MACQUARIE FIELDS HIGH SCHOOL

Year 8 Assessment Booklet 2025

Principal's Message

Introduction

This *Stage 4 Assessment Policy* booklet is issued to all students in Year 8 to:

- Ensure all students and their parents are fully informed about course requirements, including assessment;
- Ensure all students have advanced warning about the nature of assessment in Stage 4 and the contribution of each task to students' final grade;
- Help students to develop appropriate time management and planning skills and devise a suitable study and revision program;
- Help students understand the importance of working hard towards achieving the course outcomes to the best of their ability in addition to regular school attendance.

The transition from Primary to Secondary

All the Years 7 – 10 syllabuses support the transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years K – 6. The courses of study also form the foundation for progressing beyond Year 10 to the Higher School Certificate and post school options, including further study and employment.

The assessment program for Stage 4 supports the primary to secondary transition by providing to teachers, as well as students themselves, an important indicator of progress. It helps to diagnose learning difficulties or specific areas of weakness as well as quantifying levels of knowledge, skills and understanding of key concepts within each course. Methods of assessment may vary considerably from one course to another and may include pen and paper tests, checklists, essays, assignments, practical work, portfolios, performances and field studies.

Extended Leave – Travel

From the beginning of 2015, family holidays and travel are no longer considered acceptable reasons for leave from school under the ***Exemption from School – Procedures.*** Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Assessment Committee. (Present this to your Deputy Principal)
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded a ***mark of zero.***

I trust that all students will put their best efforts into their Stage 4 studies, attend school regularly and complete all requirements of each course, asking for additional support at an early stage should be accessabily be an issue. It is important that students follow the requirements outlined in this booklet as they will prepare students for the more rigorous requirements in the years ahead.

Determined effort, with support from family and teaching staff, is the key to success at all levels of schooling. I wish you all the very best for your future studies!

Karyn O'Brien
Principal

Assessment and Reporting Information

What is Assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

In assessing students, teachers consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning. (NESA 2018)

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning. (NESA 2018)

Assessment task should:

- be valid and be based on syllabus outcomes **(regular curriculum and or life skills)**
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time. (NESA 2018)

Year 8 Reports

Students in Year 8 are issued with reports at the end of Semester 1 and Semester 2. Teachers use information obtained from course work completed to form a grade for each semester.

Teachers use the ***common grade scale (refer to below)*** to describe a student's achievement in a particular subject.

The allocated grade is based on the learning experiences that the student has participated in. It is a holistic representation of student's classwork, examinations, assessment tasks and teacher reflection on a student's achievement.

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

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Note: Grade scales may not apply on reports for students studying life skills.

Student Responsibilities

Assessment procedures

Sickness:
Students must attend school on the date of a task or date the task is due. This includes both hand in tasks and tasks submitted online. If a student is sick and cannot attend, Illness Misadventure forms must be submitted to the Head Teacher/class teacher of the faculty.

If a student fails to complete a task due to illness and the Head Teacher considers the student has a valid reason in writing, an alternate time to complete the task may be granted or a mark may be awarded based on a substitute task.

Where students do not have a valid reason for not submitting the task on the required date, the task will be accepted, feedback provided and a mark of zero should be awarded. Failure of computer systems or devices is not a valid excuse for extension or non-submission. Students must make back-up copies of files, regularly print out drafts and keep these working drafts. These may be handed in by the due date in the case of computer system failure.

An N-warning letter must be generated using Sentral and sent home in these instances.

Illness and Misadventure:

If an event beyond the student's control allegedly prevented the student from attending the assessment task on the date a task was due (e.g., a car accident) a written explanation from a parent/guardian should be completed.

Hand in Tasks
Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.

What is malpractice?

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

6 Strategies For Success

1. **Be punctual and attend timetabled lessons**
   All children under the age of 17 are required by law to attend school regularly. The Department of Education and Communities requires that students must attend every school day unless ill. Research has shown a strong correlation between high attendance rates and higher academic achievement.

2. **Use your 2024 school diary**

   Your school diary should be used to help with the organisation of tasks to be completed

3. **Be mindful of the need to meet deadlines.**

   Your school diary and assessment overview can help with this

4. **Speak to your Teacher/Faculty Head Teacher if you need additional help with any course work.**

   Your Teachers and the Faculty Head teacher are here to support you in your learning. Please do not hesitate to raise any concerns you may have.

5. **Communicate with your parents**

   It is important to speak to your parents in regards to what work you are doing in class and what pieces of work are due. Your parents may be able to give you support and help in organising your work.

6. **Be an enthusiastic learner who is striving for improvement**

   Your attitude towards your learning is a very powerful thing. All students have the ability to improve their learning. Learning is a lifelong process.

Year 8 Assessment Planner 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1				MATHEMATICS			PDHPE GEOGRAPHY	MATHEMATICS LANGUAGES		SCIENCE MUSIC VISUAL ARTS ENGLISH	VISUAL ARTS
Term 2	MATHEMATICS		VISUAL ARTS TECHNOLOGY	MATHEMATICS LANGUAGES MUSIC GEOGRAPHY	MUSIC			MATHEMATICS	SCIENCE	ENGLISH	
Term 3	MATHEMATICS				MATHEMATICS	MATHEMATICS TECHNOLOGY		MATHEMATICS LANGUAGES VISUAL ARTS HISTORY	SCIENCE MUSIC VISUAL ARTS	ENGLISH PDHPE MUSIC	
Term 4	MATHEMATICS		SCIENCE VISUAL ARTS	LANGUAGES MATHEMATICS ENGLISH TECHNOLOGY	MATHEMATICS HISTORY MUSIC			MATHEMATICS		MATHEMATICS	

THIS IS A GUIDE ONLY. SOME FACULTIES MAY NEED TO MOVE ASSESSMENT DATES DUE TO SCHEDULE ISSUES, NOT ALL ASSESSMENTS APPEAR ON THIS PLANNER.

English

Course Description
The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

What will students learn?
Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing, and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives.

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world and reflect on their learning in English.

Outcomes

	A student
EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	examines and explains how texts represent ideas, experiences and values
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Year 8 Assessment Schedule
COURSE: English

Term 1	Term 2	Term 3	Term 4
Poetic Voices – Connecting people and place In this unit students will develop an understanding of the ways poetry can be used to express and represent human connection to place and one another. Students will have the opportunity to read, deconstruct, analyse and experiment with the language forms and features of different poems to form their own poetic representation of their connection to place. Duration: 10 weeks Common Task: Creative and reflective response, Week 10	**Be Dramatic!** Students will explore the history and conventions of theatre and drama through exploration of a range of dramatic texts. By closely engaging with one play, students will consider how different language forms and features impact upon the ways stories are told and have the opportunity to compose their own dramatic texts to apply their understanding. Duration: 10 weeks Common Task: Creative response, Week 10	**Novel People** Students will engage in a close study of a novel through an exploration of characterisation and the concept of change. Students will deepen their understanding of the ways language can be used by composers to engage us with complex ideas relating to the ways humans experience, respond to and grow through experiencing aspects of change. Students will develop their analysis skills through examining composer use of language and develop their ability to compose their own analytical responses. Duration: 10 weeks Common Task: Analytical essay, Week 10	**Be Afraid! Exploring the horror genre** Students will develop their understanding of genre and the ways in which code and convention are used by composers to craft texts that conform to the genre of horror and the gothic. Students will develop their understanding of the ways language can be used to encourage audience engagement and compose their own imaginative responses that demonstrate their understanding of the conventions of specific genres. Duration: 10 weeks Common Task: Yearly Examination, Week 4
Outcomes: EN4-RVL-01, EN4-URB-01, EN4-URA-01	**Outcomes:** EN4-ECA-01, EN4-ECB-01	**Outcomes:** EN4-URC-01, EN4-RVL-01	**Outcomes:** EN4-URA-01, EN4-URB-01

Geography

Course Description
Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The Geography Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What will students learn about?
In Years 7–8, students will have the opportunity to explore geographical processes that influence the features of places and environments across a range of scales. They investigate how places are valued differently and interconnections within environments and between people, places and environments. Students learn about geographical phenomena, the liveability of places, and management strategies.

In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments, and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

What will students learn to do?
Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.

The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

Year 8 Assessment Schedule
COURSE: Geography

Focus Areas **Literacy:** Spelling, grammar, punctuation, terminology, metalanguage, reading comprehension. **Numeracy:** Graph drawing and analysis, scale, map projections, geological time and other items. **Geography Tools and Skills:** Maps, map reading, longitude and latitude, contour lines, climatic graphs, line graphs, synoptic charts as per syllabus. **Field Work:** To be done around the school, on a Field Trip.	**TASK 1**	**TASK 2**	**TASK 3**
	Term 1 **Week 7**	**Term 2** **Week 4**	**Term 1/2** **Ongoing**
	Topic: Water in the World	**Topic:** Interconnections	All Topics
	Nature of Task: Research task	**Nature of Task:** Topic Test - Skills and course content	**Nature of Task:** Formative Assessment
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes	GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	GE4-1, GE4-3, GE4-6, GE4-7, GE4-8

Stage 4 Geography Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments
GE4-2 describes processes and influences that form and transform places and environments
GE4-3 explains how interactions and connections between people, places and environments result in change
GE4-4 examines perspectives of people and organizations on a range of geographical issues
GE4-5 discusses management of places and environments for their sustainability
GE4-6 explains differences in human wellbeing
GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8 communicates geographical information using a variety of strategies

History

Course Description
History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

The History Years 7–10 course includes Life Skills outcomes and content for students with special education needs

What will students learn about?
In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage, including the heritage of Aboriginal and Torres Strait Islander Peoples. Aspects of the ancient, medieval and early modern world are studied, including daily life, beliefs and values, law and religion. The nature of colonisation and contact history may also be investigated. One ancient Asian society is a mandatory study.

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

What will students learn to do?
Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

Year 8 Assessment Schedule

COURSE: History

Focus Areas **Literacy:** Essay writing, grammar, spelling, punctuation. **Numeracy:** Chronology, timelines, dating systems, calendars, sequencing time periods. **Historical Concepts and Skills** Comprehension, Chronology, terms and concepts. Continuity and change, Cause and Effect. Empathic understanding, Significance, Contestability, Research, Explanation and Communication.	**TASK 1**	**TASK 2**	**TASK 3**
	Term 3 **Week 8**	**Term 4** **Week 5**	**Term 3/4** **Ongoing**
	Depth Study 4: Medieval Europe	**Depth Study 5:** Polynesian expansion across the Pacific	All Topics
	Nature of Task: Research Task	**Nature of Task:** Topic Test – Skills and course content	**Nature of Task:** Formative Assessment
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes	HT4-3, HT4-5, HT4-8, HT4-10	HT4-2, HT4-4, HT4-7, HT4-9	HT4-3, HT4-6, HT4-7, HT4-8

Stage 4 History Outcomes

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
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 explains the causes and effects of events and developments of past societies over time
HT4-5 identifies the meaning, purpose and context of historical sources
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
HT4-8 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

Languages

Course description
Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.
For Aboriginal students the study of an Aboriginal language aims to increase self-esteem through an enhanced understanding of their linguistic heritage. It provides them with an ability to communicate in ancestral languages, to obtain skills in language revitalisation to support cultural and language revival, and to increase links between schools and their local Aboriginal communities.

Each Years K–10 Language course includes Years 7–10 Life Skills outcomes and content for students with special education needs.

What students learn in the study of a modern language
Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts.

They develop an understanding of the language system including sound, writing, grammar and text structure.

Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.

Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language.

Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

Year 8 Assessment Schedule
COURSE: Languages

Focus Areas **Interacting primarily** through oral language. **Understanding Texts.** **Creating Texts**	**TASK 1**	**TASK 2**	**TASK 3**	**TASK 4**
	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
	Nature of Task: Hiragana Task/Quiz	**Nature of Task:** Semester Examination – Speech & Listening Task	**Nature of Task:** Japanese Itinerary Task	**Nature of Task:** Yearly Examination – Grammar, Speech and Listening
Grades	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task	-E Grade is awarded for this task
Outcomes	**ML4-CRT-01**	**ML4-UND-01** **ML4-INT-01**	**ML4-UND-01**	**ML4-INT-01**

Stage 4 Languages Outcomes

ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding
ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

Mathematics

Mathematical ideas have evolved and continue to develop across cultures and have been practised in Australia by Aboriginal and Torres Strait Islander Peoples for thousands of years. Through the study of mathematics, students apply their knowledge and skills to deepen their understanding of the world.

Mathematics is a reasoning and creative activity, integral to scientific and technological advances across many fields of endeavour. The symbolic nature of mathematics provides a powerful and precise means of communication.

Making connections across mathematical concepts and other subject areas enhances students' ability to understand the purpose of learning mathematics and to develop a deeper conceptual understanding. This helps students to recognise the role of mathematics in solving problems in the world around them, applying their understanding to familiar and unfamiliar situations.

By studying mathematics, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

When students enjoy learning mathematics, they develop a positive self-concept and become self-motivated learners through active participation in appropriately challenging tasks. This can enhance their resilience in solving mathematical problems relevant to further education and their everyday lives.

Reference: 2024 K-10 Syllabus

Year 8 Assessment Schedule

	TASK 1	TASK 2	TASK 3	TASK 4
Date	TERM 1	TERM 2 WEEK 3	TERM 3	TERM 4 WEEK 3
Topic(s)	Computation with integers Algebraic techniques and index laws Measurement and Pythagoras' theorem	Fractions, decimals and percentages Ratios and rates Probability and statistics	Equations and inequalities Linear relationships	Angle relationships and properties of geometrical figures Transformation and congruence
Task Description	Topic Tests	Written Examination	Topic Tests	Written Examination
Outcomes Assessed	MAO-WM-01, MA4-INT-C-01 MA4-ALG-C-01, MA4-IND-C-01 MA4-LEN-C-01, MA4-PYT-C-01, MA4-ARE-C-01, MA4-VOL-C-01	MAO-WM-01, MA4-FRC-C-01 MA4-RAT-C-01 MA4-DAT-C-01, MA4-DAT-C-02, MA4-PRO-C-01	MAO-WM-01, MA4-EQU-C-01 MAO-WM-01, MA4-LIN-C-01	MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-01
Weightings				
Term Task	0%	25%	0%	25%
Topic Test	25%	0%	25%	0%
Total	25%	25%	25%	25%
Students will be awarded a grade A-E based on course descriptors				

Music

Course Description
All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?
In both the Mandatory and Elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do? In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpins the development of skills in performing, composing and listening.

Year 8 Assessment Schedule
COURSE: Music (Mandatory) Semester 1 and Semester 2

Each of these three tasks are to be completed in each semester.	Task 1 and 4	Task 2 and 5	Task 3 and 6
	Term 2 Week 4 and Term 3 Week 10	Term 1 Week 10 and Term 3 Weeks 9 & 10	Term 2 Week 5 And Term 4 Week 5
	Nature Of Task: Chord Progression and Carnival of animals composition / Guitar Rock Composition.	**Nature Of Task:** Performance Keyboard Assessment/Guitar Assessment	**Nature Of Task:** Listening task Listening Task
Grades	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**
Outcomes	4.4.4.5.4.6, 4.11,4.12	4.1,4.2,4.3, 4.11,4.12	4.7.4.8.4.9, 4.10 4.11,4.12

Syllabus Outcomes

4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3performs music demonstrating solo and/or ensemble awareness
4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing

4.5notates compositions using traditional and/or non-traditional notation
4.6 experiments with different forms of technology in the composition process
4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

PDHPE

Course Description
The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

The PDHPE Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

What will students learn?
The PDHPE K–10 Syllabus is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

Health, Wellbeing and Relationships – students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

Movement Skill and Performance – students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles – students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

Year 8 Assessment Schedule COURSE: PDHPE

	Task 1	**Task 2**	**Task 3**	**Task 4**
	Term 1 Week 7	Ongoing Term 1	Ongoing Term 1 - 3	Ongoing Term 2-3
	Nature of Task: Difference and Diversity Assessment Task	**Nature of Task:** Gymnastics	**Nature of Task:** Movement Skill and Performance Assessment Task	**Nature of Task:** Modified Games Assessment Task
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	PD4-3 PD4-10	PD4-10 PD4-11	PD4-4 PD4-5 PD4-11	PD4-4 PD4-5 PD 4-10 PD4-11

Syllabus Outcomes

PD4-1 examines and evaluates strategies to manage current and future challenges
PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5 transfers and adapts solutions to complex movement challenges
PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9 demonstrates self-management skills to effectively manage complex situations
PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Science

Course Description
Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

What will students learn?
Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints

Year 8 Assessment Schedule COURSE: Science

Year 8 Assessment Schedule				
Task	1	2	3	4
Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 3
Topic(s)	Physics - Forces	Biology - Body Systems	Chemistry - Separations	Earth – Rocks Earth – The Water Cycle
Task Description	STILE Task	Biotechnology presentation	(Depth Study) GRP	Yearly Examination
Outcomes Assessed	SC4-7WS SC4-10PW SC4-17CW	SC4 3VA SC4-9WS	SC4-4WS SC4-5WS	SC4-13ES SC4-7WS SC4-11PW

Semester 1 Syllabus Outcomes	Semester 2 Syllabus Outcomes
SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-10PW describes the action of unbalanced forces in everyday situations SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life SC4 3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	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 SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

Technology

Course Description

Technology Mandatory students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

What will students learn?

Students develop knowledge and understanding of the four Technology contexts through the Design and Production of solutions to meet identified needs or opportunities.

In Agriculture and Food Technologies students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.

The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and deconstruct real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey. Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks.

The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They are lead to understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation. These are applied when they produce products to satisfy identified needs and opportunities.

Technology Outcomes

Focus area	Stage 4
Digital and communication technologies	**TE4-SDP-01** explains relationships between sustainability, design and production **TE4-DES-01** communicates and evaluates design ideas and solutions **TE4-PPM-01** applies processes in the planning, management and production of projects **TE4-SAF-01** selects and safely uses tools, materials, technologies and processes **TE4-DIG-01** demonstrates technological literacy to safely interact in digital environments **TE4-DIG-02** uses data and digital systems to code, design and produce projects
Engineering technologies and systems	**TE4-SDP-01** explains relationships between sustainability, design and production **TE4-PDP-01** describes the practices and processes of designers and producers **TE4-MSC-01** explains how materials, systems and components contribute to solutions **TE4-DES-01** communicates and evaluates design ideas and solutions **TE4-PPM-01** applies processes in the planning, management and production of projects **TE4-SAF-01** selects and safely uses tools, materials, technologies and processes
Food and agricultural practices	**TE4-SDP-01** explains relationships between sustainability, design and production

Focus area	Stage 4
	TE4-PDP-01 describes the practices and processes of designers and producers **TE4-DES-01** communicates and evaluates design ideas and solutions **TE4-PPM-01** applies processes in the planning, management and production of projects **TE4-SAF-01** selects and safely uses tools, materials, technologies and processes
Materials and production processes	**TE4-SDP-01** explains relationships between sustainability, design and production **TE4-PDP-01** describes the practices and processes of designers and producers **TE4-MSC-01** explains how materials, systems and components contribute to solutions **TE4-DES-01** communicates and evaluates design ideas and solutions **TE4-PPM-01** applies processes in the planning, management and production of projects **TE4-SAF-01** selects and safely uses tools, materials, technologies and processes

Year 8 Assessment Schedule
COURSE: TECHNOLOGY

	Task 1	Task 2	Task 3
	Term 2, Week 3	Term 3, Week 6	Term 4, Week 4
	Project 1 (Folio & Practical)	Project 2 (Folio & Practical)	Project 3 (Practical)
Weightings	40	40	20
Outcomes Accessed	**Design Outcomes:** TE4-SDP-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01 **Subject Specific Outcome:** TE4-PDP-01, TE4-MSC-01 TE4-DIG-01, TE4-DIG-02	**Design Outcomes:** TE4-SDP-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01 **Subject Specific Outcome:** TE4-PDP-01, TE4-MSC-01 TE4-DIG-01, TE4-DIG-02	**Design Outcomes:** TE4-SDP-01, TE4-DES-01, TE4-PPM-01, TE4-SAF-01 **Subject Specific Outcome:** TE4-PDP-01, TE4-MSC-01 TE4-DIG-01, TE4-DIG-02

Outcomes: *A maximum of 4 outcomes to be assessed from the list of design and subject specific outcomes.*

Visual Arts

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will students learn about?

Students will learn and enjoy making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the Artworld between the Artist – Artwork – World – Audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the Artworld between the Artist – Artwork – World – Audience to make and study artworks.

Year 8 Assessment Schedule
COURSE: Visual Arts

	Task 1 In Class Theory Task	Task 2 Collection Of Artworks	Task3 Common Research Task	Task 4 Collection Of Artworks
	Date: Term 1, Weeks 10 & 11	Date: Term 2, Week 3	Date: Term 3, Week 8-9	Date: Term 4, Week 3
	Nature Of Task: In Class Theory task	**Nature Of Task:** In Class Practical task	**Nature Of Task:** In Class Theory task	**Nature Of Task:** In Class Practical task
Grades	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**
Outcomes	4.7,4.8,4.9,4.10	4.1,4.2,4.3,4.4,4.5,4.6	4.7,4.8,4.9,4.10	4.1,4.2,4.3,4.4,4.5,4.6

Syllabus Outcomes

4.1	uses a range of strategies to explore different art making 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
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

Getting Support

If you have any questions/concerns about a subject that you are studying in Year 8 you are encouraged to speak to the Faulty Head Teacher. The following is a list of Faculty Head Teachers:

Faculty	**Faculty Head Teachers**
CAPA	Mrs H Davidson (Rel)
English	Ms N Stevens
HSIE/LOTE	Mr T.Neale
Mathematics	Mr G.Plowes
Personal Development/Health/Physical Education (PDHPE)	Miss N.Boyles
Science	Mr B.Matchett
Special Education	Ms P.O'Sullivan
Technologies	Mr R Singh

Year 8 Teaching and Wellbeing Team

Year 8 Deputy Principal	Mrs H. Costa
Year 8 Head Teacher – Teaching and Wellbeing	Mrs K Metcalfe (Rel)
Year 8 Year Adviser	Ms E Strong
Year 8 Assistant Year Adviser	Mr B Pangnanouvong

Please speak to your Year 8 Teaching and Wellbeing team if you need any additional support or have any questions

Using the Library

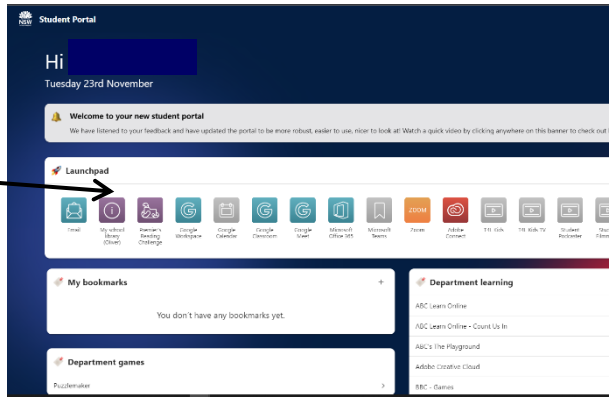
Support from Miss Hannaford and library staff

Using the Library
The library provides an ever increasing range of resources to support students in their learning and recreational reading. The library focuses on the development of information literacy by providing access to print and digital resources. Our operational philosophy is
"Macquarie Fields High School Library is more than just 4 walls; it is the world, 24 hours a day, seven days a week."

Library hours are **8.30 am to 3:15pm**. The student ID card issued in Year 7, and then renewed in Years 9 and 11 also serves as the student borrowing and printing card, however, if replacement cards are required a cost of $10.00 will be incurred.

The Library facility is managed by the Teacher Librarian Miss Hannaford supported by Mrs Freeman (School Administrative Officer).

Accessing the Library Collection
To meet the 21st Century information needs of our school community, the library catalogue and many parts of the digital library collection can be accessed via our online catalogue. Go to the student portal and click on the ***My school library (Oliver)*** link.



This link in the student portal is available both at school and at home.

How many books can a student borrow?
Students may borrow 2 Non Fiction books and 2 Fiction books for 14 days.

Encouraging Ethical Scholarship
Students are strongly encouraged to use images, videos and sounds in projects that are available through Creative Commons. Creative Commons is where the owner of the original media has given permission upfront for other people to use their material. Please read the guide on Creative Commons which includes how to search for media licensed under Creative Commons.

How to Reference in Assignments
Students are strongly encouraged to use a wide range of resources for completing assignments including books, online databases, websites, video, podcasts and journals. As ethical scholars, it is essential that students submit a reference list out lining what resources where used or cited in the assignment. Our school uses Harvard Referencing format.

A copy of the information skills process sheet has been attached at the back of this booklet.

creative commons

Advice for the whole school community

What is Creative Commons?

Creative Commons is a copyright licensing system where the owners of copyright allow others to use their work by giving their permission upfront ie the user does not have to seek the owners permission. Creative Commons is primarily used for online content such as pictures, video, music and text. Students, Teachers and community members can freely apply creative commons licenses to their own work. To apply a license visit: http://creativecommons.org/choose/

What do the different licences mean?

Material licensed under Creative Commons uses either the grey, black and white logos or the two letter codes demonstrated below. Each combination specifies the conditions in which the work can be used. Logos and license descriptions were sourced from: http://creativecommons.org/licenses/

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This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered.

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This license only allows others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.

How to find material licensed under Creative Commons.

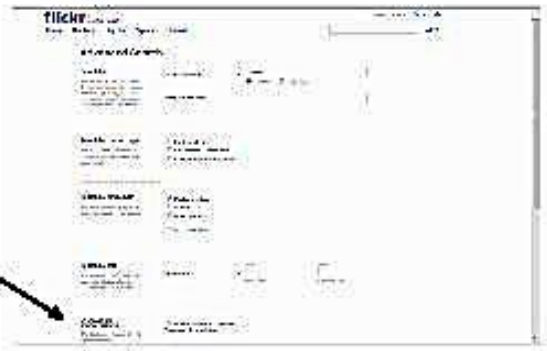
Creative Commons Search Engine
http://search.creativecommons.org/
When you click on the links on this page, you are redirected to the relevant site but the search filters are adjusted to search only for creative commons licensed content. (Note: student access is blocked when they click on any of these links at school.

PTO

Macquarie Fields High School
Information Resource Centre

Google Advanced Search (text)
http://www.google.com.au/advanced_search?hl=en
To activate the creative commons filter, click on the date, usage, rights, region and more link

Flickr (Advanced Search)
http://www.flickr.com/search/advanced/
To activate the creative commons filter, tick the box adjacent to the creative commons logo. There are additional filters under this box to choose content that can be modified for commercial use or only display content that the author has given permission to modify, adapt or build upon.



How to attribute Creative Commons material.

Step 1: record the type of License using the two letter codes in parentheses.
Step 2: record where the material is located (eg Flickr or Jamendo) and the name of the owner/ author followed by a full stop.
Step 3: Copy and paste the full URL of the material (if it is found online) or the name of the publisher (if not online)

Example:
cc licensed (BY NC SA) flickr photo by A. Diez Herrero. http://www.flickr.com/photos/21572939@N03/2090542246/

Need further assistance?

If you need additional assistance locating, using and attributing Creative Commons material please speak with the Teacher Librarian or a member of the Library staff.

Macquarie Fields High School
Information Resource Centre

How to write different types of reference for Assessments (Harvard System)

You must include commas, and *italics* where demonstrated

Books

Author Surname , First Initial Year of Publication , *Book Title in Italics* , Publisher name , City of publication

Magazines and Newspapers

Author Surname , First Initial Year of Publication , 'Article title with quote marks at the start and end' , *Newspaper Title in Italics* , Volume Number or Date of publication Eg Vol. 3 , Page number

Webpages and Podcasts

Author Surname , First Initial Year of Publication , *Page Title in Italics* , Page Host name , viewed on date , URL of webpage copied from the address bar.

Blogs

Author Surname , First Initial Year of Publication , 'Article title with quote marks at the start and end' , Blog Name , viewed on date , URL of webpage copied from the address bar.

Wikis

'Article title with quote marks at the start and end' Year of Publication , Wik-iName , viewed on date , URL of webpage copied from the address bar.

YouTube

Username Year of Publication , Clip name , date loaded to YouTube , viewed on date , URL of webpage copied from the address bar.