



*Assessment Booklet*

**YEAR 8 2024**



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\* VET Subject Assessment Schedules at the back of the booklet

## An Introduction to Stage 4

Stage 4 of the curriculum encompasses Years 7 and 8. The NSW Education Standards Authority (NESA) dictates the program of studies for all students in New South Wales schools in Years 7 - 10.

In Years 7 and 8, mandatory subjects are:

- English
- Geography
- History
- Languages (Year 7 only)
- Mathematics
- Music
- Personal Development, Health and Physical Education
- Science
- Technology
- Visual Arts

### Stage 4 Leaders:

<ul style="list-style-type: none"><li>• Ms O Handa and Ms N Agrawal (Year 7 Year Advisors)</li><li>• Mr N Train (Year 7 Deputy Principal)</li><li>• Ms B Naqvi and Mr B Vickers (Year 8 Year Advisors)</li><li>• Ms S Pinzin (Year 8 Deputy Principal)</li><li>• Mr D Martin (Head Teacher Wellbeing)</li><li>• Mr M Staines (Head Teacher Curriculum and Assessment)</li></ul>	<h3>Stage 4 Homebase</h3> <p>The Year 7 Homebase is located on Level 2 <b>(Red Level)</b></p> <p>The Year 8 Homebase is located on Level 3 <b>(Blue Level)</b></p>
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If you would like to get in contact with any of the Stage 4 Leaders, please contact Arthur Phillip High School either by phone or email and request the attention of the relevant staff member.

T: (02) 8855 8100

E: [arthurphil-h.schools@det.nsw.edu.au](mailto:arthurphil-h.schools@det.nsw.edu.au)

Respect

Success

Responsibility

# An Introduction to Assessment:

For each of your assessment tasks that you are issued, you will get information including:

- a description of each task and its requirements
- task weighting (how much the task is worth)
- when it is due (it may be a class task or take home task)
- a marking criteria (how it will be marked)

After each task, you will be given detailed feedback on your strengths, as well as how you can improve. Your assessment tasks are outlined in this booklet.

## What is Assessment?

“Assessment is the process of identifying, gathering and interpreting information about a student’s learning. The purpose of assessment is to provide information on student achievement and progress.”

- Principles for assessment and reporting in NSW schools, 1996

## The NSW Education Standards Authority (NESA) requires students to:

- A. Follow the course developed by NESA. [1]
- B. Apply yourself with diligence and sustained effort to the set tasks and experiences.
- C. Achieve some or all of the course outcomes.

## There are four key elements to success in schooling:

1. **Consistency**- regularly and diligently undertake the work required of you in class and at home.
2. **Application**: show a focused approach to your studies and take a genuine interest in widening your knowledge and developing your skills.
3. **Attitude**- have a positive attitude towards school and the learning you undertake everyday in class.
4. **Attendance**- attend school as much as possible, and arrive at each class on time.

Students must develop a work ethic that reflects a serious commitment to their studies to maximise their potential. If students need any help with school or other matters, please make contact with the Year Advisor.

# APHS Assessment Expectations (Students and Parents/Carers)

All stakeholders in a student's education have a responsibility for aspects of assessment. Success can best be achieved when ALL stakeholders carry out their responsibilities. The information below outlines the roles and responsibilities for:

- The Student
- The Parent/Carer

## Roles and Responsibilities: The Student

- Attempt **all** assessment tasks to the best of their ability and **submit/complete tasks by the due date**.
- Organise a **study and homework schedule** to promote success in assessment tasks.
- Familiarise themselves with the **course assessment schedules** available within this handbook and seek advice from teachers/Head teachers to clarify any assessment issues.
- Show responsibility and **follow up with their teachers after an absence** to ensure they are aware of assessment tasks notified in their absence. **Absence is not an excuse for missing tasks.**
- If required, provide documentary evidence to support an illness or misadventure claim (for example, a medical certificate)
- Ensure assignments are all their own work (**no plagiarism**) and that the work of others is appropriately presented and referenced. **There will be consequences for plagiarised work.**
- **Reflect on the feedback** provided to inform future improvement and success.

## Roles and Responsibilities: The Parent/Carer

- Encourage students to organise, plan, complete and submit work on time.
- Provide a space for effective study and school work.
- Liaise with the school when a child is experiencing difficulties.
- Be informed about their child's assessment program.

# Important information for the Submission of Tasks

## APHS Stage 4 Assessment Policy:

- If a task is submitted up to 2 weeks late – students will incur a 20% mark penalty.
- If a task is submitted over 2 weeks late – zero mark awarded and a 'Course Warning' letter to be sent home to parents/carers.
- Note: Students who produce a doctor's certificate or appropriate supporting documentation may still receive full marks once reviewed by the Subject Head Teacher/Year Group Deputy Principal.

## How do I correctly submit tasks?

When tasks are due to be submitted or completed, the following conditions apply:

- If the task is required to be submitted to the teacher in person, the task must be **handed directly to the class teacher or to the Subject Head teacher** if the teacher is absent. A completed task **cannot be delivered by leaving it on the teacher's desk or submitting it to any other person.**
- Submitting assessment tasks online:** It is the student's responsibility to read the assessment task notification and understand where the teacher requires students to submit their work (Google Drive/Turnitin etc). If you do not have access to the Google Classroom, speak to your teacher/subject Head Teacher.
- Students must be **officially present all day** when handing in, or completing a task – coming to school merely for the relevant period, then leaving, will be noted by the teacher as being submitted on the next full day of attendance.

## What if I am present at school but fail to complete/submit the task?

When a task is carried out in class time (e.g. speech, a practical exam, class test) and a student fails to do the task, the '**APHS Stage 4 Assessment Policy**' applies. However, after the due date, **it is the student's responsibility to organise a time with the teacher for this task to be completed- it may not be able to be completed during timetabled classes and may need to be completed during a recess break.** It is important that the student completes the task, in order to satisfy course requirements and receive feedback from the teacher.

When a task is to be completed outside of class time (e.g. assignment, project etc.) and a student fails to submit it by the due date, the '**APHS Stage 4 Assessment Policy**' applies. It is important that the student completes the task, in order to satisfy course requirements and receive feedback from the teacher.

## What if I am absent from school on the assessment submission due date?

Students who are prevented from submitting/attending an assessment task (including a practical examination) on the due date due to **illness or unforeseen misadventure** will need to **produce a doctor's certificate or appropriate supporting documentation and show this to the Subject Head Teacher**. A student may receive full marks once reviewed by the Subject Head Teacher in conjunction with the Year Group Deputy Principal.

If a student does not provide a doctor's certificate or appropriate supporting documentation, the **'APHS Stage 4 Assessment Policy'** applies.

**Long term absences:** Students who are absent long term will need a justifiable explanation with evidence and must seek approval from the Principal. If leave is granted, it is the student's responsibility to email his/her teacher of course/assessment requirements and complete the task to the best of his/her ability by the due date or negotiate a time with the teacher to complete the task upon return to school.

**Student Grievances:** Where students find they have grievances concerning assessment practices, the student and/or parent/carer should contact the Subject Head Teacher.

### What if I submit the task by the due date, but my teacher deemed it to be a Non-Serious Attempt?

Students who:

- do not make a serious attempt at the assessment task will be required to resubmit the assessment task to the best of their ability.
- provide answers to questions in a language other than English (unless specifically instructed to do so) will be required to resubmit the assessment task using English.

The **'APHS Stage 4 Assessment Policy'** still applies. Please contact your Subject Head Teacher via email if you require further information.

### What if I engage in Malpractice?

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- Buying, stealing, borrowing or using another person's work in part or full and presenting it as your own. **This includes, but is not limited to the use of Artificial Intelligence (AI) technology.**
- Building on the ideas of another person without reference to the source.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Using non-approved aids during an assessment task, i.e. mobile phone.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

All work presented in assessment tasks (including submitted works and practical examinations) must be a student's own work AND, when appropriate, must be acknowledged correctly.

If a student engages in malpractice during a **formal examination, the student will be awarded zero marks immediately and will need to re-attempt the examination**. It is important that the student completes the task, in order to satisfy course requirements and receive feedback from the teacher.

If a student engages in malpractice in a task submission or speech etc, students will need to provide evidence that all unacknowledged work is entirely their own. Such evidence may include, but is not limited to:

- Providing evidence of, and explaining the process of their work. This may include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If a student is unable to provide evidence that all unacknowledged work is entirely their own, the **'APHS Stage 4 Assessment Policy'** applies. It is important that the student completes the task, in order to satisfy course requirements and receive feedback from the teacher.



## 'Course Warning' Letter:

### What is a 'Course Warning' letter?

If a student has not completed an Assessment Task by the due date, an official 'Course Warning' letter will be sent home to parents/carers. 'Course Warning' letters are both **emailed and mailed** home. Written warnings are sent home as soon as possible, in order for actions to be taken by the student and his/her parents/carers to rectify the situation.

NESA insists that a student must be given the opportunity to **resolve** the 'Course Warning' (complete an assessment task/coursework and hand it in at a later date). Students are given the opportunity to resolve 'Course Warning's' because:

- The task is used as evidence that a student has satisfied the requirements of a course.
- It supports ongoing learning, and demonstrates that a student can achieve the intended outcomes.

**Note:** Resolving a task does not, however, withdraw or void the warning. The '**APHS Stage 4 Assessment Policy**' still applies.

### What do I need to do if I receive an 'Course Warning' Letter?

1. Each Course Warning letter will state the **action required by the student to RESOLVE** their warning letter (see the table below). **Read this information CAREFULLY.**

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (if applicable)	Action required by student	Date to be completed by (if applicable)

2. Return the Course Warning letter slip to the Homebase SASS staff, **signed** by a parent/carer and the student.

*Acknowledgement of Official Warning*  
*Please return to the school office*

I have received the letter dated \_\_\_\_\_ advising me that \_\_\_\_\_ is in danger of not meeting the course completion requirements for \_\_\_\_\_, and am aware that this is the \_\_\_\_\_ official warning.

This course is mandatory for the award of the Record of School Achievement.

I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

3. Submit the task by the **Course Warning Due Date** to the classroom teacher. The Course Warning letter will state the due date, and this date is at least **four weeks** from the date the letter is sent home.

#### **Practical assessments/projects:**

You are to report to your classroom teacher at the negotiated room to perform/submit the task.

**Please be aware that you may be required to complete this task during a recess break.**

4. Allow up to **2 weeks** for the Subject Head Teacher and Classroom teacher to review your assessment task and provide constructive feedback.

**Once steps 1 - 4 have been successfully completed, then your warning letter will appear RESOLVED on sentral. Students who resolve their warning letters will receive a mark of **zero**, as the task was not completed within two weeks of the due date and/or breached assessment protocols and/or did not submit the task at all.**

**What if I produced a doctor's certificate or appropriate supporting documentation and gave it to the Subject Head Teacher, but still received a Course Warning letter?**

Upon review by the **Subject Head Teacher** of the course, he/she will determine if special consideration is awarded/approved and will then remove your Course Warning via Sentral.

**What if I fail to resolve my Course Warning/s?**

If students fail to resolve Course Warning/s, they are placing themselves at a disadvantage for Stage 5 studies, as they may not possess the foundational knowledge needed to continue their education.

## Study Hall

Students who require support for homework and/or assessment are encouraged to attend the Study Hall. It is free of charge and there are staff members to assist with various subjects.

Students who have **not resolved their Course Warnings** are advised to attend the study hall, in order for them to receive support to complete assessment tasks and coursework.

When	Where	Teacher/s
<ul style="list-style-type: none"> <li>Every Monday from 3:05 pm to 4:30 pm</li> </ul>	<ul style="list-style-type: none"> <li>Year 8 Homebase (Level 3)</li> </ul>	<ul style="list-style-type: none"> <li>Coordinated by Mr Staines</li> <li>Staffed by a variety of teachers from different subjects (on a rotational basis)</li> </ul>

## STRIVE Values

To fulfil my potential, I **STRIVE** to demonstrate:

Respect	Success	Responsibility
<ul style="list-style-type: none"> <li>Allow others to participate without distraction or disruption</li> <li>Recognise the rights of others and be polite</li> <li>Take care of personal, school and other individual's property</li> <li>Acknowledge other people's work</li> <li>Accept individual differences</li> <li>Be sensitive to other people's needs and feelings</li> <li>Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Work to the best of my ability</li> <li>Set myself goals and aim to achieve them</li> <li>Accept challenges</li> <li>Participate in school activities</li> <li>Participate without fear of failure</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared for lessons</li> <li>Arrive on time to class and school</li> <li>Prepare for set tasks</li> <li>Seek and accept help when needed</li> <li>Meet due dates and produce my own work</li> <li>Use all available resources</li> <li>Take pride in myself and my school</li> </ul>

## Year 8 Assessment Calendar - 2024

### Term 1 - 2024

<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	History Semester 1;
<b>WEEK 5</b>	Geography Semester 1;
<b>WEEK 6</b>	Science;
<b>WEEK 7</b>	English;
<b>WEEK 8</b>	
<b>WEEK 9</b>	History Semester 1; Mathematics; PDHPE; Technology (Mandatory);
<b>WEEK 10</b>	Geography Semester 1;
<b>WEEK 11</b>	

### Term 2 - 2024

<b>WEEK 1</b>	Science;
<b>WEEK 2</b>	Music;
<b>WEEK 3</b>	
<b>WEEK 4</b>	Visual Arts;
<b>WEEK 5</b>	PDHPE;
<b>WEEK 6</b>	History Semester 1; Mathematics;
<b>WEEK 7</b>	
<b>WEEK 8</b>	Geography Semester 1;
<b>WEEK 9</b>	English; Science; Technology (Mandatory);
<b>WEEK 10</b>	

## Year 8 Assessment Calendar - 2024

### Term 3 - 2024

WEEK 1	PDHPE;
WEEK 2	
WEEK 3	Music;
WEEK 4	Mathematics;
WEEK 5	Geography Semester 2; History Semester 2;
WEEK 6	
WEEK 7	English;
WEEK 8	
WEEK 9	Technology (Mandatory);
WEEK 10	Geography Semester 2; History Semester 2;

### Term 4 - 2024

WEEK 1	
WEEK 2	
WEEK 3	Visual Arts;
WEEK 4	Mathematics; PDHPE; Science;
WEEK 5	English; Geography Semester 2; History Semester 2; Music; Technology (Mandatory);
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	

# Arthur Phillip High School

## Assessment Schedule 2024

### English - Stage 4 - Year 8

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Multimodal Speech  Presented in class	Extended Response: Essay  In class	Creative Response - Hand in and Reflection - In class	Analytical Response of key scene/s & Reflection  In class	
<b>Topic</b>	Something to Say: Speeches	Comparative Study: Novel to film	Write before your eyes Creative Writing	Unit Overview Up Stage - Drama Study	
<b>Timing</b>	Term 1 Week 7, 2024	Term 2 Week 9, 2024	Term 3 Week 7, 2024	Term 4 Week 5, 2024	
<b>Outcomes assessed</b>	EN4-ECB-01, EN4-URA-01, EN4-URB-01	EN4-ECA-01, EN4-URA-01, EN4-URB-01	EN4-ECB-01, EN4-URB-01, EN4-URC-01	EN4-ECB-01, EN4-RVL-01, EN4-URA-01, EN4-URB-01	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*A Student:*

EN4-ECA-01	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts
EN4-RVL-01	uses a range of personal, creative and critical strategies to interpret complex texts
EN4-URA-01	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN4-URB-01	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN4-URC-01	investigates and explains ways of valuing texts and the relationships between them

## Arthur Phillip High School

### Assessment Schedule 2024

# Geography Semester 1 - Stage 4 - Year 8

Task number	Task 1	Task 2	Task 3	
Nature of Task	Skills Test	Landform Model and Presentation	Yearly Exam	
Topic	Landform and Landscapes	Landform and Landscapes	Interconnections	
Timing	Term 1 Week 5, 2024	Term 1 Week 10, 2024	Term 2 Week 8, 2024	
Outcomes assessed	GE4-1, GE4-2, GE4-8	GE4-1, GE4-3, GE4-5	GE4-3, GE4-7	
Components				<b>Weighting %</b>
Total %	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

*A Student:*

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

## Arthur Phillip High School

### Assessment Schedule 2024

# Geography Semester 2 - Stage 4 - Year 8

Task number	Task 1	Task 2	Task 3	
Nature of Task	Skills Test	Landform Model and Presentation	Yearly Exam	
Topic	Landform and Landscapes	Landform and Landscapes	Interconnections	
Timing	Term 3 Week 5, 2024	Term 3 Week 10, 2024	Term 4 Week 5, 2024	
Outcomes assessed	GE4-1, GE4-2, GE4-8	GE4-1, GE4-3, GE4-5	GE4-3, GE4-7	
Components				<b>Weighting %</b>
Total %	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

*A Student:*

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



## Arthur Phillip High School

### Assessment Schedule 2024

# History Semester 1 - Stage 4 - Year 8

Task number	Task 1	Task 2	Task 3	
Nature of Task	Source-based Quiz	Project	Yearly Exam	
Topic	Middle Ages Europe	Spanish Conquest of the Americas	All Course Work	
Timing	Term 1 Week 4, 2024	Term 1 Week 9, 2024	Term 2 Week 6, 2024	
Outcomes assessed	HT4-2, HT4-3, HT4-4, HT4-6	HT4-4, HT4-7, HT4-8, HT4-9	HT4-1, HT4-6, HT4-7, HT4-10	
Components				<b>Weighting %</b>
Total %	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

*A Student:*

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

## Arthur Phillip High School

### Assessment Schedule 2024

# History Semester 2 - Stage 4 - Year 8

Task number	Task 1	Task 2	Task 3	
Nature of Task	Source-based Quiz	Project	Yearly Exam	
Topic	Middle Ages Europe	Spanish Conquest of the Americas	All Course Work	
Timing	Term 3 Week 5, 2024	Term 3 Week 10, 2024	Term 4 Week 5, 2024	
Outcomes assessed	HT4-2, HT4-3, HT4-4, HT4-6	HT4-4, HT4-7, HT4-8, HT4-9	HT4-1, HT4-6, HT4-7, HT4-10	
Components				<b>Weighting %</b>
Total %	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

*A Student:*

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

**Arthur Phillip High School**

**Assessment Schedule 2024**

**Mathematics - Stage 4 - Year 8**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of Task</b>	In Class Written Task	In Class Written Task	Investigation Task	In Class Written Task	
<b>Topic</b>	Algebra, Indices, One-step Equations	Ratios & Rates, Percentages, Financial	Pythagoras Assignment and In Class Validation	Data, Length, Area and Volume, Probability	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 6, 2024	Term 3 Week 4, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-9NA, MA4-10NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA, MA4-7NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-16MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-12MG, MA4-13MG, MA4-14MG, MA4-19SP, MA4-20SP, MA4-21SP	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

*A Student:*

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

# Arthur Phillip High School

## Assessment Schedule 2024

### Music - Stage 4 - Year 8

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Composition Submission	In Class Listening Exam	In Class Performance	
<b>Topic</b>	Instruments of the Orchestra	Gaming Music	Performing (Keyboard/Guitar)	
<b>Timing</b>	Term 2 Week 2, 2024	Term 3 Week 3, 2024	Term 4 Week 5, 2024	
<b>Outcomes assessed</b>	4.4, 4.6, 4.10, 4.12	4.5, 4.7, 4.8	4.2, 4.3	
<b>Components</b>				<b>Weighting %</b>
Performing			40	<b>40</b>
Composing	30			<b>30</b>
Listening		30		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### A Student:

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 artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Arthur Phillip High School

### Assessment Schedule 2024

# PDHPE - Stage 4 - Year 8

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	MasterChef - Project Based Learning Assessment	Practical Assessment	Relationships Done Right - What makes me unique?	Practical Assessment	
<b>Topic</b>	Nutrition	Court Games	Healthy Relationships	Net Games	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 5, 2024	Term 3 Week 1, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	PD4-7, PD4-8	PD4-4, PD4-10	PD4-3, PD4-9, PD4-10	PD4-4, PD4-10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in critical thinking, research, analysis and communicating	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**A Student:**

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

## Arthur Phillip High School

### Assessment Schedule 2024

# Science - Stage 4 - Year 8

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Practical Task	SRP	Mid Yearly exam	Yearly Exam	
<b>Topic</b>	Chemical Change	Student research Project	Chemical change, Body system, Scientific skills	All unit covered	
<b>Timing</b>	Term 1 Week 6, 2024	Term 2 Week 1, 2024	Term 2 Week 9, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS	SC4-3VA, SC4-5WS, SC4-7WS	SC4-8WS, SC4-9WS, SC4-14ES, SC4-17CW	SC4-8WS, SC4-9WS, SC4-10PW, SC4-12PW, SC4-14ES, SC4-17CW	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

*A Student:*

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
SC4-12PW	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
SC4-14ES	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
SC4-16LW	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



## Arthur Phillip High School

### Assessment Schedule 2024

# Technology (Mandatory) - Stage 4 - Year 8

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	What Will Give You Wings Project	Healthy Burger Project	Adventure House Project	So You Think You Can Dance Project	
<b>Topic</b>	Engineered Systems	Agriculture and Food Technologies	Material Technologies	Digital Technologies	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 9, 2024	Term 3 Week 9, 2024	Term 4 Week 5, 2024	
<b>Outcomes assessed</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	TE4-1DP, TE4-3DP, TE4-6FO	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*A Student:*

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

# Arthur Phillip High School

## Assessment Schedule 2024

### Visual Arts - Stage 4 - Year 8

Task number	Task 1	Task 2	
<b>Nature of Task</b>	Art Making and Art Studying Submission	Art Making and Art Studying Submission	
<b>Topic</b>	Environments	POP Art Design	
<b>Timing</b>	Term 2 Week 4, 2024	Term 4 Week 3, 2024	
<b>Outcomes assessed</b>	4.3, 4.5, 4.6, 4.10	4.1, 4.2, 4.4, 4.9	
<b>Components</b>			<b>Weighting %</b>
Art Making	30	40	<b>70</b>
Art Studying	10	20	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>60</b>	<b>100</b>

#### A Student:

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 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