



St George Girls High School

***Assessment
Information***

Year 8

2017

This booklet outlines course outcomes, syllabus components and weightings and an overview of the assessment schedule for each Stage 5 course.

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ST GEORGE GIRLS HIGH SCHOOL

Assessment Policy and Procedures Year 8

St George Girls High School is committed to enhancing and encouraging students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Assessment at St George Girls High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- Tests which may take a written, practical and oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and Projects

RESPONSIBILITIES OF THE SCHOOL

The school will provide students with the following information:

- **An Assessment Calendar** – this outlines when the assessment tasks are scheduled, the task description and the relative weighting attached to each assessment task.
The assessment calendar overview should be used as a guide only. **Dates of tasks are subject to change** at the Head Teacher's discretion or due to unforeseen circumstances. Class Teachers will inform students of the new arrangements in writing at least **two weeks** in advance.
- **Written Assessment Notification** - this notification outlines a more detailed explanation of the specific nature of each assessment task. This notification will be issued at **least TWO weeks in advance**.

The school will communicate to parents/carers any concerns relating to a student's performance and/or overall achievement. A letter of concern will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

RESPONSIBILITIES OF THE STUDENT

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- attend classes regularly and ensure their attendance does not fall below 85%.
- familiarise themselves with the school's 'Assessment Booklet' including all procedures and course information contained in the handbook.
- contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued.
- complete all assigned work including each assessment task to achieve course outcomes and demonstrate through effort and achievement, that they have met the requirements of the course.
- be present for, and hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.
- meet all assessment deadlines or they will be penalised in accordance with this policy.
- maintain the integrity and confidentiality of all assessment tasks.

COMPLETING ASSESSMENT TASKS

It is the responsibility of the student to be present for, or to hand in, assessment tasks at the required time. Students must be in attendance for the **WHOLE DAY** when assessment tasks are scheduled or when set tasks are to be handed in.

If, due to illness or misadventure, a student is unable to attend school on the due date for any assessment task, they must follow the procedure outlined below.

ILLNESS/MISADVENTURE PROCEDURES FOR ASSESSMENT TASKS

Circumstances may arise that prevent the student from completing an assessment task. These may include personal illness, family tragedy or bereavement, transport problems, etc. Computer/printer failure **is not** grounds for misadventure.

These circumstances may prevent the student from attending on the day of a task, reduce your performance on the day of a task or prevent you from completing a hand-in task on time.

In these cases, students must follow the Illness or Misadventure procedure outlined below. **Failure to follow these procedures may result in a mark of zero being awarded.**

Procedures to Follow:

1. In Class Tasks (Written & Practical)

On the day: If you are unable to attend on the day of a task you should:

- contact the school **on the morning the task is scheduled** and inform them of your absence.

Immediately on your return to school:

- The student must come prepared to complete the missed task, if required.
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must report to the Head Teacher of the faculty and submit the letter. The Head Teacher will negotiate the rescheduling of the task or if required an alternate solution.

2. Hand-In Tasks

On the day: If you are unable to attend on the day a hand-in task is due you should:

- contact the school **on the morning the task is due to be submitted** and inform them of your absence.
- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to stgeorgegi-h.school@det.nsw.edu.au

Immediately on your return to school:

- If the task was not submitted on the due date, the student must report to the relevant faculty Head Teacher on the **first day of the student's return to school and submit the task.**
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must submit the letter to the Head Teacher along with the task, or if necessary, negotiate a new submission date.

Late submission of a hand-in task or non-completion of an oral presentation/performance

- A faculty will deduct 20% of the total assessment task mark for each school day a hand-in task is late, or a presentation or performance is not completed, unless the Head Teacher has granted an extension of time, in response to a prior written appeal outlining exceptional circumstances.
- After five school days, if the task is still not submitted the student will receive a mark of zero for the task.

Technology

- Technology problems, such as computer or printer breakdown, are not generally deemed as valid reasons for late submission of an assessment task.
- It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files both to hard drive and to a USB drive.
- Tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in an activity, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date with the faculty Head Teacher.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head Teacher.

Approval for Extension or alternate task arrangement

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the class teacher in consultation with the faculty Head Teacher.
- Approval for an alternate assessment arrangement to cover extended absence (scheduled surgery, family commitments) will be negotiated with the Head Teacher, prior to the assessment task. It is the student's responsibility to arrange for this approval and to submit hand-in tasks early if they know that they will be absent on the due date.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes or electronic devices during a test or examination
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- paying someone to write or prepare an assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another students to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students
- disseminating any information related to the content of the exam to any of their peers.

Any student who bullies, harasses or coerces another student to divulge information relating to an assessment task will be referred to the Deputy Principal.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. Malpractice in an examination or task will result in a zero mark being awarded for the task, a letter sent to parents/carers and a record of the malpractice noted on the student file.



COMMERCE

Course Description

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, and legal issues. It develops in students an understanding of commercial and legal processes and competencies for financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way. Central to the course is the development of an understanding of the relationships between consumers, businesses, governments and the courts. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies, which incorporate the skills of analysis and evaluation.

Year 8 Commerce is comprised of four topics:

- **Consumer Choice**, where students learn how to identify, research and evaluate options when making consumer decisions related to problems and issues. By examining consumer decisions, students investigate comparison-shopping, choosing where to buy and the range of factors affecting such decision-making. When looking at consumer protection, students gain an appreciation for their legal rights, protective legislation and the organisations and government departments that provide assistance to consumers;
- **Promoting and Selling**, dealing with the analysis of strategies that sellers use to promote products and maximise sales as well as evaluating the impact of such strategies on consumers;
- **Personal Finance**, where students develop knowledge and skills, assisting them to achieve financial independence and make informed judgements regarding the use and management of money; and
- **Investing**, where students learn about a range of investment options and how to make wise investment choices.

Task	Task Description	Weighting (%)	Date
1	Group Creative Task on Consumer Protection (R+H)	20	Term 1, Week 9 Tuesday 21 st March
2	Mid-Course Exam (E)	20	Term 2, Week 2 Monday 1 st May
3	Group Advertisement Production (R+H)	30	Term 3, Week 9 Tuesday 12 th September
4	Final Course Exam (E)	30	Term 4, Week 1 Friday 13 th October – (8 Com 2B) Term 4, Week 2 Monday 16 th October – (8 Com 1A 8 Com 3C)
		100	



DRAMA

Course Description

Drama is a dynamic and creative learning experience that engages and challenges students to maximise their communication skills, creativity and their individual talents through imaginative experiences created in co-operation with others. Studying Drama can promote a sense of self-esteem, self-confidence and self-discipline. Through making, performing and appreciating dramatic and theatrical works, Drama offers the student a chance to explore and develop a richer understanding of society, human nature and world events. Drama allows students to explore their own place in the world and to understand and analyse the immense diversity of human perspective. It is in this way that Drama promotes critical thinking and problem solving ability, which is of great use across all subject areas. The study of Drama in year 8 includes; Improvisation and performance skills, playbuilding techniques, conventions of theatre and dramatic styles, scripts for performance, critical analysis, reading, writing and discussion.

Task	Task Description	Weighting (%)	Date
1	Introduction to Drama. Improvisation/workshop skills (10%) Playbuilding / Practical/ Performance task (20%) (P)	30	Term 1, Week 9 Monday 20 th March
2	Performance and Production unit/Practical/ Performance and written reflection (P+H)	30	Term 2, Week 9 Wednesday 21 st June
3	The Script. Page to Stage Unit. Practical/Performance task (P)	20	Term 3, Week 9 Monday 11 th September
4	Issues based Playbuilding. Performance Task/ Written Reflection (P+H)	20	Term 4, Week 8 Monday 27 th November
		100	



ENGLISH

Course Description

Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

Task	Task Description	Weighting (%)	Date
1	Pecha Kucha Presentation (P)	5	Term 1, Week 4 Monday 13 th February <i>(continues all week in class)</i>
2	Short Film and review (P)	20	Term 1, Week 9 Monday 20 th March <i>(continues all week in class)</i>
3	Creative Reading journal (H)	15	Term 2, Week 2 Tuesday 2 nd May <i>(Hand-in 1)</i> Term 4, Week 4 Tuesday 31 st October <i>(Hand-in 2)</i>
4	Extended response on novel (ER)	20	Term 2, Week 8 Tuesday 13 th June
5	Poetry analysis and composition (E+H)	20	Term 3, Week 5 Tuesday 15 th August <i>(in-class task)</i> Term 3, Week 7 Tuesday 29 th August <i>(hand-in)</i>
6	Group drama performance and reflection (P)	20	Term 4, Week 4 Monday 30 th November <i>(continues all week in class)</i>
		100	



FOOD TECHNOLOGY

Course Description

Students actively engage in learning about food in a variety of settings, and are introduced to the relationships between food, technology and nutrition.

Integral to Food Technology, is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts that students may encounter.

Some of the topics that may be covered include; Food Styling, Nutrition and Food Celebrations. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food. Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.

Students study the importance of hygiene and safe working practices in the production of food. The study of Food Technology also provides students with a context through which to explore the richness, pleasure and variety food adds to life. This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products.

Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Task	Task Description	Weighting (%)	Date
1	Food Styling- Practical and Hand In Task (P+H)	35	Term 2, Week 2 Monday 1 st May (8FTE 1B) Monday 8 th May (8FTE 1A)
2	Celebrations- Event Portfolio, Hand-In (P+H)	25	Term 3, Weeks 4-5 Monday 7 th August (8FTE 1A) Monday 14 th August (8FTE 1B)
3	Nutrition Advertisement- Performance/Hand-In (P+H)	25	Term 4, Week 2 Thursday 19 th October
4	Unit Test- Nutrition	15	Term 4, Week 3 Thursday 26 th October
		100	



FRENCH

Course Description

The orientation of the course in the early years is towards the development of communication skills. At St George Girls High School, we use the modern French course, *Tapis Volant* which uses brightly coloured comics, recorded dialogues and exercises to present the language, and is accompanied by online resources. Writing and reading are introduced through the workbook. Much of the teaching is conducted in French and at an early stage students create their own dialogues and act them out in basic situations. The course also considers the customs and background of French-speaking people, both in France and in other countries where French is spoken. Students will also have the opportunity to learn, revise and extend their knowledge of vocabulary through a subscription to the Education (Language) Perfect website.

Task	Task Description	Weighting (%)	Date
1	Class Test: Listening (10%), Reading (10%), Writing (10%) (A+E)	30	Term 1, Week 9 Monday 20 th March (<i>Fr 3B</i>) Friday 24 th March (<i>Fr 2A</i>)
2	Speaking (oral presentation or conversation) (O)	10	Term 2, Week 2 Monday 1 st May – Thursday 4 th May (<i>all week in class</i>)
3	Listening (A)	15	Term 3, Week 3 Monday 31 st July (<i>Fr 3B</i>) Friday 4 th August (<i>Fr 2A</i>)
4	Speaking (oral presentation) (OP)	15	Term 3, Week 8 Monday 4 th Sept – Friday 8 th September (<i>all week in class</i>)
5	Reading (15%), Writing (15%) (E)	30	Term 4, Week 4 Monday 30 th October (<i>Fr 3B</i>) Friday 3 rd November (<i>Fr 2A</i>)
		100	



GEOGRAPHY

Course Description

The study of Geography develops a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources. The spatial dimension of Geography enables students to identify and analyse the physical, social, economic, political, legal and technological factors that influence where things are and why they are there. The ecological dimension requires students to identify and analyse the ways humans interact with environments and in so doing develops students' skills in evaluating arguments and problem solving. Culture is a key determinant of people's lives and worldview and through the study of Geography, students develop knowledge and understanding of different cultures and develop perspectives that enhance their understanding of the world. Year 8 Geography is broken down into two focus areas:

- **Global Change, which** examines the changing nature of the world and responses to these changes. Globalisation is a key component of this focus area – examining changes in technology, relationships between business, nations and organisations as well as the impacts of globalisation. The global focus continues with an investigation of global inequalities in relation to income and wealth as well as access to education, food, healthcare, shelter and natural resources.
- **Global Issues and the Role of Citizenship**, which examines global geographical issues and appropriate methods of citizenship for their management. Such issues include access to fresh water, climate change, energy use, human rights, indigenous people and self-determination, land degradation, threatened habitats, tourism, urbanisation and use of ocean resources.

The course is semesterised - delivered over a period of two terms before students roll over into the study of History in the subsequent semester.

Task	Task Description	Weighting (%)	Date
1	Semester 1 Course Exam on Global Change and Issues (E) (Classes 1 and 5)	100	Term 1, Week 11 Monday 3 rd April (8 Geo 1) Tuesday 4 th April (8 Geo 5)
1	Semester 2 Course Exam on Global Change and Issues (E) (Classes 2, 3 and 4)	100	Term 4, Week 2 Monday 16 th October (8 Geo 2) Tuesday 17 th October (8 Geo 3, 8 Geo 4)
		100	



HISTORY

Course Description

The Ancient to the Modern World

Students briefly cover:

- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)
- the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).

There are three (3) Modern World depth studies, where we ask:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Task	Task Description	Weighting (%)	Date	
1	Source Work (In class task) (E) Medieval Europe	30	Semester 1 Term 1, Week 8 Wednesday 15 th March (classes 2,3,4)	Semester 2 Term 3, Week 8 Wednesday 6 th September (classes 1,5)
2	Empathy (Hand-in task) (H) Expanding Contacts	30	Term 2, Week 1 Wednesday 26 th April (classes 2,3,4)	Term 4, Week 1 Wednesday 11 th October (classes 1,5)
3	Oral/Research (In class task) (OP) The Asia-Pacific World	40	Term 2, Week 4 Monday 15 th May (classes 2, 3 and 4) (continues all week in class)	Term 4, Week 4 Monday 30 th October (classes 1,5) (continues all week in class)
		100		



JAPANESE

Course Description

In the Year 8 Japanese course students will develop knowledge of the Japanese writing system including hiragana and kanji (Chinese characters) and develop communication skills in Japanese. Students learn to give information about their personal world and to discuss topics such as family and pets, likes and dislikes, daily routine, weekend activities, giving instructions, time and details about themselves. Students will be exposed to a variety of text types such as dialogues, descriptions, articles and emails. Students engage in a wide range of language activities to develop the skills of speaking, listening, reading and writing. The course also explores the customs, and culture, both traditional and popular, of Japanese society.

Task	Task Description	Weighting (%)	Date
1	Speaking (12.5%), Listening (12.5) (O+A)	25	Term 1, Week 10 Monday 27 th March <i>(continues all week in class)</i>
2	Reading (12.5%), Writing (12.5%) (E)	25	Term 2, Week 3 Monday 8 th May (8 JPN 3B) Friday 12 th May (8JPN 2A)
3	Speaking (12.5%), Listening (12.5) (O+A)	25	Term 3, Weeks 5-6 Listening Monday 14 th August (8 JPN 3B) Friday 18 th August (8 JPN 2A) Speaking Monday 21 August <i>(continues all week in class)</i>
4	Reading (12.5%), Writing (12.5%) (E)	25	Term 4, Week 3 Monday 23 rd October (8 JPN 3B) Friday 27 th October (8JPN 2A)
		100	



LATIN

Course Description

The Year 8 Latin course follows the family of Lucius Caecilius Iucundus, a real historical figure from the town of Pompeii, in order to learn about what daily life was like for Romans 2,000 years ago. Students look at what it was like to go school in Pompeii, how the Romans entertained themselves, both in the theatre and at gladiator games, what the Romans used to eat and drink, and what business, politics and religion was like in the ancient world. Students also study the destruction of the city of Pompeii by the massive eruption of the volcano Vesuvius in 79 A.D. The course gives students the basic vocabulary, grammar and translation skills to allow them to read and understand simple Latin stories and to begin to engage with a range of original Latin texts, such as graffiti, inscriptions, letters, poems and fables. Students will be assessed on their ability to read and understand Latin (including translation) (50%), their understanding of Latin grammar (30%) and their knowledge of Roman history and culture (20%).

Task	Task Description	Weighting (%)	Date
1	Class Test, based on Stages 3-5 of CLC I , consisting of: <ul style="list-style-type: none">• Translation of Seen and Unseen Texts (15%)• Analysis of Grammar (10%)• Discussion of Roman History and Culture (5%) (E)	30	Term 2, Week 1 Friday 28 th April
2	Class Test, based on Stages 5-8 of CLC I , consisting of: <ul style="list-style-type: none">• Translation of Seen and Unseen Texts (15%)• Analysis of Grammar (10%)• Discussion of Roman History and Culture (15%) (E)	30	Term 3, Week 4 Friday 11 th August
3	Class Test, based on Stages 9-11 of CLC I , consisting of: <ul style="list-style-type: none">• Translation of Seen and Unseen Texts (20%)• Analysis of Grammar (10%)• Discussion of Roman History and Culture (10%) (E)	40	Term 4, Week 2 Friday 20 th October
		100	



MATHEMATICS

Course Description

Mathematics is a mandatory course across Years 7 – 10. Students are provided with the skills and knowledge to become effective problem solvers. The aim of Mathematics in Year 8 is to develop:

- ♣ an increasingly sophisticated understanding of mathematics concepts and fluency with mathematical processes, and the ability to pose and solve problems and reasons in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- ♣ confident, creative users and communicators of mathematics while making connections between the areas of mathematics and other disciplines.

Task	Task Description	Weighting (%)	Date
1	Assignment Task (H)	10	Term 1, Week 8 <i>(refer to calendar for class dates)</i>
2	Exam (E)	25	Term 2, Week 3 <i>(refer to calendar for class dates)</i>
3	Bookwork	5	Term 2
4	Exam (E)	20	Term 3, Week 2 <i>(refer to calendar for class dates)</i>
5	Exam (E)	35	Term 4, Week 3 <i>(refer to calendar for class dates)</i>
6	Bookwork	5	Term 4
		100	



MUSIC

Course Description

Music is an art-form which pervades society and is integral to all world cultures. It has the capacity to cross cultural and societal boundaries. At a personal level music allows for the expression of emotion and imagination, the intellect and the exploration of values. As a social activity, it enables the sharing of ideas, feelings and experiences. The nature of musical study fosters the capacity of students to manage their own learning, engage in problem-solving, work collaboratively and participate in activity that reflects the real world practice of performers, composers and audiences.

The Concepts of Music are studied through a variety of activities in Performance, Composition and Listening across a broad spectrum of genres and styles including: Australian Music, Popular/Rock Music, Music for Film, Television, Radio and Multimedia, Theatre Music, Music of a Culture, Art Music 1600-Present day, and Jazz.

Task	Task Description	Weighting (%)	Date
1	Composition task (P+H)	10	Term 1, Week 10 Monday 27 th March <i>(continues all week in class)</i>
2	Half-yearly listening skills written examination (E)	15	Term 2, Week 3 Monday 8 th May
3	ONE performance (solo or ensemble) <i>own choice piece</i> (P)	15	Term 2, Weeks 4-5 Monday 15 th May <i>(continues in class until Friday 26th May)</i>
4	Video Game Composition PBL (H)	20	Term 3, Week 9 Monday 11 th September
5	Yearly listening skills written examination (E)	20	Term 4, Week 3 Monday 23 rd October
6	ONE performance (solo or ensemble) <i>piece representing a class topic</i> (P)	20	Term 4, Weeks 4-5 Monday 30 th October <i>(continues in class until Friday 10th November)</i>
		100	



PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

Course Description

PDHPE for Year 8 students provides them with the opportunity to reflect on the range of challenges and opportunities that they may experience at this stage of their lives. To enhance their ability to manage these challenges, students explore the notion of connectedness, identify and apply interpersonal communication skills, develop and practise help-seeking skills and recognize and manage the barriers to accessing support. Within the various units of students will observe the concept of risk and analyse the factors that influence risk behaviours and learn to appreciate that different circumstances can mean individuals have varying degrees of control over these influencing factors. Students will look at a range of strategies to minimise harm in a range of relevant contexts and develop an understanding of the interrelationship of factors that can increase the potential for harm. Basic emergency assessment and first aid care are also covered in Year 8.

Aside from the content studied Year 8 students also work to develop skills in critical literacy as they describe and evaluate a variety of sources of health information, products and services. They focus specifically on products and services designed to address the health needs of young people, critically analyse those that make substantial claims for success and describe the cues that indicate accuracy and reliability.

Task	Task Description	Weighting (%)	Date
1	Risk taking scenarios (ER)	25	Term 1, Week 9 <i>(see calendar for class dates)</i>
2	Rhythmic Gymnastics (P)	25	Term 1 <i>(Held in class throughout the term)</i>
3	Practical Movement reflection (P)	25	Term 3, Week 10 <i>(in class throughout the week)</i>
4	Yearly Examination (E)	25	Term 4, Week 4 <i>(see calendar for class dates)</i>
		100	



SCIENCE

Course Description

Within the NSW Science Curriculum for Years 7 to 10 students learn to use scientific inquiry. This is achieved with a focus on practical experiences and the skills that are required throughout the inquiry process. Students identify questions and problems that can be tested or researched scientifically. They then process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, drawing relevant, evidence-based conclusions. Further analysis involves reflecting on the methods and strategies used and identifying how the quality of data obtained could be improved. Student's ideas, methods and findings are communicated to a given audience using appropriate scientific language, representations and text types, with information sources acknowledged using a recognised method. By engaging in scientific inquiry, students develop their knowledge of scientific ideas and concepts, as well as the nature, development and importance of scientific evidence. They explain how scientific knowledge changes as new discoveries and technological developments are made available, appreciating that new evidence leads to an improved understanding of the world.

Task	Task Description	Weighting (%)	Date
1	Practical Exam (assessing practical and processing skills) (P)	20	Term 1, Week 9 Tuesday 21 st March (<i>class R, E</i>) Wednesday 22 nd March (<i>class C</i>) Thursday 23 rd March (<i>class I</i>) Friday 24 th March (<i>class U</i>)
2	Mid Year Exam (assessing knowledge and skills covered so far) (E)	30	Term 2, Weeks 1-2 Friday 28 th April (<i>class U</i>) Tuesday 2 nd May (<i>class R, E</i>) Wednesday 3 rd May (<i>class C</i>) Thursday 4 th May (<i>class I</i>)
3	Student Research Project (assessing practical and processing skills) (R)	20	Term 2, Weeks 7-10 (<i>In class throughout these weeks</i>)
4	End of Year Exam (assessing knowledge and skills covered this year) (E)	30	Term 4, Weeks 1-2 Tuesday 17 th October (<i>class R, E</i>) Wednesday 18 th October (<i>class C</i>) Thursday 19 th October (<i>class I</i>) Friday 20 th October (<i>class U</i>)
		100	



TECHNOLOGY MANDATORY

Course Description

Studying Technology (Mandatory), gives students the opportunity to develop their abilities in order 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.

Thinking skills are developed experientially through the Technology (Mandatory) course as students design and make. Students will learn to meet the requirements of an identified need through a design brief. The use of reflective, flexible and creative thinking skills are encouraged, to build understanding of underlying principles that can be transferred to different project settings and applications.

Students are led through practical experience, to develop, select and apply technological skills involved in designing and producing.

Students build upon their capacity to solve problems and generate ideas through the use of new conceptual approaches, models, drawings and information and communication technologies, and the ability to develop, produce and implement quality solutions are keys to technological competence.

Students will be prepared for lifelong learning and career opportunities in the study of design and related fields. They will be given further opportunity to develop an inspired interest in developing innovative solutions, an appreciation of, and satisfaction in producing products and projects of enduring functional quality.

Students will cover the following three units of work throughout the course of the year;

Area of Study	Design Specialisation	Technologies	Unit of Work
Products	Accessories Design	Textile	'Prints Charming'
Information and Communications	Promotional Design	Mixed material /Food	'Snack Attack'
Information and Communications	Digital Media Design/Software Design	Information and Communication/ Media/Model-making	'Claymation'

Task	Task Description	Weighting (%)	Date
1	Practical Project 1 (P+H)	35	Term 2, Weeks 2-3 <i>(see calendar for class dates)</i>
2	Evaluation Task (H)	15	Term 2, Weeks 3-4 <i>(see calendar for class dates)</i>
3	Practical Project 2 (P+H)	35	Term 3, Week 6 <i>(see calendar for class dates)</i>
4	Research Task (R)	15	Term 4, Week 2 <i>(see calendar for class dates)</i>
		100	



TEXTILES TECHNOLOGY ELECTIVE

Course Description

The aim of this course is to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles and textile design.

A study of Textiles Technology provides students with an introduction to the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses.

Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

Some of the projects that students may produce include; casual pants, tops, soft toys, hooded jumpers and a variety of textile and decorative techniques.

Task	Task Description	Weighting (%)	Date
1	Apparel- T-shirt and pants, Practical (P+H)	40	Term 1, Week 11 Wednesday 5 th April
2	Apparel- Hooded Jumper Practical (P)	20	Term 2, Week 10 Monday 26 th June
3	Research Task (R)	10	Term 3, Week 6 Thursday 24 th August
4	Non-Apparel- Practical and Portfolio	30	Term 4, Week 7 Monday 20 th November
		100	



VISUAL ARTS

Course Description

Students are provided with opportunities to explore the conventions, strategies and procedures of making artworks in a range of 2D, 3D and 4D forms. They learn about making decisions, as well as courses of action and intentions in managing their practice from a specific frame or point of view. In critical and historical studies students are provided with opportunities to investigate how and why artists make artworks, and how and why art historians and critics write about artworks.

Task	Task Description	Weighting (%)	Date
1	Still life/ Interior Painting, Mixed media, and related drawings Still life Historical Assignment (H)	30	Term 1, Week 11 Tuesday 4 th April
2	Goddesses ceramic sculpture Goddess Critical Assignment (H)	30	Term 2, Week 10 Tuesday 27 th June
3	Sydney Harbour Research Assignment (H)	10	Term 3, Week 10 Tuesday 19 th September
4	Spaces and Places Landscape photography/printing (H) Street Art Installations	30	Term 4, Week 4 Tuesday 31 st October
		100	

Year 8, 2017

Assessment Booklet



I have received the Year 8 Assessment Booklet and understand my responsibilities as a student in regards to assessment procedures at St George Girls High School.

Student's Name: (Please print) Roll:.....

Student's Signature:

Date:

I have sighted the Year 8 Assessment Booklet including the Assessment Calendar overview.

Parent/Carer's Signature:

Date:

**Please sign and return this page to Ms Abson
(Year 8 Deputy Principal)**