL and Softcross
- Athletics
- Oztag/Touch Football
- Initiative Games

PDHPE Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	4-10	Risk Management Plan Practical Ongoing Assessment	Keeping Myself and Other Safe Softcross AFL	35%
2	2	2-5	Practical Observation	Athletics	15%
3	3	10	Report and Article Practical Observation	Drug Wise Indoor Sports	40%
4	4	5	Practical Observation	Initiative Games	10%

Year 8 Science is a general science course designed to provide learning experiences through which students will develop interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues.

The course is also designed for students to further develop skills in designing, planning and conducting investigations and communicating information.

Students study the following units of work:

- Forces
- Weathering and Chemical Changes
- Elements and Compounds
- Working Scientifically

Science Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	8	Experimental Design and Data Analysis Task	Forces and Rocks	25%
2	2	5	Problem Solving Test	Forces and Rocks	25%
3	3	8	Interpreting Data Task	Chemistry	25%
4	4	5	Yearly Exam	Chemistry	25%

Technology

The Technology course for Year 8 students builds upon the knowledge of the design process learnt in Year 7. Students complete three units throughout the year. They will also begin basic software programming using the program 'Scratch' when studying Technology – Digital Technologies. In Technology – Multimedia, students will be introduced to the program Canva to create a multimedia film presentation. The last unit will be learning how to use 3D software programs to design a product to then produce with our 3D resin printers in the unit Technology – Polymers.

Technology Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	2	3	Game	Digital Technologies	40%
2	3	4	Film Design	Material Technologies (Multimedia)	40%
3	4	3	3D Design Toy	Material Technologies (Graphics / Polymers)	20%

Task dependent on rotation of Semester.

Visual Arts

The Visual Arts syllabus provides various approaches to understanding how images and objects are identified, created, categorised, interpreted, valued, and made use of as works within the visual arts by individuals, societies and cultures. It is concerned with developing students' abilities to make and study images and objects which have a range of meanings and purposes.

Making is 70% of the course and involves learning to give form to images and objects to represent ideas, experiences and understanding the world through practical applications. Skills are developed through the use of a range of materials and techniques, including painting, drawing, sculpture, printmaking, and digital media.

Critical and historical studies make up 30% of the course and develops understanding about the meaning of artworks in contemporary society and investigates the background throughout history of various artists and artworks in Australia and the wider world.

Topics and artmaking practice includes:

- Abstraction – drawing, collage and painting techniques to create an artwork on canvas
- Ceramic Investigations – making functional and decorative objects using clay building techniques
- Street Art – printmaking and digital work to communicate an idea and concept
- Self-guided project using individual choice of materials and techniques.

Students are assessed on a combination of practical and theory work, as well as their visual arts diary, including:

- Planning and developing ideas and artistic intentions
- Technical resolution of media and techniques
- Interpretations and investigations of artists and their work
- Applying creative concepts
- Organised work in the visual arts diary.

Fees are attached to the course which covers the cost of all practical and theory material supplied. However, students are required to purchase a visual arts diary that is A4 with blank pages.

Visual Arts Assessment Schedule

Task	Term	Week	Type	Topic	Weight
1	1	8	Artmaking	Practical Portfolio of Drawing	20%
2	2	9	Artmaking	Practical Portfolio of Painting	15%
			Critical & Historical Studies	Visual Arts Diary	10%
3	3	10	Artmaking	Ceramics Artwork	20%
			Critical & Historical Studies	Artist Study	20%
4	3	10	Artmaking	Printmaking	15%

