

# RICHMOND HIGH SCHOOL



## YEAR 8



## 2019 ASSESSMENT HANDBOOK

## **Year 8 Assessment Book 2019**

The purpose of the Assessment Book is to help both students and parents plan assessments throughout the year so students can achieve the highest possible outcomes.

This Assessment Book outlines how Year 8 students will be assessed in all Year 8 subjects. Each subject page outlines the Assessment Tasks and the outcomes that will be assessed. Approximate times have also been included, but these could vary slightly depending on the school calendar.

The Board of Studies provides the syllabus for all subjects from Kindergarten to Year 12. The syllabus for Year 8 (Stage 4) contributes toward a Record of School Achievement. For students to be eligible for a Record of School Achievement the students must demonstrate to the Principal that they have:

- (a) Followed the course developed or endorsed by the Board of Studies
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course set by the school and
- (c) Achieved some or all of the course outcomes.

If a student puts in their best effort and completes all tasks during the year, they will be meeting Board of Studies requirements.

### **About the Assessment Tasks**

Students will be given at least two weeks' notice for all Assessment Tasks. It is the student's responsibility to be aware of upcoming Assessment Tasks and in the case of absence from school should check with their teacher on return about any Assessment Tasks that may have been issued.

All Assessment Tasks that are given to students will include the due date (and in some cases the period), the outcomes that are being assessed, a clear description of what the student is being asked to do and guidelines about how the task will be marked.

Students will experience a variety of tasks during the year. Some will be completed in class while others may be set as homework. It is essential that all work submitted for marking is the student's own work. Work that has been copied from another student or a reference text or website (plagiarism) will not be accepted as the student's own work and zero marks will be awarded.

## **Completing Assessment Tasks**

The Board of Studies and the school expects all students to attempt all Assessment Tasks. If a student is having difficulty completing a task they should ask for assistance through the Learning Centre. This can be done by either the student or the parent by asking the class teacher, Head Teacher or Year Adviser for a referral.

When an Assessment Task is handed in late, or not handed in at all, and there has not been a genuine reason provided by the parent, the teacher will award zero marks. A letter will be sent home advising that the task has not been submitted and the student is in danger of not meeting School Certificate requirements.

When an Assessment Task due date is scheduled on the same day as an excursion, the task should be handed to the teacher the day before the excursion.

## **Organising Assessment Tasks**

When an Assessment Task is received the student should make it a habit to immediately write the task into a diary, planner or electronic device. It should be entered into the day that it is received to remind the student to start planning and researching straight away. It should also be entered in the diary, planner or electronic device on the due date to remind the student what day to hand the task in. It is also helpful to add a few progress reminder dates. It is important that all Year 8 students get into the habit of checking their diary, planner or electronic device every day.

## **Year 8 Subjects**

- English
- Geography
- History
- Mathematics
- Music
- PDHPE
- Science
- Technology - Agricultural Technology
- Technology - Landscape Technology
- Technology - Media Technology
- Technology - Textile Technology
- Visual Arts

## Year 8 English

For assessment purposes all Year 8 students will be formally tested 4 times throughout the year. Student achievement of Stage 4 Outcomes will be assessed and ranked. This will result in a final assessment ranking for the end of the academic year based on a composite of exam and class marks.

### Syllabus Outcomes

A student:

1. Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
2. Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts
3. Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
4. Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
5. Thinks imaginatively, creatively, interpretively about information, ideas and arguments to respond to and compose texts
6. Identifies and explains connections between meaning and among texts
7. Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
8. Identifies, considers and appreciates cultural expression in texts
9. Uses, reflects on and assesses their individual and collaborative skills for learning

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1 Week 8	Character Speech	1, 4, 6	25%
2.	Term 2 Week 4	Listening Task	3, 5, 7, 8	25%
3.	Term 3 Week 9	Response Essay	2, 3, 5, 6	25%
4.	Term 4 Week 5	Shakespeare Exam	3, 5, 9	25%

## Year 8 HSIE

### Course Overview

Students will study Geography in Terms 1 & 2 and History in Terms 3 & 4. Topics studied include:

- Water in the World
- Interconnections
- The Western and Islamic World – The Vikings
- Expanding Contacts – The Black Death in Asia, Europe and Africa
- The Asia-Pacific World – Japan under the Shoguns

### Report Outcomes

Semester 1:

1. Locates and describes the diverse features and characteristics of a range of places and environments
2. Describes processes and influences that form and transform places and environments
3. Explains how interactions and connections between people, places and environments result in change
4. Discusses management of places and environments for their sustainability
5. Examines perspectives of people and organisations on a range of geographical issues
6. Acquires and processes geographical information by selecting and using geographical tools for inquiry
7. Communicates geographical information using a variety of strategies

Semester 2:

1. Describes major periods of historical time and sequences events, people and societies from the past
2. Describes and assesses the motives and actions of past individuals and groups in the context of past societies
3. Describes and explains the causes and effects of events and developments of past societies over time
4. Identifies the meaning, purpose and context of historical sources
5. Uses evidence from sources to support historical narratives and explanations
6. Identifies and describes different contexts, perspectives and interpretations of the past
7. Locates, selects and organises information from sources to develop an historical inquiry
8. Uses a range of historical terms and concepts when communicating an understanding of the past
9. Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1 Week 8	Geographical Writing Task	1, 2, 6, 7	25%
2.	Term 2 Weeks 4/5	Examination	1, 2, 3, 4, 5, 6, 7	25%
3.	Term 3 Week 9	Examination	2, 4, 6, 8, 9	25%
4.	Term 4 Weeks 4/5	Research and In-Class Examination	1, 2, 3, 5, 8, 9	25%

# Year 8 Mathematics

## Course Overview

- Numbers
- Algebra
- Statistics
- Measurement
- Geometry

## Report Outcomes

### Semester 1

1. Operates with algebraic expressions, positive integer and zero indices.
2. Uses algebraic techniques to solve linear and quadratic equations.
3. Calculate perimeter and area of two-dimensional shapes. Uses Pythagoras' Theorem to calculate lengths of sides in right-angled triangles. Works with surface area, volume and time.
4. Operates with fractions, decimals and percentages and solves financial problems involving purchasing goods.

### Semester 2

5. Operates with rates and ratios and explores their graphical representation.
6. Identifies and uses angle relationships, including those related to transversals on sets of parallel lines. Classifies, describes and uses the properties of triangles and quadrilaterals.
7. Creates and displays number patterns, graphs and analyses linear relationships.
8. Performs transformations on the Cartesian plane. Determines congruent and similar triangles to find unknown side lengths and angles.

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1 Week 7	Test 1	1	25%
2.	Term 2 Week 4/5	Test 2	2, 3	25%
3.	Term 3 Week 5	Test 3	4, 5, 6	25%
4.	Term 4 Week 4/5	Test 4	7, 8	25%

## Year 8 Music

### Course Overview

Students develop knowledge, skills and understanding of the musical concepts through performing, composing and listening activities.

### Report Outcomes

#### Semester 1

1. Performs on guitar in a variety of styles.
2. Notates a composition using traditional notation.
3. Shows an understanding of musical terms.
4. Uses listening skills to demonstrate an understanding of the concepts of music.

#### Semester 2

5. Performs on guitar in a variety of musical styles.
6. Experiments with sounds to create compositions for the guitar.
7. Uses listening skills to demonstrate an understanding of musical concepts.
8. Demonstrates a willingness to participate in performing, composing and listening experiences.

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Ongoing	Performance	1, 4	40%
2.	Term 1 Week 7	Composition	2, 4	15%
3.	Term 2 Week 2	Listening exam	3, 4	15%
4.	Term 3 Week 9	Composition	6, 8	15%
5.	Term 4 Week 2	Listening exam	7, 8	15%

# Year 8 Personal Development, Health & Physical Education

## Course Overview

- Why do changes occur in puberty?
- What are the consequences if I take risks?
- What health issues may affect me as an adolescent?
- How can first aid help me in an emergency?

**Movement Tasks:** Gymnastics, Fitness, T Ball, Athletics, Basketball, Touch/Netball, Dance, Soccer, Oz Tag, Volleyball, Cricket, Swimming

## Report Outcomes

### Semester 1

1. Demonstrates and refines movement skills in a range of environments.
2. Engages successfully in a wide range of movement situations.
3. Selects and uses communication skills clearly in challenging situations.
4. Identifies and selects strategies that enhance their ability to cope and feel supported.

### Semester 2

5. Combines elements of composition to perform in a range of environments.
6. Engages successfully in a wide range of movement situations.
7. Demonstrates cooperation and support of others in group contexts.
8. Identifies the consequence of risk behaviour and strategies to limit harm.

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Ongoing	Movement Skill	1	A - E
2.	Ongoing	Movement Participation	2	A - E
3.	Ongoing	Group Interaction	3	A - E
4.	Term 2 Week 4	Knowledge and Understanding - Exam	4	A - E
5.	Ongoing	Movement Skill	5	A - E
6.	Ongoing	Movement Participation	6	A - E
7.	Ongoing	Group Interaction	7	A - E
8.	Term 3 Week 8	Knowledge and Understanding - Exam	8	A - E



## Year 8 Science

### Course Overview:

Topics covered in the Year 8 Science course include:

- Cells to Systems
- Energy and Electricity
- Elements and Compounds
- Forces
- Biotechnology
- Body Systems 1
- Physical and Chemical Changes
- Plant Systems

### Report Outcomes:

#### Semester 1

1. processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-7WS
2. presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations SC4-9WS
3. discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations SC4-11PW
4. relates the structure and function of living things to their classification, survival and reproduction SC4-14LW
5. follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-6WS

#### Semester 2

6. presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations SC4-9WS
7. explains how new biological evidence changes people's understanding of the world SC4-15LW
8. describes that actions of unbalanced forces in everyday situations SC4-10PW
9. relates the structure and function of living things to their classification, survival and reproduction SC4-14LW
10. explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life SC4-17CW
11. follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-6WS

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1. Semester 1	Term 1 Week 6	Cell Modelling Task	1, 2	20%
2. Semester 1	Term 2 Week 4/5	Half Yearly Examination	2, 3, 4	20%
3. Semester 2	Term 3 Week 4	Research Task	6, 7	20%
4. Semester 2	Term 4 Week 4/5	Yearly Examination	7, 8, 9, 10	20%
	Ongoing	End of Topic Tests	As applicable	20%

## Year 8 Technology – Agricultural Technology

### Course Overview

- Research requirements of a young chicken
- Designs a brooder box, feeder and water container for a young chicken
- Keeps records to monitor the welfare of a young chicken

### Report Outcomes

#### Semester 1 / 2

1. Uses effective research methods to identify information relevant to the breeding of chickens
2. Produces a design folio to communicate creative design ideas and solutions
3. Applies design processes and produces quality solutions that respond to the needs of chicken brooding
4. Keeps records of handling and feeding animals. Uses the records to assist in monitoring the welfare of animals

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1/3 Week 3	Research focus questions	1	25%
2.	Term 1/3 Week 6	Design of brooder box	2	25%
3.	Term 1/3 Week 9	Brooder system submitted	3	25%
4.	Term 2/4 Week 8	Record of Chicken Development	4	25%

## Year 8 Technology – Landscape Design

### Course Overview

Students will undertake a unit of work on Landscape Design. The focus will be on designing an outdoor entertainment area where a group of people can enjoy a barbecue. Students will be encouraged to think about an environmentally friendly place to socialise.

Accompanying this work, students will design and make a variety of projects that could enhance the quality of this outdoor lifestyle.

### Report Outcomes

Semester 1 / 2

1. Identifies and applies fundamental OHS principles when working with materials, tools and machines
2. Applies a design process in the modification of projects
3. Makes quality projects to completion within set limitations
4. Selects and uses elementary communication techniques when designing, making and evaluating projects and ideas

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	Ongoing	Workshop Safety Test and Observation	Practical Work	1	20%
2.	Term 2/4 Week 2	Design Process and Modification	Theory Assessment	2	20%
3.	Term 2/4 Week 2	Practical Project BBQ Tray	Practical Work	3	50%
4.	Term 2/4 Week 4	Steps in Construction and Evaluation	Theory Assessment	4	10%

## Year 8 Technology Mandatory– Information and Communication

### Course Overview

Technology and an understanding of design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in work places and in the broader community. The rapid rate of technological change in an increasingly knowledge-based society highlights the need for flexible technological capability, innovative thinking and effective communication skills.

The aim of Technology (Mandatory) Years 7–8 Course is to develop students' ability to design, produce and evaluate quality solutions that respond to identified opportunities and needs. It enables students to justify solutions and to responsibly, safely and creatively use and select materials, tools and techniques

Appropriate adjustments and alternative outcomes will be applied to assist any student who may require additional support, is identified as Gifted and Talented and/or for students undertaking a Life Skills program.

### Course Outcomes

1. Applies design processes that respond to needs and opportunities in each design project (4.1.1)
2. Generates and communicates creative design ideas and solutions (4.2.1)
3. Selects, analyses, presents and applies research from a variety of sources (4.2.2)
4. Applies a broad range of contemporary and appropriate tools and techniques with competence in the development of design projects (4.3.1)
5. Demonstrates responsible use of a range of techniques in each design project (4.3.2)
6. Applies management processes to successfully complete design projects (4.5.1)
7. Applies appropriate evaluation techniques throughout each design project (4.6.1)
8. Identifies and explains ethical, social, environmental and sustainability considerations related to design projects (4.6.2)

Task Number	Due	Task Name	Task Type	Reporting Outcomes Assessed	Weighting
1	Term 1/3 Week 8	Using Computer technology	Class tasks & homework	1, 2, 5, 6, 8	40%
2	Term 2/4 Week 3	Looking at codes	Design process task	1, 2, 3, 4, 7	40%
3	Term 2/4 Week 5	Class Test	Exam	1, 3, 4, 6, 7, 8	20%

## Year 8 Technology – Textiles Technology

### Course Overview

During this unit students will:

- Investigate factors that influence the design of interiors
- Experiment with fabric decoration methods
- Create a design for an interior and cushion for that interior

### Course Outcomes

Semester 1 / 2

- 4.1.2 Describes factors influencing design in the area of the built environment.
- 4.1.3 Identifies the roles of designers and their contribution to the improvement of the quality of life.
- 4.2.1 Generates and communicates creative design solutions.
- 4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.
- 4.5.1 Applies management processes to successfully complete design projects.
- 4.6.1 Applies appropriate evaluation techniques throughout each design project.

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1/3 Week 5	Designer Case Study	4.1.2 4.1.3	10%
2.	Term 1/3 Week 9	Mood Board Design	4.2.1	20%
3.	Term 2/4 Week 4	Design Portfolio	4.3.1 4.5.1 4.6.1	30%
4.	Term 2/4 Week 8	Practical Skills	4.3.1 4.5.1 4.6.1	30%
5.	Term 2/4 Week 5/6	Exam	4.1.2 4.1.3 4.6.1	10%

## Year 8 Visual Arts

### Course Overview

- Printmaking (Lino)
- Painting (Sea theme)
- Sculpture (Wire figures)
- Drawing

### Report Outcomes

#### Semester 1 / 2

1. Uses art materials and techniques to make artworks.
2. Uses observations of the world in art making.
3. Shows imagination and originality in art making.
4. Shows expressive qualities in art making.
5. Shows understanding of how artworks are made and ideas represented.

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1 Week 9	Printmaking	1,2,3,4,5	25%
2.	Term 2 Week 7	Painting	1,2,3,4,5	25%
3.	Term 3 Week 10	Sculpture	1,2,3,4,5	25%
4.	Term 4 Week 4	Case Study	5	25%