



# Prairiewood High School



Year 8 Assessment Schedule 2022

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## **THE PURPOSE OF ASSESSMENT**

Assessment procedures provide an indication of a student's attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle. Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning. Assessment activities may be formal (e.g. semester examinations, common year task, assignment/research tasks) or informal (e.g. class test, topic test, in class task).

## **THE ASSESSMENT SCHEDULE BOOKLET AND TIME FRAME**

This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings. Use a diary or calendar to record assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

## **ATTENDANCE**

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work / assessment notification has been missed and to catch up with that work.

## **SUBMISSION OF TASKS**

For assessment tasks which are completed outside the classroom, all tasks are to be submitted by the designated day and time (as per teacher notification).

Tasks submitted after the designated time are late unless there are exceptional circumstances. Failure to submit a task by the designated time will result in:

- A mark deduction of 10% per day 10% per school day may apply to all late tasks
- This penalty will be followed by a formal faculty letter to parents
- All tasks must be submitted, even if the task is awarded 0%.

## **EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION**

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. (See attached)

Students must apply well before the due date of the task. If your extension is not granted, you must submit the task by the due date.

## **PRIOR KNOWLEDGE OF ABSENCE**

Where a student has a clash between an assessment task and another school activity, the student **must** notify the relevant Head Teacher and submit the work before the due date.

## **ABSENCE DUE TO ILLNESS / MISADVENTURE**

Absence from school on the due date for the submission of an assessment task, or on the day 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). Students are advised to complete all tasks to the best of their ability and advise the school immediately if circumstances will prevent them from doing so.

## **TECHNOLOGY AND ASSESSMENT TASKS**

Technology failure is not, in itself, a valid reason for failure 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 hampering their ability to submit a task by the due date. To minimise problems in relation to technology, students should adhere to the following protocols

- When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (e.g. USB drive)
- When working at school, save the latest version of your work to your personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
- Check the compatibility of your home software with the school's technology
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on an external portable storage media.

## **SPEAKING TASKS**

Students must be ready to present Speaking Assessment Tasks on the specified due date. Students must show their teacher concrete evidence that the task has been completed on time (e.g. palm cards, copy of speech/presentation, etc.)

## **ZERO MARKS**

A zero mark will be awarded when a student:

- Does not attempt a task (non-attempt)
- Does not make a serious attempt at the task (non-serious attempt)
- Is found to be involved in malpractice

In such cases, this will be placed in the school records and parent/carer will be notified.

## **MALPRACTICE IN ASSESSMENT TASKS**

Any student found involved in malpractice in completing an assessment task will be awarded a mark of zero for that task. Malpractice includes, but is not limited to:

- Cheating OR Attempting to cheat OR Assisting others to cheat
- 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
- Submitting work to which another person (eg. parent, subject expert) has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task or exam in any way
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date.

*The decision with regard to malpractice having occurred will be taken by the class teacher in consultation with the appropriate Head Teacher*

# ENGLISH

YEAR 8	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 4	Term 2 Week 7	Term 3 Week 7	Term 4 Week 6
Task Type	Reading	Multimodal	Writing	Reading/Writing
Name of Unit	Culture (Origin stories)	Conflict	Close Study of Novel	Communication
Unit Overview	Students read and explore texts from a range of cultures to broaden their knowledge.	Students will explore how different types of conflict can be represented in texts.	Students will study and explore a novel and how the author shapes meaning.	Students will explore a range of spoken texts.
Total Weighting	20%	25%	25%	30%
Outcomes Assessed	EN4: 5C, 6C, 7D	EN4: 2A, 7D, 8D	EN4: 2A, 4B, 5C	EN4: 1A, 3B, 5C

# HISTORY

YEAR 8	Task 1	Task 2	Task 3
Due Date	Term 2 Week 2	Term 3 Week 5	Term 4 Week 3
Task Type	Model-Making and Writing Task	Presentation	Yearly Examination
Name of Unit	Ancient Egypt	Ancient China & Japan under the Shoguns	Medieval Europe & The Black Death in Asia, Europe and Africa
Unit Overview	In this unit, students learn about the key features of a chosen ancient society from the Mediterranean world, including everyday life, role of key groups, belief systems, significant individuals and contacts and conflict with other societies.	In this unit, students learn about the key features of chosen ancient and medieval societies from the Asian world, including everyday life, role of key groups, belief systems, significant individuals and contacts and conflict with other societies.	In this unit, students learn about the key features of a chosen medieval society, including cultural achievements, examples of continuity and change, and significant individuals. Students will also explore the origins and effects of the Black Death.
Total Weighting	30%	30%	40%
Outcomes Assessed	HT4-1, HT4-2, HT4-3, HT4-9, HT4-10	HT4-2, HT4-4, HT4-7, HT4-10	HT4-3, HT4-5, HT4-6, HT4-8, HT4-9

## LANGUAGES - FRENCH

YEAR 8	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 10	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3
Task Type	Interacting (Speaking) Composing (Writing)	Accessing & Responding (Reading) Accessing & Responding (Listening)	Composing (Writing) Accessing & Responding (Listening)	Interacting (Speaking) Accessing & Responding (Reading)
Name of Unit	Introduction Days, Months & Numbers	All About Me & Someone	School & Opinions	Nationalities & Countries
Unit Overview	Students will be assessed on topics relating to themselves	Students will be assessed on topics relating to themselves family, friends & pets.	Students will be assessed on topics relating to themselves and education.	Students will be assessed on topics relating to themselves family, friends, pets, education & their backgrounds.
Interacting (Speaking)	15%			10%
Composing (Writing)	10%		10%	
Accessing & Responding (Reading)		15%		15%
Accessing & Responding (Listening)		10%	15%	
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	LFR4-4C, LFR4-5U, LFR4-6U	LFR4-2C, LFR4-3C, LFR4-7U	LFR4-1C, LFR4-3C, LFR4-4C, LFR4-5U LFR4-6U	LFR4-4C, LFR4-5U, LFR4-6U

## LANGUAGES - JAPANESE

YEAR 8	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 9	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3
Task Type	Name card	Interview	Group Presentation	Yearly Examination
Name of Unit	Introduction to Japanese About Me	My Family & I My Friends & Pets	My Hobbies	All Topics
Unit Overview	Students are introduced to Japan and Japanese through learning about the written scripts and basic geography of Japan. In addition, students will learn how to greet others and give a basic self-introduction of themselves including their name, age, birthday month, zodiac and phone number.	Students learn the vocabulary for their own and another's family members in Japanese. Students are then introduced to the structure for describing the physical appearance and personality traits of their family members. Students then learn the vocabulary for a number of common pets and following the structure for describing their family, they learn to count and describe their pets.	Students are introduced to the vocabulary of sports and hobbies, both Western and Traditional Japanese. Students learn how to discuss their preferences towards these sports and hobbies, as well as what they are able to do/play and to what extent.	Using the knowledge they have acquired throughout the first three terms, students will sit a formal written examination to demonstrate their Japanese language ability.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	L JA4 – 4C, L JA4 – 6U	L JA4 – 1C, L JA4 – 4C, L JA4 – 5U, L JA4 – 7U	L JA4 – 2C, L JA4 – 3C, L JA4 – 5U, L JA4 – 6U, L JA4 – 9U	L JA4 – 2C, L JA4 – 6U, L JA4 – 8U, L JA4 – 9U

# MATHEMATICS

YEAR 8		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
Task Type		In Class Test	In Class Test	Assignment/Investigation	Semester 2 Examination
Name of Unit		Index Laws and Pythagoras' Theorem	Percentages, Financial Mathematics and Algebraic Techniques	Data Collection, Data Representation and Data Analysis	Area and Volume, Time, Equations, Ratio & Rates, Linear Relationships, Circles and Cylinders
Unit Overview		Students will: <ul style="list-style-type: none"> <li>Operate with positive integer and zero indices of numerical bases</li> <li>Apply Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Solve financial problems involving percentages, purchasing goods and interest gain on investment</li> <li>Generalise number properties to operate with algebraic expressions.</li> </ul>	Students will complete an assignment where they can apply the following skills: <ul style="list-style-type: none"> <li>Collect, represent and interpret single sets of data, using appropriate statistical displays</li> <li>Analyse single sets of data using measures of location, and range.</li> </ul> They will investigate real-life situations, problem solve, provide mathematical reasoning and use technology as part of the task.	Students will: <ul style="list-style-type: none"> <li>Use formulas to calculate the areas of plane shapes and the volumes of prisms</li> <li>Perform calculations of time that involve mixed units, and interprets time zones</li> <li>Use algebraic techniques to solve simple linear and quadratic equations</li> <li>Operate with ratios and rates, and explores their graphical representation</li> <li>Create and display number patterns; graph and analyse linear relationships; and perform transformations on the Cartesian plane</li> <li>Use formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</li> <li>Use formulas to calculate the volumes of prisms and cylinders, and converts between units of volume.</li> </ul>
Knowledge, Skills, and Understanding	50%	12.5%	12.5%	10%	15%
Working Mathematically	50%	12.5%	12.5%	10%	15%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA, MA4-16MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA, MA4-8NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA4-20SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA4-10NA, MA4-11NA, MA4-12MG, MA4 13MG, MA4-14MG, MA4-15MG

# MUSIC

YEAR 8	Task 1	Task 2	Task 3
Due Date	Term 2 Week 1	Term 3 Week 5	Term 4 Week 1
Task Type	Group Composition/Performance and Book Mark	Performance Task on Focus Instrument	Theory Examination
Name of Unit	Music for Small Ensembles, Forms of Notation	Music used in Multimedia	The 6 Concepts of Music
Unit Overview	Students are introduced to non-traditional forms of notation including graphic notation. Students are also introduced to the concept of 'found percussion'. Working in small groups, students will create a composition task using 'found percussion'.	Students will be introduced to a range of repertoire from the topic. Students will perform selected pieces of music on a chosen instrument. Students will be given tuition on the chosen instrument during class.	Students learn to analyse pieces of music using the 6 Concepts of Music. They also learn about simple music theory including notation and Italian terms.
Total Weighting	30% (Comp/perform 20%, Book 10%)	40%	30%
Outcomes Assessed	4.1, 4.2, 4.3, 4.9	4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.9

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

YEAR 8	Task 1	Task 2	Task 3
Due Date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 7
Task Type	Multimedia Vlog	Practical Task	Group Presentation
Name of Unit	'What's Happening to Me?'	Invasion Games	Risk vs Reality
Unit Overview	Students explore puberty and the physical, social, and emotional changes that occur. Students will also learn about the different types of relationships that develop and explore various issues that arise.	Students adapt, transfer and improvise their movement skills to enhance performance in a range of increasingly complex contexts and environments. In this unit students develop understanding of strategies to promote attacking and defending in a range of invasion games.	This unit focuses on the use of common drugs in Australia. It introduces to students what a drug is and explores the various classifications of drugs. This unit will place a strong emphasis on a strengths-based approach to explore the skills, knowledge and capabilities that all individuals have to live a healthy lifestyle.
Total Weighting	35%	35%	30%
Outcomes Assessed	Main: 4-1 Contributing: 4-2 Skills: 4-9, 4-10	Main: 4-4, 4-5 Contributing: 4-8 Skills: 4-11	Main: 4-7 Contributing: 4-1 Skills: 4-9

# SCIENCE

YEAR 8	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 10	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3/4
Task Type	Student Research Project (Students choose to carry out an experiment from a topic of their choice and report their findings)	Student Research Project and Knowledge Assessment	Internet Research Project	Yearly Examination
Name of Unit	N/A	Functioning Organisms and Elements, Compounds and Mixtures	Energy and Ecosystems	Chemical changes, Energy and Ecosystems
Unit Overview	Skills in Science and discovery through firsthand investigations	Living things and introduction to elements and compounds and the Periodic Table	Types of energy and its transformations, Introduction to ecosystems and the relationships between living things	Interactions between atoms and molecules, Types of energy and its transformations, Introduction to ecosystems and the relationships between living things
Total Weighting	20%	20%	30%	30%
Outcomes Assessed	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	SC4-4WS, SC4-5WS, SC4-7WS, SC4-14LW, SC4-15LW	SC4-3VA, SC4-7WS, SC4-9WS, SC4-11PW	SC4-5WS, SC4-7WS, SC4-9WS, SC4-11PW, SC4-12ES, SC4-16CW

## TECHNOLOGY AND APPLIED SCIENCES (TAS)

YEAR 8	Task 1	Task 2	Task 3
Due Date	Term 2 Week 3	Term 3 Week 6	Term 4 Week 9
Task Type	Technology Project 1	Technology Project 2	Technology Project 3
Name of Unit** Note: Some classes may experience teaching units in reverse order to that shown here	Materials – Wood	Engineering – Mixed Materials	Materials – Textiles
Unit Overview**	Students investigate characteristics and properties of wood products. They develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.	Students explain how force, motion and energy can be used in systems, machines and structures. They develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.	Students investigate characteristics and properties of textile materials. They develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.
Total Weighting	33%	33%	34%
Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP + Contextual Outcomes**	TE4-1DP, TE4-2DP, TE4-3DP, 4DP + Contextual Outcomes**	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8DP + Contextual Outcomes**

\* A design and production folio may include ideas, sketches, drawings, experimentation, samples, research, photographs, details or construction and evaluation. These may be presented in a notebook, printed booklet, display folder, digital presentation, online record (blog) or a combination of these to provide evidence of the design and production process.

\*\* Depending upon the Unit of Work chosen the students will experience and be assessed on a number of outcomes from Materials Technologies (Wood and Textiles) and Engineering Technologies (Mixed Materials). Due to resource limitations, units of work will operate at the same with classes divided between each unit. Classes will move to another unit of work approximately every 13 weeks, allowing them to cover all three technology contexts during the course of a school year.

# VISUAL ARTS

YEAR 8	Task 1	Task 2	Task 3
Due Date	Term 2 Week 8	Term 4 Week 6	Term 4 Week 2
Task Type	Practical Task 1 2D Pop Art Painting Task	Practical Task 2 3D Sculpture Task	Yearly Examination and Submission of VAPD
Name of Unit	<u>INTRODUCTION TO PORTRAITURE</u> 'Pop Art Painting'	<u>TBA</u> '3D Sculpture Unit'	<u>CRITICAL / HISTORICAL COMPONENT</u> 'In-Class Formal Written Examination + Submission of Visual Arts Process Diary'
Unit Overview	Students will learn about Portraiture conventions through critical and historical studies. Students will investigate portraiture in artmaking via Pop Art posterised painting methods, using images of themselves or celebrities. Students will use a range of signs and symbols relating to popular culture in the background of their painting.	Students will use art materials to create 3D sculptural works	90-minute exam comprising multiple choice, fill in the blanks, short answer and extended responses to assess knowledge of theoretical content explored throughout the year. VAPD to be submitted for marking.
<b>BOW – Art Making</b>	30%	30%	
<b>VAPD – Theory and Art Making</b>			10%
<b>Critical / Historical – Theoretical Component</b>			30%
<b>Total Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Outcomes Assessed</b>	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10



# PRAIRIEWOOD HIGH SCHOOL

## Years 7 – 10 APPLICATION FOR ASSESSMENT TASK EXTENSION

<b>Student's Name:</b>	
<b>Teacher's Name:</b>	
<b>Subject/Year Group:</b>	
<b>Head Teacher's Name:</b>	
<b>Assessment Piece/Type:</b>	
<b>Reason for Extension:</b> (attach parent letter or supporting evidence if appropriate)	
<b>Original Due Date:</b>	
<b>Date of Application:</b>	
<b>HT Approved:</b>	Yes <input type="checkbox"/> No: <input type="checkbox"/> (If <b>NO</b> provide brief statement in comment section below)
<b>Negotiated New Date:</b>	
<b>Comments/ Notes/ Instructions to Classroom Teacher:</b>	

**Head Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Important Note:** *The submission of this form does not guarantee that an extension will be granted*