



Year 8 Assessment Schedule

2023

Respect ~ Responsibility ~ Excellence

KOORINGAL HIGH SCHOOL



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Forward

Please read in conjunction with the **Koorungal High School Assessment Procedures Booklet**.

The Assessment Procedures Booklet is located on the school's website and is also available from the Year Advisor or Deputy Principal.

This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

Classroom teachers
Head Teachers of all faculties
Year Advisor: Ms Bernadette Kennedy
Deputy Principal Year 8: Mr Peter McCartan
Learning and Support Teacher: Ms Anna Swift
Student Support Officer: Mr Josh Larwood
Careers Advisor: Mrs Kirsten Fitzgerald
School Psychologist: Mrs Sarah Zimmerman
School Counsellor: Ms Danielle McConnell
Principal: Mrs Helen Schmetzer (Rel.)

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisor. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mrs Helen Schmetzer (Rel.)
Principal
February 2023



2023 Calendar of Assessments

WK	Term 1	Term 2	Term 3	Term 4
1				
2				
3		Science Task 2 due		Science Task 4 due Visual Art Task 3 due
4		History Task due Mathematics Task 2 due Visual Art Task 1 due		English Task 4 due Mathematics Task 3 due
5	Music Task 1 due	PDHPE Task 2 due		Geography Task due PDHPE Task 4 due
6	PDHPE Task 1 due		Science Task 3 due Visual Art Task 2 due	
7				
8	Mathematics Task 1 due Science Task 1 due		PDHPE Task 3 due	
9			Music Task 2 due	
10	English Task 1 due	English Task 2 due	English Task 3 due	
11				



Koorungal High School – Planner – Term One – 2023 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	<u>Staff Development Day</u> 30-Jan	31-Jan	1-Feb	2-Feb	3-Feb
Week 2 B	6-Feb	7-Feb	8-Feb	9-Feb	10-Feb
Week 3 A	13-Feb	14-Feb	15-Feb	16-Feb	17-Feb
Week 4 B	20-Feb	21-Feb	22-Feb	23-Feb	24-Feb
Week 5 A	27-Feb	28-Feb	1-Mar	2-Mar	3-Mar
Week 6 B	6-Mar	7-Mar	8-Mar	9-Mar	10-Mar
Week 7 A	13-Mar	14-Mar	15-Mar	16-Mar	17-Mar
Week 8 B	20-Mar	21-Mar	22-Mar	23-Mar	24-Mar
Week 9 A	27-Mar	28-Mar	29-Mar	30-Mar	31-Mar
Week 10 B	3-Apr	4-Apr	5-Apr	6-Apr	<u>Public Holiday</u> 7-Apr



Koorungal High School – Planner – Term Two – 2023 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	<u>Staff Development Day</u> 24-Apr	<u>Public Holiday</u> 25-Apr	26-Apr	27-Apr	28-Apr
Week 2 B	1-May	2-May	3-May	4-May	5-May
Week 3 A	8-May	9-May	10-May	11-May	12-May
Week 4 B	15-May	16-May	17-May	18-May	19-May
Week 5 A	22-May	23-May	24-May	25-May	26-May
Week 6 B	29-May	30-May	31-May	1-June	2-June
Week 7 A	5-June	6-June	7-June	8-June	9-June
Week 8 B	<u>Public Holiday</u> 12-June	13-June	14-June	15-June	16-June
Week 9 A	19-June	20-June	21-June	22-June	23-June
Week 10 B	26-June	27-June	28-June	29-June	30-June



Koorungal High School – Planner – Term Three – 2023 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	<u>Staff Development Day</u> 17-Jul	18-Jul	19-Jul	20-Jul	21-Jul
Week 2 B	24-Jul	25-Jul	26-Jul	27-Jul	28-Jul
Week 3 A	31-Jul	1-Aug	2-Aug	3-Aug	4-Aug
Week 4 B	7-Aug	8-Aug	9-Aug	10-Aug	11-Aug
Week 5 A	14-Aug	15-Aug	16-Aug	17-Aug	18-Aug
Week 6 B	21-Aug	22-Aug	23-Aug	24-Aug	25-Aug
Week 7 A	28-Aug	29-Aug	30-Aug	31-Aug	1-Sep
Week 8 B	4-Sep	5-Sep	6-Sep	7-Sep	8-Sep
Week 9 A	11-Sep	12-Sep	13-Sep	14-Sep	15-Sep
Week 10 B	18-Sep	19-Sep	20-Sep	21-Sep	22-Sep



Koorungal High School – Planner – Term Four – 2023 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct
Week 2 B	16-Oct	17-Oct	18-Oct	19-Oct	20-Oct
Week 3 A	23-Oct	24-Oct	25-Oct	26-Oct	27-Oct
Week 4 B	30-Oct	31-Oct	1-Nov	2-Nov	3-Nov
Week 5 A	6-Nov	7-Nov	8-Nov	9-Nov	10-Nov
Week 6 B	13-Nov	14-Nov	15-Nov	16-Nov	17-Nov
Week 7 A	20-Nov	21-Nov	22-Nov	23-Nov	24-Nov
Week 8 B	27-Nov	28-Nov	29-Nov	30-Nov	1-Dec
Week 9 A	4-Dec	5-Dec	6-Dec	7-Dec	8-Dec
Week 10 B	11-Dec	12-Dec	13-Dec	14-Dec	15-Dec
Week 11 A	18-Dec	<u>Staff Development Day</u>			
		19-Dec			

Koorungal High School Reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement calculated by adding together the marks for the assessment tasks and teacher judgement using the common grade scale for each course.
2. Progress in the learning outcomes will be indicated using the Common Grade Scale:

Achievement Scale	Achievement Description
Outstanding Achievement	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.
High Achievement	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.
Sound Achievement	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.
Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

This Assessment Information and Schedule should be read in conjunction with the Koorungal High School Assessment Policy.

This can be found on the school website.



Individual Course Assessment Schedules

English

Outcomes

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4	
Task Description	Compare and contrast the representations of teen culture using two texts from class exploring the same issue and make an evaluation	Close Study Assessment Task	Analytical response to Shakespeare and his works	A timed response on the ways language is used to represent culture in texts studied in class	
Outcomes Assessed	EN4-5C EN4-7D EN4- 8D EN4-9E	EN4-2A EN4-4B EN4-6C	EN4-1A EN4-3B EN4-5C EN4-6C	EN4- 3B EN4-6C EN4-8D	
Component					Weighting
Think in ways that are imaginative, creative, interpretive and critical	10	5			15
Communicate through speaking, listening, reading, writing, viewing and representing	5	15	15	10	45
Use language to shape and make meaning according to purpose, audience and context	5	15	15	5	40
TOTAL	20	30	30	20	100

Head Teacher contact: Mr Damian Quinn

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 organisations 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

Task Number	Task	
Notification Date	Term 3, Week 4	
Due Date	Term 4, Week 4	
Task Description	Portfolio	
Outcomes Assessed	GE4-1 GE4-3 GE4-5 GE4-7 GE4-8	
Component		Weighting
Geographical knowledge	40	40
Geographical concepts, tools and skills	40	40
Research and communication	20	20
TOTAL	100	100

Head Teacher contact: Mr Mitchell Read

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

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Task Number	Task	
Notification Date	Term 1, Week 4	
Due Date	Term 2, Week 4	
Task Description	Portfolio	
Outcomes Assessed	HT4-1 HT4-3 HT4-4 HT4-6 HT4-7 HT4-9 HT4-10	
Component		Weighting
Historical knowledge	40	40
Research and historical inquiry skills	40	40
Communication	20	20
TOTAL	100	100

Head Teacher contact: Mr Mitchell Read

Mathematics

Outcomes

MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

MA4-2WM applies appropriate mathematical techniques to solve problems

MA4-3WM recognises and explains mathematical relationships using reasoning

MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation

MA4-5NA operates with fractions, decimals and percentages

MA4-6NA solves financial problems involving purchasing goods

MA4-7NA operates with ratios and rates, and explores their graphical representation

MA4-8NA generalises number properties to operate with algebraic expressions

MA4-9NA operates with positive-integer and zero indices of numerical bases

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles

MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area

MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

MA4-15MG performs calculations of time that involve mixed units, and interprets time zones

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

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

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

MA4-21SP represents probabilities of simple and compound events

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 1, Week 3	Term 2, Week 2	Term 4, Week 2	
Due Date	Term 1, Week 8	Term 2, Week 4	Term 4, Week 4	
Task Description	Assignment: Data Collection, Representation & Single Variable Data Analysis	Examination: Algebraic Techniques, Indices and Equations	Examination: Financial Mathematics, Rates, Ratios, Linear Relationships, Measurement and Pythagoras' Theorem	
Outcomes Assessed	MA4-1WM MA4-2WM MA4-3WM MA4-19SP MA4-20SP	MA4-1WM MA4-2WM MA4-3WM MA4-8NA MA4-9NA MA4-10NA	MA4-1WM MA4-2WM MA4-3WM MA4-6NA MA4-7NA MA4-11NA MA4-12MG MA4-13MG MA4-14MG MA4-16MG	
Component				Weighting
Working Mathematically	5	5	5	15
Number and Algebra		25	15	40
Measurement and Geometry			20	20
Statistics and Probability	25			25
TOTAL	30	30	40	100

Head Teacher contact: Mrs Liz Davies

Music

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
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 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
- 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 art form
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Task Number	Task 1	Task 2	Task 3
Notification Date	Term 1, Week 3	Term 3, Week 7	Fortnightly (ongoing)
Due Date	Term 1, Week 5	Term 3, Week 9	
Task Description	Guitar/Bassline Assessment (chords / improvisation)	Year 8 Idol Performance Assessment	Ongoing Aural tasks (intervals, chords, rhythms)
Outcomes Assessed	4.1 4.2 4.3	4.1 4.2 4.3 4.11 4.12	4.7 4.8 4.9
Weighting 100%	40	40	20

Head Teacher contact: Mr Joel Lowrie

Personal Development, Health and Physical Education (PDHPE)

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 3	Term 1, Week 1	Term 3, Week 5	Term 3, Week 1	
Due Date	Term 1, Week 6	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5	
Task Description	Move and Groove research	Practical Application and performance - Move and Groove Volleyball Soccer	Choices and Consequences Case Study	Practical Application and performance - Dance Sofcrosse Cricket	
Outcomes Assessed	PD4.7 PD4.8 PD4.9	PD4.4 PD4.5 PD4.10 PD4.11	PD4.2 PD4.6 PD4.9	PD4.4 PD4.5 PD4.10 PD4.11	
Component					Weighting
Self-management skills	10		10		20
Interpersonal skills	15	5	15	5	40
Movement skills		20		20	40
TOTAL	25	25	25	25	100

Head Teacher contact: Mrs Rachael Macri

Science

Outcomes

SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

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

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC4-5WS collaboratively and individually produces a plan to investigate questions and problems

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-10PW describes the action of unbalanced forces in everyday situations

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

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

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction

SC4-15LW explains how new biological evidence changes people's understanding of the world

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 6	Term 2, Week 1	Term 3, Week 1	Term 4, Week 1	
Due Date	Term 1, Week 8	Term 2, Week 3	Term 3, Week 6	Term 4, Week 3	
Task Description	In-class Practical Assessment	Secondary Research Skills Task	Student Research Project	Examination	
Outcomes Assessed	SC4-5-7WS SC4-16-17CW	SC4-13ES SC4-4WS SC4-8-9WS	SC4-10 – SC4-17 SC4-4-9WS	SC4-7-9WS SC4-10-11PW SC4-14LW	
Component					Weighting
Skills	15	15	20	10	60
Knowledge and understanding	10	10	5	15	40
TOTAL	25	25	25	25	100

Head Teacher contact: Mr Hamish Ryan

Technology

Outcomes

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

TE4-5AG investigates how food and fibre are produced in managed environments

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-7DI explains how data is represented in digital systems and transmitted in networks

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Due dates will vary based on the context area being studied. Notifications will be issued to students at least two weeks prior to due date.				
Due Date					
Task Description	Semester One Unit Design Project and Portfolio	Semester One Unit Research Task	Semester Two Unit Design Project and Portfolio	Semester Two Unit Research Task	
Outcomes Assessed	Outcomes assessed will vary depending on the Technology context area being studied. All students will complete a semester long unit on each of the following areas of study, Materials, Engineered Systems, Digital Technologies, Food and Fibre Technology				
Component					Weighting
Skills, knowledge and understanding	40	10	40	10	100
TOTAL	40	10	40	10	100

Head Teacher contact: Mr Andrew Upton and Mr Austin Teakel

Visual Arts

Outcomes

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 2, Week 2	Term 3, Week 4	Term 4, Week 1	
Due Date	Term 2, Week 4	Term 3, Week 6	Term 4, Week 3	
Task Description	Modern Art BOW: Artmaking - Students develop a body of work covering Cubism, Photo Realism and Surrealism, culminating in a final art work. Research - study of associated artists to art styles.	Post Modernism BOW: Artmaking - Students develop a body of work covering Appropriation, non-traditional artmaking, and sculpture. Research - Research an important Post Modern artist.	Year 8 Art exhibition: Students design and create an individual artwork which is supported by their VAPD with research and concept development.	
Outcomes Assessed	4.1 4.3 4.4 4.7 4.9 4.10	4.1 4.2 4.3 4.7 4.8 4.9	4.1 4.2 4.3 4.4 4.5 4.6	
Component				Weighting
Critical and historical study	10	10	10	30
Artmaking	20	20	30	70
TOTAL	30	30	40	100

Head Teacher contact: Mr Joel Lowrie



KOORINGAL HIGH SCHOOL

Respect ~ Responsibility ~ Excellence

T: 02 6922 5155 E: kooringal-h.school@det.nsw.edu.au