

HURLSTONE AGRICULTURAL HIGH SCHOOL

# YEAR 8 ASSESSMENT SCHEDULE

2018

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# SUBJECTS

## AGRICULTURE

| Task         | Task Type  | Assessment Weighting | Outcomes Addressed   | Reporting Outcomes  |
|--------------|--|----------------------|--|---|
| 1            | Local Climatic Conditions<br>Data collection, graphing, interpreting | 15%                  | <ul style="list-style-type: none"> <li>5 skills in problem-solving including investigating, collecting, analyzing, interpreting and communicating information in agricultural contexts</li> </ul>  | <ul style="list-style-type: none"> <li>Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts</li> </ul>  |
| 2            | Investigation into the Pig Industry<br>Board game creation           | 20%                  | <ul style="list-style-type: none"> <li>1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives</li> <li>3 knowledge of and skills in the effective and responsible production and marketing of agricultural products</li> </ul>   | <ul style="list-style-type: none"> <li>Explains the interactions within and between the agricultural enterprises and systems.</li> <li>Explains and evaluates the impact of management decisions on animal production enterprises</li> </ul>  |
| 3            | TV commercial<br>Marketing of a Product                              | 10%                  | <ul style="list-style-type: none"> <li>5 skills in problem-solving including investigating, collecting, analyzing, interpreting and communicating information in agricultural contexts</li> <li>3 knowledge of and skills in the effective and responsible production and marketing of agricultural products</li> </ul>  | <ul style="list-style-type: none"> <li>Investigates and applies responsible marketing principles and processes</li> </ul>   |
| 4            | Yearly Exam  | 30%                  | <ul style="list-style-type: none"> <li>5 skills in problem-solving including investigating, collecting, analyzing, interpreting and communicating information in agricultural contexts.</li> <li>1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives</li> <li>3 knowledge of and skills in the effective and responsible production and marketing of agricultural products</li> </ul> | <ul style="list-style-type: none"> <li>Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts</li> <li>Explains the interactions within and between the agricultural enterprises and systems</li> <li>Explains and evaluates the impact of management decisions on animal production enterprises</li> <li>Investigates and applies responsible marketing principles and processes</li> <li>Investigates and implements responsible production systems for plant and animal enterprises</li> </ul> |
| 5            | Practical  | 25%                  | <ul style="list-style-type: none"> <li>6 knowledge and skills in implementing cooperative and safe work practices in agricultural contexts</li> </ul>  | <ul style="list-style-type: none"> <li>Applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery</li> <li>Performs plant and animal management practices safely and in cooperation with others</li> </ul>   |
| <b>TOTAL</b> |  | <b>100%</b>          |  |   |

## ENGLISH

| Task         | Task Type  | Assessment Weighting | Outcomes Addressed   | Reporting Outcomes   |
|--------------|--|----------------------|--|--|
| 1            | <i>“Tradition and transformation: The evolution of fairy tales”</i><br><br>Reading and Writing:<br>Creative Response | 20%                  | <ul style="list-style-type: none"> <li>EN 4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.</li> <li>EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.</li> <li>EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> </ul>             | <ul style="list-style-type: none"> <li>Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>Identifies, considers and appreciates cultural expression in texts</li> <li>Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> <li>Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</li> </ul>                         |
| 2            | <i>“The Author’s Voice”</i><br><br>Written response: Essay   | 25%                  | <ul style="list-style-type: none"> <li>EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.</li> <li>EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>EN 4-8D identifies, considers and appreciates cultural expression in texts.</li> <li>EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</li> <li>Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> <li>Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> </ul>  |
| 3            | <i>“Shakespeare: Representing Villains”</i><br><br>Speaking: oral presentation                                       | 25%                  | <ul style="list-style-type: none"> <li>EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.</li> <li>EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.</li> <li>EN4-6C identifies and explains connections between and among texts.</li> <li>EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</li> </ul>  | <ul style="list-style-type: none"> <li>Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</li> <li>Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</li> <li>Demonstrates the ability to make effect language choices to creatively shape meaning with accuracy, clarity and coherence.</li> </ul>  |
| 4            | <i>“Relationships in our world”:</i><br><br>Multimedia and Writing:<br>ICT and reflection                            | 30%                  | <ul style="list-style-type: none"> <li>EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</li> <li>EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning</li> <li>EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</li> <li>EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</li> </ul> | <ul style="list-style-type: none"> <li>Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</li> <li>Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</li> <li>Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</li> <li>Uses, reflects on and assesses their individual and collaborative skills for learning</li> </ul> |
| <b>TOTAL</b> |  | <b>100%</b>          |  |  |

## GEOGRAPHY (Either Semester 1 or 2)

| Task         | Task Type                                 | Assessment Weighting | Outcomes Addressed   | Reporting Outcomes   |
|--------------|---|----------------------|--|--|
| 1            | Place and Liveability Portfolio           | 50%                  | <ul style="list-style-type: none"> <li>• GE4-1 locates and describes the diverse features and characteristics of a range of places and environments</li> <li>• GE4-3 explains how interactions and connections between people, places and environments result in change</li> <li>• GE4-4 examines perspectives of people and organisations on a range of geographical issues</li> <li>• GE4-6 explains differences in human wellbeing</li> <li>• GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry</li> <li>• GE4-8 communicates geographical information using a variety of strategies</li> </ul> | <ul style="list-style-type: none"> <li>• locates and describes the diverse features and characteristics of a range of places and environments GE4-1</li> <li>• describes processes and influences that form and transform places and environments GE4-2</li> <li>• explains how interactions and connections between people, places and environments result in change GE4-3</li> <li>• examines perspectives of people and organisations on a range of geographical issues GE4-4</li> <li>• discusses management of places and environments for their sustainability GE4-5</li> <li>• explains differences in human wellbeing GE4-6</li> </ul> |
| 2            | Interconnections Pecha Kucha Presentation | 50%                  | <ul style="list-style-type: none"> <li>• GE4-2 describes processes and influences that form and transform places and environments</li> <li>• GE4-3 explains how interactions and connections between people, places and environments result in change</li> <li>• GE4-5 discusses management of places and environments for their sustainability</li> <li>• GE4-8 communicates geographical information using a variety of strategies</li> </ul>  | <ul style="list-style-type: none"> <li>• acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7</li> <li>• communicates geographical information using a variety of strategies GE4-8</li> </ul>   |
| <b>TOTAL</b> |   | <b>100%</b>          |  |  |

## HISTORY (Either Semester 1 or 2)

| Task         | Task Type   | Assessment Weighting | Outcomes Addressed  | Reporting Outcomes   |
|--------------|---|----------------------|---|--|
| 1            | Depth Study 4<br>The Western and Islamic World<br>Empathetic and Ethical Understanding Task | 50%                  | <ul style="list-style-type: none"> <li>HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>HT4-5 identifies the meaning, purpose and context of historical sources</li> <li>HT4-7 identifies and describes different contexts, perspectives and interpretations of the past</li> <li>HT4-8 locates, selects and organises information from sources to develop an historical inquiry</li> <li>HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past</li> </ul>                   | <ul style="list-style-type: none"> <li>Describes the nature of history and archaeology and explains their contribution to an understanding of the past</li> <li>Describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>Describes and assesses the motives and actions of past individuals and groups in the context of past societies</li> <li>Identifies the meaning, purpose and context of historical sources</li> <li>Uses evidence from sources to support historical narratives and explanations</li> <li>Identifies and describes different contexts, perspectives and interpretations of the past</li> <li>Locates, selects and organises information from sources to develop an historical inquiry</li> <li>Uses a range of historical terms and concepts when communicating an understanding of the past</li> </ul> |
| 2            | Depth Study 6<br>Expanding Contacts:<br>Historical Investigation Project                    | 50%                  | <ul style="list-style-type: none"> <li>HT4-2 describes major periods of historical time and sequences events, people and societies from the past</li> <li>HT4-4 describes and explains the causes and effects of events and developments of past societies over time</li> <li>HT4-6 uses evidence from sources to support historical narratives and explanations</li> <li>HT4-7 identifies and describes different contexts, perspectives and interpretations of the past</li> <li>HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul> | <ul style="list-style-type: none"> <li>Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</li> </ul>   |
| <b>TOTAL</b> |   | <b>100%</b>          |   |  |

## JAPANESE

| Task         | Task Type           | Assessment Weighting | Outcomes Addressed  | Reporting Outcomes   |
|--------------|---------------------|----------------------|---|--|
| 1            | Hiragana Quiz       | 10%                  | <ul style="list-style-type: none"> <li>4.UL.4 applies a range of linguistic structures to express own ideas in writing</li> </ul>   | <ul style="list-style-type: none"> <li>Listening: Demonstrates understanding of the main ideas in spoken texts and responds appropriately</li> <li>Reading: Demonstrates understanding of the main ideas in written texts and responds appropriately</li> <li>Writing: Writes texts to present key points of information in Japanese</li> <li>Speaking: Establishes and maintains communication in familiar situations</li> <li>Culture: Demonstrates knowledge of key features of the culture of Japanese-speaking communities</li> </ul> |
| 2            | Festival Report     | 10%                  | <ul style="list-style-type: none"> <li>4.MBC.1 demonstrates understanding of the interdependence of language and culture</li> <li>4.MBC.2 demonstrates knowledge of key features of the culture of Japanese-speaking communities</li> </ul>   |  |
| 3            | On-going Speaking   | 20%                  | <ul style="list-style-type: none"> <li>4.UL.3 establishes and maintains communication in familiar situations</li> <li>4.MLC.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts</li> <li>4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Japanese</li> </ul>  |  |
| 4            | Listening & Reading | 20%                  | <ul style="list-style-type: none"> <li>4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately</li> <li>4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately</li> </ul>   |  |
| 5            | Listening & Culture | 10%                  | <ul style="list-style-type: none"> <li>4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately</li> <li>4.MBC.1 demonstrates understanding of the interdependence of language and culture</li> <li>4.MBC.2 demonstrates knowledge of key features of the culture of Japanese-speaking communities</li> </ul>   |  |
| 6            | Manga Assignment    | 15%                  | <ul style="list-style-type: none"> <li>4.UL.3 establishes and maintains communication in familiar situations</li> <li>4.UL.4 applies a range of linguistic structures to express own ideas in writing</li> <li>4.MBC.1 demonstrates understanding of the interdependence of language and culture</li> <li>4.MBC.2 demonstrates knowledge of key features of the culture of Japanese-speaking communities</li> <li>4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Japanese</li> </ul> |  |
| 7            | Reading & Writing   | 15%                  | <ul style="list-style-type: none"> <li>4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately</li> <li>4.UL.4 applies a range of linguistic structures to express own ideas in writing</li> </ul>  |  |
| <b>TOTAL</b> |                     | <b>100%</b>          |   |  |

# MATHEMATICS

| Task | Task Type               | Assessment Weighting | Outcomes Addressed   | Reporting Outcomes  |
|------|-------------------------|----------------------|--|---|
| 1    | Half Yearly Examination | 20%                  | <ul style="list-style-type: none"> <li>• MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols</li> <li>• MA4-2WM applies appropriate mathematical techniques to solve problems</li> <li>• MA4-3WM recognises and explains mathematical relationships using reasoning</li> <li>• MA4-9NA operates with positive-integer and zero indices of numerical bases</li> <li>• MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations</li> <li>• MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions</li> <li>• MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems</li> <li>• MA5.2-3WM constructs arguments to prove and justify results</li> <li>• MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</li> <li>• MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems</li> <li>• MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</li> <li>• MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume</li> <li>• MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles</li> <li>• MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</li> <li>• MA4-5NA operates with fractions, decimals and percentages</li> <li>• MA4-6NA solves financial problems involving purchasing goods</li> </ul> | <ul style="list-style-type: none"> <li>• Recalls mathematical facts and operations</li> <li>• Applies mathematical facts and operations</li> <li>• Applies knowledge and skills to problem solving</li> <li>• Ability to solve mathematical problems without the use of a calculator</li> </ul> |

|          |                     |             |   |  |
|----------|---------------------|-------------|---|--|
| <b>2</b> | Research Assignment | <b>20%</b>  | <ul style="list-style-type: none"> <li>• Students will be required to choose a time period and investigate the development of mathematics in that era.</li> <li>• Students will be required to present their work in a suitable fashion and explain why the mathematics of that era had a significant impact on the people of that era</li> </ul>   |  |
| <b>3</b> | Yearly Examination  | <b>40%</b>  | <p>In addition to outcomes addressed in Task 1:</p> <ul style="list-style-type: none"> <li>• MA4-7NA operates with ratios and rates and explores their graphical representation</li> <li>• MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane</li> <li>• MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals and determines congruent triangles to find unknown side lengths and angles</li> <li>• MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals and determines congruent triangles to find unknown side lengths and angles</li> <li>• MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays</li> <li>• MA4-20SP analyses single sets of data using measures of location and range</li> <li>• MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</li> <li>• MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions</li> </ul> | <ul style="list-style-type: none"> <li>• Recalls mathematical facts and operations</li> <li>• Applies mathematical facts and operations</li> <li>• Applies knowledge and skills to problem solving</li> <li>• Ability to solve mathematical problems without the use of a calculator</li> <li>• Develops understanding and fluency in mathematics through inquiry, exploring and connecting, mathematical concepts, communication and collaboration</li> </ul> |
| <b>4</b> | Class Component     | <b>20%</b>  | <ul style="list-style-type: none"> <li>• A mark composed of results from different sources: Topic Tests, Investigations, ICAS Mathematics, Presentations, Peer Assessment, Bookwork and Summaries</li> </ul> <p>This is a mark determined by in-class assessment, by the teacher, of student achievement, in a variety of tasks.</p>  |  |
|          | <b>TOTAL</b>        | <b>100%</b> |   |  |

# MUSIC

| Task | Task Type  | Assessment Weighting | Outcomes Addressed   | Reporting Outcomes  |
|------|--|----------------------|--|---|
| 1    | Group Composition Performance<br><br>Rock arrangement            | 20%                  | <ul style="list-style-type: none"> <li>4.1 perform in a range of musical styles demonstrating an understanding of the musical concepts</li> <li>4.3 perform music selected for study demonstrating ensemble awareness</li> <li>4.10 identify the use of technology in the music selected for study</li> <li>4.12 demonstrate a developing confidence and willingness to engage in a performing experience</li> </ul>   | <ul style="list-style-type: none"> <li>Accurate performance/interpretation of patterns</li> <li>Demonstrated organisational and arranging skills</li> <li>Awareness of ensemble dynamics</li> <li>Understanding of technology</li> <li>Confidence and willingness to perform</li> </ul> |
| 2    | Listening Task<br><br>Rock Music                                 | 25%                  | <ul style="list-style-type: none"> <li>4.7 demonstrate an understanding of musical concepts through listening, responding, discriminating, analysing and recording</li> <li>4.8 demonstrate an understanding of musical concepts through aural identification and discussion of the features in a range of repertoire</li> <li>4.9 demonstrate music literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected</li> </ul>  | <ul style="list-style-type: none"> <li>Notate pitch and rhythm patterns</li> <li>Identify quality of chords</li> <li>Identify and discuss music in excerpts</li> <li>Interpret scores</li> </ul>  |
| 3    | Composition Task<br><br>Music for Film, Radio, TV and Multimedia | 25%                  | <ul style="list-style-type: none"> <li>4.4 demonstrate an understanding of the musical concepts through exploring, experimenting, improvising, organising, arranging and composing</li> <li>4.5 notate composition using traditional and/or non-traditional notation</li> <li>4.6 experiments with different types of technology in the composition process</li> <li>4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate understanding of music concepts</li> <li>Demonstrate understanding of notation</li> <li>Demonstrate awareness of pitch/rhythm relationship</li> <li>Understanding of technology in the composition process</li> </ul>                |
| 4    | Solo Performance   | 30%                  | <ul style="list-style-type: none"> <li>4.1 perform in a range of musical styles demonstrating an understanding of the musical concepts</li> <li>4.2 perform music using different forms of notation and different types of technology across a broad range of musical styles</li> <li>4.3 perform music selected for study demonstrating solo awareness</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrate technical skill</li> <li>Demonstrate understanding of style</li> <li>Demonstrate confidence in performance presentation</li> </ul>   |
|      | <b>TOTAL</b>   | <b>100%</b>          |  |   |

## PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

| Task | Task Type                           | Assessment Weighting | Outcomes Addressed  | Reporting Outcomes   |
|------|-------------------------------------|----------------------|---|--|
| 1    | Invasion Games Skills Checklist     | 25%                  | <ul style="list-style-type: none"> <li>4.4 demonstrates and refines movement skills in a range of contexts and environments</li> </ul>  | <ul style="list-style-type: none"> <li>Combines the features and elements of composition to perform an aerobics routine.</li> <li>Demonstrates controlled and skilful aerobics routine.</li> </ul>   |
| 2    | Bullying & Harassment Literacy Task | 20%                  | <ul style="list-style-type: none"> <li>4.2 identifies and selects strategies that enhance their ability to cope and feel supported</li> <li>4.3 describes the qualities of positive relationships and strategies to address the abuse of power</li> </ul>   | <ul style="list-style-type: none"> <li>Describes the qualities of positive relationships and develops strategies to address the abuse of power.</li> <li>Identifies the consequences of risk behaviours and describes strategies to minimise harm.</li> </ul>  |
| 3    | Stick Games Skills Checklist        | 25%                  | <ul style="list-style-type: none"> <li>4.4 demonstrates and refines movement skills in a range of contexts and environments</li> <li>4.5 combines the features and elements of movement composition to perform in a range of contexts and environments</li> </ul>   | <ul style="list-style-type: none"> <li>Performs movement skills in a range of stick games.</li> </ul>  |
| 4    | Yearly Examination                  | 30%                  | <ul style="list-style-type: none"> <li>4.3 describes the qualities of positive relationships and strategies to address the abuse of power</li> <li>4.8 a student describes how to access and assess health information, products and services.</li> <li>4.7 a student identifies the consequences of risk behaviours and describes strategies to minimise harm</li> </ul> | <ul style="list-style-type: none"> <li>Identifies the consequences of risk behaviours and describes strategies to minimise harm.</li> <li>Describes the qualities of positive relationships and the strategies to cope in a challenging situation.</li> <li>Describes how to assess health information and interpret graphs.</li> <li>Identifies and selects strategies that enhance their ability to set achievable goals.</li> </ul> |
|      | <b>TOTAL</b>                        | <b>100%</b>          |   |  |

## SCIENCE

| Task | Task Type                       | Assessment Weighting | Outcomes Addressed   | Reporting Outcomes  |
|------|---------------------------------|----------------------|--|---|
| 1    | Project and in Depth Study Test | 40%                  | <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</li> <li>SC4-5WS collaboratively and individually produces a plan to investigate questions and problems</li> <li>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</li> <li>Knowledge and understanding outcomes from Topics 1—2 studied in depth by students.</li> </ul>  | <ul style="list-style-type: none"> <li>Describes the role of scientific inquiry in understanding the world around us</li> <li>Plans and conducts first-hand investigations</li> <li>Works independently on tasks</li> <li>Communicates scientific understanding</li> <li>Clarifies the purpose of an investigation and, with guidance, produces a plan to investigate a problem accesses information from identified secondary sources</li> <li>Evaluates the relevance of data and information with guidance, presents information to an audience to achieve a particular purpose draws conclusions based on information available</li> <li>Uses creativity and imagination to suggest plausible solutions to familiar problems undertakes a variety of individual and team tasks with guidance</li> </ul> |
| 2    | Science Competition             | 5%                   | <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</li> <li>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</li> </ul>  |   |
| 3    | Science Skills                  | 25%                  | <p>Skills: Working Scientifically:</p> <ul style="list-style-type: none"> <li>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</li> <li>SC4-5WS collaboratively and individually produces a plan to investigate questions and problems</li> <li>SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</li> <li>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</li> <li>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</li> <li>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</li> </ul> |   |

|   |                    |             |   |  |
|---|--------------------|-------------|---|--|
| 4 | Yearly Examination | 30%         | <p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>• SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</li> <li>• SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</li> <li>• SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</li> <li>• Knowledge and understanding outcomes from all topics studied</li> </ul> |  |
|   | <b>TOTAL</b>       | <b>100%</b> | <ul style="list-style-type: none"> <li>• <i>NB The reporting outcomes may be modified to better express the achievement of outcomes prior to the finalisation of reports</i></li> </ul>   |  |

## TECHNOLOGY MANDATORY

| Task         | Task Type           | Assessment Weighting | Outcomes Addressed  | Reporting Outcomes   |
|--------------|---------------------|----------------------|---|--|
| 1            | Design Project      | 60%                  | <ul style="list-style-type: none"> <li>4.1.1 applies design processes that respond to needs and opportunities in each design project</li> <li>4.2.1 generates and communicates creative design ideas and solutions</li> <li>4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects</li> <li>4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project</li> <li>4.5.1 applies management processes to successfully complete design projects</li> </ul> | <ul style="list-style-type: none"> <li>Safely selects and uses materials, tools and techniques to produce a quality design project</li> <li>Uses a design folio to record and reflect on design ideas and decisions</li> <li>Shows an understanding and demonstrated effective research skills to locate information relevant to complete a research task</li> </ul> |
| 2            | Design Folio        | 30%                  |   |  |
| 3            | Research Assignment | 10%                  |   |  |
| <b>TOTAL</b> |                     | <b>100%</b>          |   |  |

Students in Year 7 and Year 8 studying Technology complete 4 units over the two-year duration. Units may include the following: Food Technologies, Textiles Technologies, Graphics Technologies, Information Technologies, Leatherworks, Timber Technologies and Metal Technologies, Robotics, Electronics, Polymer Technologies.

## VISUAL ARTS

| Task | Task Type                              | Assessment Weighting | Outcomes Addressed  | Reporting Outcomes  |
|------|--|----------------------|---|---|
| 1    | Art History and Criticism Hand In Task | 20%                  | <ul style="list-style-type: none"> <li>4.7 explores aspects of practice in critical and historical interpretations of art</li> <li>4.8 explores the function of and relationships between the artist – artwork – world – audience</li> <li>4.9 begins to acknowledge that art can be interpreted from different points of view</li> <li>4.10 recognises that art criticism and art history construct meanings</li> <li>recognises that art criticism and art history construct meanings</li> <li>recognises that art criticism and art history construct meanings</li> </ul>                                      | <ul style="list-style-type: none"> <li>Makes artworks that indicate an understanding of how personal, structural and cultural viewpoints develop meaning</li> <li>Uses a range of strategies, conventions and material techniques to create artworks</li> <li>Uses aspects of the world as a source of ideas when creating artworks</li> <li>Acknowledges and explores the relationships between artists, artworks, world and audience</li> <li>Begins to understand the practices of art history and art criticism and recognises they can be constructed from different points of view</li> </ul> |
| 2    | Art-Making Portfolio                   | 30%                  | <ul style="list-style-type: none"> <li>4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks</li> <li>4.2 explores the function of and relationships between artist – artwork – world – audience</li> <li>4.3 makes artworks that involve some understanding of the frames</li> <li>4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts</li> <li>4.5 investigates ways to develop meaning in their artworks</li> <li>4.6 selects different materials and techniques to make artworks</li> </ul> |   |
| 3    | Art History and Criticism Hand In Task | 20%                  | <ul style="list-style-type: none"> <li>4.7 explores aspects of practice in critical and historical interpretations of art</li> <li>4.8 explores the function of and relationships between the artist – artwork – world – audience</li> <li>4.9 begins to acknowledge that art can be interpreted from different points of view</li> <li>4.10</li> </ul> <p>recognises that art criticism and art history construct meanings</p> <p>selects different materials and techniques to make artworks</p>  | <ul style="list-style-type: none"> <li>Makes artworks that indicate an understanding of how personal, structural and cultural viewpoints develop meaning</li> <li>Uses a range of strategies, conventions and material techniques to create artworks</li> <li>Uses aspects of the world as a source of ideas when creating artworks</li> <li>Acknowledges and explores the relationships between artists, artworks, world and audience</li> <li>Begins to understand the practices of art history and art criticism and recognises they can be constructed from different points of view</li> </ul> |
| 4    | Art-Making Portfolio                   | 30%                  | <ul style="list-style-type: none"> <li>4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks</li> <li>4.2 explores the function of and relationships between artist – artwork – world – audience</li> <li>4.3 makes artworks that involve some understanding of the frames</li> <li>4.4 recognises and uses aspects of the world as a source</li> </ul>   |   |

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|--|--------------|-------------|--|--|
|  |              |             | of ideas, concepts and subject matter in the visual arts <ul style="list-style-type: none"> <li>• 4.5 investigates ways to develop meaning in their artworks</li> <li>• 4.6 selects different materials and techniques to make artworks</li> </ul> |  |
|  | <b>TOTAL</b> | <b>100%</b> |  |  |