HURLSTONE AGRICULTURAL HIGH SCHOOL

YEAR 8 ASSESSMENT SCHEDULE

2017

SUBJECTS

AGRICULTURE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Local Climatic Conditions Data collection, graphing, interpreting	15%	• 5 skills in problem-solving including investigating, collecting, analyzing, interpreting and communicating information in agricultural contexts	• Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
2	Investigation into the Pig Industry Board game creation	20%	• 1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives • 3 knowledge of and skills in the effective and responsible production and marketing of agricultural products	• Explains the interactions within and between the agricultural enterprises and systems. • Explains and evaluates the impact of management decisions on animal production enterprises
3	TV commercial Marketing of a Product	10%	• 5 skills in problem-solving including investigating, collecting, analyzing, interpreting and communicating information in agricultural contexts • 3 knowledge of and skills in the effective and responsible production and marketing of agricultural products	• Investigates and applies responsible marketing principles and processes
4	Yearly Exam	30%	• 5 skills in problem-solving including investigating, collecting, analyzing, interpreting and communicating information in agricultural contexts. • 1 knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives • 3 knowledge of and skills in the effective and responsible production and marketing of agricultural products	• Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts • Explains the interactions within and between the agricultural enterprises and systems • Explains and evaluates the impact of management decisions on animal production enterprises • Investigates and applies responsible marketing principles and processes • Investigates and implements responsible production systems for plant and animal enterprises
5	Practical	25%	• 6 knowledge and skills in implementing cooperative and safe work practices in agricultural contexts	• Applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery • Performs plant and animal management practices safely and in cooperation with others
	TOTAL	**100%**		

ENGLISH

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	"Taking the Fancy Out of Fairy Tales': Parody, Allusion and Intertextuality: Creative Writing Hand in	20%	• EN 4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • EN 4-8D identifies, considers and appreciates cultural expression in texts • EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	• Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • Identifies, considers and appreciates cultural expression in texts • Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
2	"The Author's Voice" Written Response - Writing	25%	• EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it • EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts • EN4-6C identifies and explains connections between and among texts	• Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it • Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
3	"Shakespeare: Imagining A Midsummer Night's Dream" Reading and Writing – Interview Transcript	25%	• EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts • EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it • EN4-6C identifies and explains connections between and among texts	• Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts • Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
4	"Beyond the Family": Representations of Family Multimedia and Speaking Pecha Kucha	30%	• EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies • EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence • EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts • EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it • EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning	• Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies • Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence • Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts • Uses, reflects on and assesses their individual and collaborative skills for learning
	TOTAL	**100%**		

GEOGRAPHY (Either Semester 1 or 2)

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Global Change Broadsheet and Extended Response Task	50%	• 4.1 identifies and gathers geographical information • 4.2 organises and interprets geographical information • 4.3 uses a range of written, oral and graphic forms to communicate geographical information • 4.4 uses a range of geographical tools • 4.5 demonstrates a sense of place about global environments • 4.7 identifies and discusses geographical issues from a range of perspectives • 4.9 describes differences in life opportunities throughout the world • 4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.	• Organises and interprets geographical information • Uses a range of written, oral and graphic forms to communicate geographical information • Uses a range of geographical tools • Demonstrates a sense of place about global environments • Identifies and discusses geographical issues from a range of perspectives • Describes the interrelationships between people and environments • Describes differences in life opportunities throughout the world • Explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.
2	Global Issues and Role of Citizenship Presentation Task	50%	• 4.2 organises and interprets geographical information • 4.3 uses a range of written, oral and graphic forms to communicate geographical information • 4.4 uses a range of geographical tools • 4.7 identifies and discusses geographical issues from a range of perspectives • 4.8 describes the interrelationships between people and environments • 4.9 describes differences in life opportunities throughout the world • 4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.	
	TOTAL	**100%**		

HISTORY (Either Semester 1 or 2)

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Depth Study 4 The Western and Islamic World Historical Investigation	50%	• HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past • HT4-5 identifies the meaning, purpose and context of historical sources • HT4-6 uses evidence from sources to support historical narratives and explanations • HT4-8 locates, selects and organises information from sources to develop an historical inquiry • HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past • HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past	• Describes the nature of history and archaeology and explains their contribution to an understanding of the past • Describes and assesses the motives and actions of past individuals and groups in the context of past societies • Describes and assesses the motives and actions of past individuals and groups in the context of past societies • Identifies the meaning, purpose and context of historical sources • Uses evidence from sources to support historical narratives and explanations • Identifies and describes different contexts, perspectives and interpretations of the past • Locates, selects and organises information from sources to develop an historical inquiry • Uses a range of historical terms and concepts when communicating an understanding of the past • Selects and uses appropriate oral, written, visual and digital forms to communicate about the past
2	Depth Study 6 Expanding Contacts: Empathetic Understanding Task	50%	• HT4-2 describes major periods of historical time and sequences events, people and societies from the past. • HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies • HT4-4 describes and assesses the motives and actions of past individuals and groups in the context of past societies • HT4-6 uses evidence from sources to support historical narratives and explanations • HT4-7 identifies and describes different contexts, perspectives and interpretations of the past • HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past	
	TOTAL	**100%**		

JAPANESE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Hiragana Quiz	10%	• 4.UL.4 applies a range of linguistic structures to express own ideas in writing	• Listening: Demonstrates understanding of the main ideas in spoken texts and responds appropriately
2	Festival Report	10%	• 4.MBC.1 demonstrates understanding of the interdependence of language and culture • 4.MBC.2 demonstrates knowledge of key features of the culture of Japanese-speaking communities	• Reading: Demonstrates understanding of the main ideas in written texts and responds appropriately • Writing: Writes texts to present key points of information in Japanese
3	On-going Speaking	20%	• 4.UL.3 establishes and maintains communication in familiar situations • 4.MLC.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts • 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Japanese	• Speaking: Establishes and maintains communication in familiar situations • Culture: Demonstrates knowledge of key features of the culture of Japanese-speaking communities
4	Listening & Reading	20%	• 4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately • 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately	
5	Listening & Culture	10%	• 4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately • 4.MBC.1 demonstrates understanding of the interdependence of language and culture • 4.MBC.2 demonstrates knowledge of key features of the culture of Japanese-speaking communities	
6	Manga Assignment	15%	• 4.UL.3 establishes and maintains communication in familiar situations • 4.UL.4 applies a range of linguistic structures to express own ideas in writing • 4.MBC.1 demonstrates understanding of the interdependence of language and culture • 4.MBC.2 demonstrates knowledge of key features of the culture of Japanese-speaking communities • 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Japanese	
7	Reading & Writing	15%	• 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately • 4.UL.4 applies a range of linguistic structures to express own ideas in writing	
	TOTAL	**100%**		

MATHEMATICS

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Half Yearly Examination	**20%**	• MA4‑1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols • MA4‑2WM applies appropriate mathematical techniques to solve problems • MA4‑3WM recognises and explains mathematical relationships using reasoning • MA4‑9NA operates with positive-integer and zero indices of numerical bases • MA4‑10NA uses algebraic techniques to solve simple linear and quadratic equations • MA5.2‑1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions • MA5.2‑2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems • MA5.2‑3WM constructs arguments to prove and justify results • MA5.2‑8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques • MA4‑16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems • MA4‑13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area • MA4‑14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume • MA4‑12MG calculates the perimeters of plane shapes and the circumferences of circles • MA4‑13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area • MA4‑5NA operates with fractions, decimals and percentages • MA4‑6NA solves financial problems involving purchasing goods	• Recalls mathematical facts and operations • Applies mathematical facts and operations • Applies knowledge and skills to problem solving • Ability to solve mathematical problems without the use of a calculator

#	Task	Weight	Description	Outcomes/Skills
2	Research Assignment	20%	• Students will be required to choose a time period and investigate the development of mathematics in that era. • 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	
3	Yearly Examination	40%	In addition to outcomes addressed in Task 1: • MA4‑7NA operates with ratios and rates and explores their graphical representation • MA4‑11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane • MA4‑17MG classifies, describes and uses the properties of triangles and quadrilaterals and determines congruent triangles to find unknown side lengths and angles • MA4‑17MG classifies, describes and uses the properties of triangles and quadrilaterals and determines congruent triangles to find unknown side lengths and angles • MA4‑19SP collects, represents and interprets single sets of data, using appropriate statistical displays • MA4‑20SP analyses single sets of data using measures of location and range • MA5.2‑8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques • MA5.2‑1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions	• Recalls mathematical facts and operations • Applies mathematical facts and operations • Applies knowledge and skills to problem solving • Ability to solve mathematical problems without the use of a calculator • Develops understanding and fluency in mathematics through inquiry, exploring and connecting, mathematical concepts, communication and collaboration
4	Class Component	20%	• A mark composed of results from different sources: Topic Tests, Investigations, ICAS Mathematics, Presentations, Peer Assessment, Bookwork and Summaries This is a mark determined by in-class assessment, by the teacher, of student achievement, in a variety of tasks.	
	TOTAL	**100%**		

MUSIC

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Group Composition Performance Rock arrangement	25%	• 4.1 perform in a range of musical styles demonstrating an understanding of the musical concepts • 4.3 perform music selected for study demonstrating ensemble awareness • 4.10 identify the use of technology in the music selected for study • 4.12 demonstrate a developing confidence and willingness to engage in a performing experience	• Accurate performance/interpretation of patterns • Demonstrated organisational and arranging skills • Awareness of ensemble dynamics • Understanding of technology • Confidence and willingness to perform
2	Listening Task Rock Music	20%	• 4.7 demonstrate an understanding of musical concepts through listening, responding, discriminating, analysing and recording • 4.8 demonstrate an understanding of musical concepts through aural identification and discussion of the features in a range of repertoire • 4.9 demonstrate music literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected	• Notate pitch and rhythm patterns • Identify quality of chords • Identify and discuss music in excerpts • Interpret scores
3	Composition Task Music for Film, Radio, TV and Mutimedia	25%	• 4.4 demonstrate an understanding of the musical concepts through exploring, experimenting, improvising, organising, arranging and composing • 4.5 notate composition using traditional and/or non traditional notation • 4.6 experiments with different types of technology in the composition process • 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform	• Demonstrate understanding of music concepts • Demonstrate understanding of notation • Demonstrate awareness of pitch/rhythm relationship • Understanding of technology in the composition process
4	Solo Performance	30%	• 4.1 perform in a range of musical styles demonstrating an understanding of the musical concepts • 4.2 perform music using different forms of notation and different types of technology across a broad range of musical styles • 4.3 perform music selected for study demonstrating solo awareness	• Demonstrate technical skill • Demonstrate understanding of style • Demonstrate confidence in performance presentation
	TOTAL	**100%**		

PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Invasion Games Skills Checklist	25%	• 4.4 demonstrates and refines movement skills in a range of contexts and environments	• Combines the features and elements of composition to perform an aerobics routine. • Demonstrates controlled and skilful aerobics routine.
2	Bullying & Harassment Literacy Task	20%	• 4.2 identifies and selects strategies that enhance their ability to cope and feel supported • 4.3 describes the qualities of positive relationships and strategies to address the abuse of power	• Describes the qualities of positive relationships and develops strategies to address the abuse of power. • Identifies the consequences of risk behaviours and describes strategies to minimise harm.
3	Stick Games Skills Checklist	25%	• 4.4 demonstrates and refines movement skills in a range of contexts and environments • 4.5 combines the features and elements of movement composition to perform in a range of contexts and environments	• Performs movement skills in a range of stick games.
4	Yearly Examination	30%	• 4.3 describes the qualities of positive relationships and strategies to address the abuse of power • 4.8 a student describes how to access and assess health information, products and services. • 4.7 a student identifies the consequences of risk behaviours and describes strategies to minimise harm	• Identifies the consequences of risk behaviours and describes strategies to minimise harm. • Describes the qualities of positive relationships and the strategies to cope in a challenging situation. • Describes how to assess health information and interpret graphs. • Identifies and selects strategies that enhance their ability to set achievable goals.
	TOTAL	**100%**		

SCIENCE

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Project	20%	Working Scientifically: • SC4-5WS collaboratively and individually produces a plan to investigate questions and problems • SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	• Describes the role of scientific inquiry in understanding the world around us • Plans and conducts first-hand investigations • Works independently on tasks • Communicates scientific understanding
2	Half Yearly Open Book Examination	20%	Working Scientifically: • SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge • SC4-5WS collaboratively and individually produces a plan to investigate questions and problems • SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations Knowledge and understanding outcomes from Topics 1—2	
3	Science Competition	5%	Working Scientifically: • SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions • SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems	
4	Science Skills	25%	Skills: Working Scientifically: • SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge • SC4-5WS collaboratively and individually produces a plan to investigate questions and problems • SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually • SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions • SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems • SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	• Clarifies the purpose of an investigation and, with guidance, produces a plan to investigate a problem accesses information from identified secondary sources • 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 • Uses creativity and imagination to suggest plausible solutions to familiar problems undertakes a variety of individual and team tasks with guidance

5	Yearly Examination	30%	Working Scientifically: • SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions • SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems • SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations • Knowledge and understanding outcomes from all topics studied	
	TOTAL	**100%**		

NB The reporting outcomes may be modified to better express the achievement of outcomes prior to the finalisation of reports

TECHNOLOGY MANDATORY

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Design Project	60%	• 4.1.1 applies design processes that respond to needs and opportunities in each design project • 4.2.1 generates and communicates creative design ideas and solutions	• Safely selects and uses materials, tools and techniques to produce a quality design project • Uses a design folio to record and reflect on design ideas and decisions
2	Design Folio	30%	• 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	• Shows an understanding and demonstrated efffective research skills to locare information relevant to complete a research task
3	Research Assignment	10%	• 4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project • 4.5.1 applies management processes to successfully complete design projects	
	TOTAL	**100%**		

Students in Year 7 and Year 8 studying Technology will complete 6 units over the two-year duration. Units may include the following: Food Technologies, Textiles Technologies, Graphics Technologies, Information Technologies, Leatherwork, Timber Technologies and Coding.

VISUAL ARTS

Task	Task Type	Assessment Weighting	Outcomes Addressed	Reporting Outcomes
1	Art History and Criticism Hand In Task	20%	• 4.7 explores aspects of practice in critical and historical interpretations of art • 4.8 explores the function of and relationships between the artist – artwork – world – audience • 4.9 begins to acknowledge that art can be interpreted from different points of view • 4.10 recognises that art criticism and art history construct meanings	• Makes artworks that indicate an understanding of how personal, structural and cultural viewpoints develop meaning • Uses a range of strategies, conventions and material techniques to create artworks • Uses aspects of the world as a source of ideas when creating artworks • Acknowledges and explores the relationships between artists, artworks, world and audience
2	Art-Making Portfolio	30%	• 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks • 4.2 explores the function of and relationships between artist – artwork – world – audience • 4.3 makes artworks that involve some understanding of the frames • 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts • 4.5 investigates ways to develop meaning in their artworks • 4.6 selects different materials and techniques to make artworks	• Begins to understand the practices of art history and art criticism and recognises they can be constructed from different points of view
3	Art-Making Portfolio	30%	• 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks • 4.2 explores the function of and relationships between artist – artwork – world – audience • 4.3 makes artworks that involve some understanding of the frames • 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts • 4.5 investigates ways to develop meaning in their artworks • 4.6 selects different materials and techniques to make artworks	• Makes artworks that indicate an understanding of how personal, structural and cultural viewpoints develop meaning • Uses a range of strategies, conventions and material techniques to create artworks • Uses aspects of the world as a source of ideas when creating artworks • Acknowledges and explores the relationships between artists, artworks, world and audience • Begins to understand the practices of art history and art criticism and recognises they can be constructed from different points of view
4	Art History and Criticism Hand In Task	20%	• 4.7 explores aspects of practice in critical and historical interpretations of art • 4.8 explores the function of and relationships between the artist – artwork – world – audience • 4.9 begins to acknowledge that art can be interpreted from different points of view • 4.10 recognises that art criticism and art history construct meanings	
	TOTAL	**100%**		