



CANTERBURY BOYS HIGH SCHOOL

YEAR 8

2024

ASSESSMENT SCHEDULES

School Based—Internal Assessments

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Principal's Message

Dear Parents/Carers and students of Year 8,

The Year 8 Assessment Schedule Booklet is provided to assist you and your son with the planning of assessment tasks which will take place throughout the year. You will notice that the schedules contain:

- The number of formal tasks for the year
- A brief description of the type of task
- The outcomes assessed in the task
- The week of the term the task is due or will take place.

For each task the students will receive additional written details of the task and the specific date it is due. This will be given to students at least two weeks prior to the submission date.

Faculty head teachers and teachers have put together thorough assessment programs that reflect the NSW Education Standards Authority syllabuses and provide opportunities for students to excel in a variety of assessment tasks.

Despite our best intentions, it is possible, as with any large assessment program that changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the students involved.

Canterbury Boys High School is a school which places high expectations on school work and study, with all students expected to do their very best. Excellent learning habits established throughout the early years of secondary schooling will ensure students progress to maximise their potential.

Regards

Mr Ross Dummett
Principal

Learning Habits

A student who is well prepared and organised:

- attends class on time
- brings all necessary equipment to class, eg. PE gear, books, pens, and diary
- is organised and ready to start at the beginning of each lesson
- records homework, assessments and important dates
- wears correct uniform every day
- brings all notes on time, eg. late, absent, excursion.

A student who shows initiative and responsibility for their own learning:

- asks questions and contributes to class discussions
- keeps up to date (class work, homework and assessments) by asking teacher for missed work after an absence
- is aware of upcoming tasks and events, eg. assignments
- manages time to ensure all work and homework is complete and on time
- prepares for exams and assessment tasks
- seeks assistance and advice from teachers, including the careers adviser, to be aware of career choices and course requirements
- keeps mobile phone out of sight and on silent during class time.
- looks after all school resources and equipment.

A student who works cooperatively in group situations:

- is clear on the group task and its outcomes
- understands their assigned role
- shares group resources and equipment responsibly
- contributes by making suggestions and offering ideas
- encourages all members of the group to be involved
- listens to and respects the points of view of other people
- works cooperatively with the group to help complete the task.

A student who works independently:

- stays on task
- is self-motivated and shows commitment to meet obligations
- identifies what is required and seeks to achieve it in a time-effective manner
- finds solutions for themselves using a variety of strategies
- strives to improve and consolidate their learning
- drafts, proofreads and edits work for improvement.

A student who reflects on and evaluates their own learning:

- is clear about the purpose of learning
- asks questions to improve their understanding
- can identify high and low standards of work
- monitors their own learning progress
- learns from their mistakes and is receptive to feedback
- works out ways to improve their own learning

Homework

Completing homework reinforces and consolidates the learning done in the classroom. Developing a routine for homework and study is essential to becoming an independent, self-directed learner. A regular routine may include:

- revising work done in lessons
- researching and writing assignments and projects
- active reading
- working on formal assessment tasks
- preparing for tests.

There is always homework to do! Besides subject-specific tasks, our Accelerated Reader program requires student to read each afternoon. Students are expected to allocate a minimum of 20 minutes to reading.

The following time allocation is a guide, with consideration given to the time students spend on other activities so that there is a balance between commitments.

- Year 8: 60 to 90 minutes per night

Students can help themselves by:	Parents can support their sons by:
<ul style="list-style-type: none">• Writing down all details of homework they are set in their diaries• Using the assessment schedule to plan and help manage their time• Recoding due dates for tasks and assessments in their diaries• Seeking help from teachers or parents if difficulties arise• Ensuring their homework is completed to a high standard• Developing an effective individual study timetable; and submitting assigned work punctually• Using our Homework Centre, where a teacher is available to help with homework• Not leaving work to the last minute!	<ul style="list-style-type: none">• Taking an active interest and supporting the completion of homework• Ensuring that there is time set aside for homework• Providing a dedicated place and desk for homework and study• Encouraging him to read and take an interest in current events• Communicating with teachers any concerns regarding homework• Ensuring he turns off electronic and gaming devices or other distractions while homework is being done

Homework Centre

Canterbury Boys High School offers a Homework Centre available for all students from Years 7 - 12.

The Homework Centre runs every Monday and Thursday afternoon in the School Library from 3:30 - 4:45pm. The Homework Centre is free and supervised by a staff member. The Homework Centre is designed to assist those who need help with their homework or study.

Students may come and do their own study or homework. Students can use the Centre whenever they like – it is not a permanent commitment and students are not required to stay the full time.

The Homework Centre has the following objectives

- To assist students with their homework in a safe, quiet and monitored environment
- To promote personal responsibility for learning habits through the teaching of study skills and assistance with homework and assessment tasks,
- To promote to a wide range of students a positive attitude towards learning and a sense of belonging to a community of serious learners.

Students who need help with specific subjects can negotiate a time for their classroom teacher to support them at the Homework Centre.

Assessment Policy and Procedures

Assessment provides students, parents and teachers with information about student achievement and progress in each course studied.

Canterbury Boys High School aims to provide students with:

- relevant and meaningful assessment tasks and learning activities
- formal and informal assessment and learning tasks to complete in each course
- clear and fair assessment procedures
- opportunities for success.

Formal assessment tasks:

- clearly and effectively assess appropriate outcomes
- allow students to demonstrate their level of achievement
- encourage deeper learning
- use an appropriate level of language, difficulty and time length
- include clear instructions outlining what is expected.

Formal assessment tasks are categorised by their formal notification process.

Written notification will be provided to students at least two weeks prior to the due date. For each task, the notification will set out::

- the task to be completed (a clear outline of the work to be completed)
- the date and time the task is due (e.g. Monday February 9, period 4)
- the mode of submission of the task (e.g. hand in to class teacher)
- the outcomes assessed
- marking schemes (except for class tests)
- any additional details (e.g. students will require calculators)

It is the student's responsibility to be aware of all formal assessment tasks. Not knowing about a task will not be accepted as an excuse for not attempting a task or for not doing well in a task. Therefore, if a student is absent, they need to check for any tasks that were distributed.

If a student believes they have a valid reason such as illness, accident or other unforeseen circumstances to request an extension of time to complete a formal assessment task, this must be negotiated by completing the "Years 7 - 8 Application for Extension/Misadventure" and submitting to the head teacher of the faculty. When possible, this must be done in advance of the due date. **See Appendix 1.**

Assessment Policy and Procedures

Attendance

Attendance in all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed. Absence from school on the due date for the submission of an assessment task will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the appropriate Head Teacher of the subject).

Students are advised to complete all tasks to the best of their ability and advise their **class teacher immediately** if circumstances will prevent them from doing so.

If a student is absent on the day a formal assessment task is due to be completed or submitted, the student must follow these procedures on return to school.

- Report to the teacher who issued the task and submit a parental note explaining the absence.
- Negotiate a time to sit the task/alternate task OR submit the completed task

This procedure **MUST** be done by the first class back on return to school.

Submission of tasks

Tasks submitted after the designated time are late unless there are exceptional circumstances. Non-submission of tasks by the designated time will result in:

- A mark deduction of 10% per day will apply to all late tasks (including weekends)
- All tasks must be satisfactorily completed and submitted, even if the task is awarded zero.

Technology and assessment tasks

Technology failure is not a valid reason not to submit an assessment task. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from affecting their ability to submit a task by the due date.

Malpractice

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice is any activity that allows students to gain an unfair advantage over other students.

Malpractice, including plagiarism, will limit your marks for the task or examination, and will jeopardise your results.

English

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Thematic Unit: Culture Unseen texts exam	<ul style="list-style-type: none"> • EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction • EN4-URC-01 identifies and explains ways of valuing texts and the connections between them 	Term 1 Week 9
2	Novel Study Discursive Essay	<ul style="list-style-type: none"> • EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures • 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 	Term 2 Week 9
3	The World's a Stage: Act I Soliloquy and Reflective Writing	<ul style="list-style-type: none"> • 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 	Term 3 Week 10

Mathematics

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Topic Testing	<ul style="list-style-type: none"> • MA4-5NA Operates with fractions, decimals, and percentages. • MA4-6NA Solves financial problems involving purchasing goods. • MA4-8NA Generalises number properties to operate with algebraic expressions. • MA4-9NA Operates with positive-integer and zero indices of numerical bases. 	Term 1
2	Half Yearly Examination	<ul style="list-style-type: none"> • MA4-10NA Uses algebraic techniques to solve simple linear and quadratic equations. • 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. • MA4-16MG Applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems. • All topics studied over the entire two terms. 	Term 2 Week 4
3	Topic Testing	<ul style="list-style-type: none"> • 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. • MA4-18MG Identifies and uses angle relationships, including those related to transversals on sets of parallel lines. 	Term 3
4	Yearly Examination	<ul style="list-style-type: none"> • 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 • All topics covered over the entire year. 	Term 4 Week 4

Science - 8H, 8R, and 8T

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Plant Growth	<ul style="list-style-type: none"> • SSC4-14LW Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce • SC4- 4WS - identifies questions and problems than can be tested or researched • SC4-5WS - individually produces a plan to investigate questions and problems • SC4-6WS - follows a sequence of instructions to safely undertake an investigation • SC4-7WS - processes and analyses data from secondary sources • SC4-8WS - produce creative and plausible solutions to identified problems • SC4-9WS - presents science ideas using appropriate text and representations 	Term 1 Week 8
2	Element Poster	<ul style="list-style-type: none"> • SC4-16CW student: describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles • SC4-9WS - presents science ideas using appropriate text and representations 	Term 2 Week 6
3	Resources	<ul style="list-style-type: none"> • SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system • SC4-7WS - processes and analyses data from secondary sources • SC4-8WS - produce creative and plausible solutions to identified problems • SC4-9WS - presents science ideas using appropriate text and representations 	Term 3 Week 2
4	Yearly Exam	<ul style="list-style-type: none"> • All topics studied Chemical World, Living World, Physical World and Earth and Space throughout the year. • Working Scientifically skills, including planning investigations, processing and analysing information, and communicating. 	Term 4 Week 5

Science - 8N

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Plant Growth	<ul style="list-style-type: none"> • SC4-14LW Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce • SC4-4WS - identifies questions and problems that can be tested or researched • SC4-5WS - individually produces a plan to investigate questions and problems • SC4-6WS - follows a sequence of instructions to safely undertake an investigation • SC4-7WS - processes and analyses data from secondary sources • SC4-8WS - produce creative and plausible solutions to identified problems • SC4-9WS - presents science ideas using appropriate text and representations 	Term 1 Week 8
2	Co-curricular Multimodal LED Cube	<ul style="list-style-type: none"> • SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations • SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions • SC4-9WS - presents science ideas using appropriate text and representations 	Term 3 Week 5
3	Resources	<ul style="list-style-type: none"> • SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system • SC4-7WS - processes and analyses data from secondary sources • SC4-8WS - produce creative and plausible solutions to identified problems • SC4-9WS - presents science ideas using appropriate text and representations 	Term 3 Week 8
4	Yearly Exam	<ul style="list-style-type: none"> • All topics studied Chemical World, Living World, Physical World and Earth and Space throughout the year. • Working Scientifically skills, including planning investigations, processing and analysing information, and communicating. 	Term 4 Week 5

History - 8H, 8R, and 8T

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Investigating the Ancient Past Topic test	<ul style="list-style-type: none"> • 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 • HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past 	Term 1 Week 10
2	Ancient Rome Research and website creation	<ul style="list-style-type: none"> • HT4-2 describes major periods of historical time and sequences events, people and societies from 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 • HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past 	Term 2 Week 10
3	The Vikings Research and diorama	<ul style="list-style-type: none"> • 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 	Term 3 Week 9
4	Aboriginal and Indigenous Peoples— Colonisation and Contact Extended response	<ul style="list-style-type: none"> • HT4-4 describes and explains the causes and effects of events and developments of past societies over time • HT4-6 uses evidence from sources to support historical narratives and explanations • 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 	Term 4 Week 7

History - 8N

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Investigating the Ancient Past Topic test	<ul style="list-style-type: none"> • 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 • HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past 	Term 1 Week 9
2	Investigating the Ancient Past Cross-curricular research and creative writing	<ul style="list-style-type: none"> • 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 	Term 2 Week 5
3	Ancient Rome Research and website creation	<ul style="list-style-type: none"> • HT4-2 describes major periods of historical time and sequences events, people and societies from 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 • HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past 	Term 2 Week 10
4	The Vikings Research and diorama	<ul style="list-style-type: none"> • 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 	Term 3 Week 9
5	Aboriginal and Indigenous Peoples— Colonisation and Contact Extended response	<ul style="list-style-type: none"> • HT4-4 describes and explains the causes and effects of events and developments of past societies over time • HT4-6 uses evidence from sources to support historical narratives and explanations • 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 	Term 4 Week 4

PDHPE

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Growth and Development Collage	<ul style="list-style-type: none"> • PD 4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships. 	Term 2 Week 4
2	Components of Fitness	<ul style="list-style-type: none"> • 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 • PD 4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences. 	Term 3 Week 9
3	Practical Assessment	<ul style="list-style-type: none"> • PD 4-11 use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations. 	Ongoing throughout year

LOTE - AUSLAN

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Introduction to AUSLAN Introduction of Self	<ul style="list-style-type: none"> • AU4-INT-01 exchanges information, opinions and ideas using a range of linguistic structures and protocols appropriate for different audiences • AU4-CRE-01 creates informative and imaginative texts for different contexts and audiences using a range of linguistic structures 	Term 1 Week 9
2	The Way We Live Project	<ul style="list-style-type: none"> • AU4-UND-01 explains how texts represent information, opinions and/or ideas and responds in Auslan and/or English • AU4-CRE-01 creates informative and imaginative texts for different contexts and audiences using a range of linguistic structures 	Term 2 Week 9
3	My Family Life Presentation about Family	<ul style="list-style-type: none"> • AU4-INT-01 exchanges information, opinions and ideas using a range of linguistic structures and protocols appropriate for different audiences • AU4-RLC-01 explains the relationship between language, culture and identity 	Term 3 Week 9

LOTE - Greek

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Introduction to Greece and Greek PowerPoint Presentation	<ul style="list-style-type: none"> • LMG4-2C identifies main ideas in, and obtains information from texts • LMG4-3C organises and responds to information and ideas in texts for different audiences 	Term 1 Week 8
2	The Way We Live Test	<ul style="list-style-type: none"> • LMG4-6U demonstrates understanding of key aspects of Modern Greek writing conventions • LMG4-8U identifies variations in linguistic and structural features of texts • LMG4-9U identifies that language use reflects cultural ideas, values and beliefs 	Term 2 Week 4
3	My Family Life and Significant Historical Events Speech	<ul style="list-style-type: none"> • LMG4-1C uses Modern Greek to interact with others to exchange information, ideas and opinions, and make plans • LMG4-4C applies a range of linguistic structures to compose texts in Modern Greek, using a range of formats for different audiences • LMG4-5U applies Modern Greek pronunciation and intonation patterns • LMG4-7U applies features of Modern Greek grammatical structures and sentence patterns to convey information and ideas 	Term 3 Week 7
4	My Family Life and Significant Historical Events Listening Task	<ul style="list-style-type: none"> • LMG4-6U demonstrates understanding of key aspects of Modern Greek writing conventions 	Term 3 Week 9
5	Culture and Celebrations Menu Design	<ul style="list-style-type: none"> • LMG4-2C identifies main ideas in, and obtains information from texts • LMG4-3C organises and responds to information and ideas in texts for different audiences • LMG4-9U identifies that language use reflects cultural ideas, values and beliefs 	Term 4 Week 3

Music

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Listening Task Aural skills analysis of a musical excerpt	<ul style="list-style-type: none"> • 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 	Term 1 Week 8
2	Research Task Musicology Research task on a chosen musical instrument	<ul style="list-style-type: none"> • 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 	Term 2 Week 8
3	Performance Perform an excerpt indicative of the topic style being studied (on the keyboard)	<ul style="list-style-type: none"> • 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 • 4.3 performs music demonstrating solo and/or ensemble awareness 	Term 3 Week 8
4	Composition Compose 8 bar melody using technology-based recording equipment	<ul style="list-style-type: none"> • 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing • 4.5 notates compositions using traditional and/or non-traditional notation • 4.6 experiments with different forms of technology in the composition process 	Term 4 Week 6

Technology - 8W, 8X, 8Y and 8Z

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	PyCode the World (Digital Technology)	<ul style="list-style-type: none"> • TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • TE4-2DP Plans and manages the production of designed solutions • TE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality projects • TE4-4DP Designs algorithms for digital solutions and implements them in a general-purpose programming language • TE4-7DI Explains how data is represented in digital systems and transmitted in networks • TE4-10TS Explains how people in technology related professions contribute to society now and into the future 	8W Term 4 Week 3 8X Term 2 Week 3 8Y Term 3 Week 3 8Z Term 2 Week 3
2	Fantastic Food (Agriculture and Food Technology)	<ul style="list-style-type: none"> • TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problem or opportunities • TE4-2DP Plans and manages the production of designed solutions • TE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality projects • TE4-6FO Explains how the characteristics and properties of food determine preparation techniques for healthy eating 	8W Term 2 Week 3 8X Term 3 Week 3 8Y Term 4 Week 3 8Z Term 4 Week 3
3	Bridges (Engineering Systems)	<ul style="list-style-type: none"> • TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • TE4-2DP Plans and manages the production of designed solutions • TE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality projects • TE4-8EN - Explains how force, motion and energy are used in engineered systems • TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions • TE4-10TS - Explains how people in technology related professions contribute to society now and into the future 	8W Term 3 Week 3 8X Term 4 Week 3 8Y Term 2 Week 3 8Z Term 3 Week 3

Technology - 8N

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Agriculture and Food Technologies Farms Wide Open Project	<ul style="list-style-type: none"> • TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problem or opportunities • TE4-2DP Plans and manages the production of designed solutions • TE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality projects • TE4-6FO Explains how the characteristics and properties of food determine preparation techniques for healthy eating 	Term 1 Week 10
2	LED 3D CUBE STEM Project	<ul style="list-style-type: none"> • TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • TE4-2DP Plans and manages the production of designed solutions • TE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality projects • TE4-4DP Designs algorithms for digital solutions and implements them in a general-purpose programming language • TE4-7DI Explains how data is represented in digital systems and transmitted in networks • TE4-10TS Explains how people in technology related professions contribute to society now and into the future 	Term 3 Week 10
3	Materials Technologies Textiles	<ul style="list-style-type: none"> • TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • TE4-2DP Plans and manages the production of designed solutions • TE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality projects • TE4-8EN - Explains how force, motion and energy are used in engineered systems • TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions • TE4-10TS - Explains how people in technology related professions contribute to society now and into the future 	Term 4 Week 9

Visual Arts

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Art Criticism and Art History Landscape Literacy Task	<ul style="list-style-type: none"> • 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 	Term 2 Week 3
2	Artmaking Landscape Painting Body of Work &VAD	<ul style="list-style-type: none"> • 4.1 – uses a range of strategies to explore different artmaking conventions and procedures to make artworks • 4.3 – makes artworks that involve some understanding of the frames • 4.6 – selects different materials and techniques to make artworks 	Term 2 Week 5
3	Art Criticism and Art History Printmaking Literacy Task	<ul style="list-style-type: none"> • 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 • 4.10 – recognises that art criticism and art history construct meanings 	Term 4 Week 4
4	Artmaking: Printmaking Body of Work and VAD	<ul style="list-style-type: none"> • 4.2 – explores the function of and relationships between artist – artwork – world – audience • 4.5 – investigates ways to develop meaning in their artworks • 4.6 – selects different materials and techniques to make artworks 	Term 4 Week 5



APPENDIX 1

YEARS 7 - 8 APPLICATION FOR EXTENSION/ILLNESS OR MISADVENTURE

Student's Name:		Date:
Teacher's Name:		
Subject/Course		
Assessment task description:		
Reason for extension (attach parent letter or supporting evidence)		
Original due date:		

Student signature: _____

Parent signature: _____

Head Teacher signature: _____

HT Approved:	Yes	No	If No please provide why in comment section below
Negotiated New Date:			
Comments/ Notes/ Instructions to classroom teacher:			