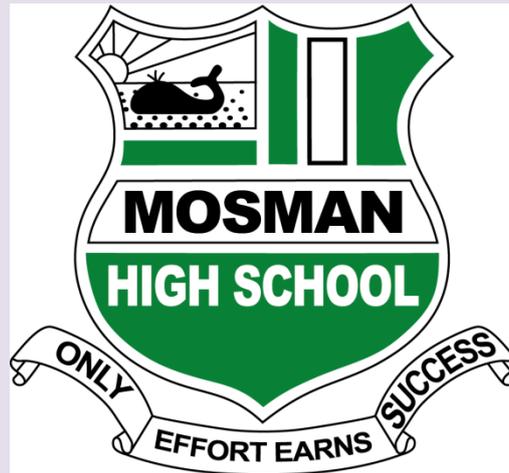


# Mosman High School



## Year 8 Assessment Guidelines 2022

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## ASSESSMENT GUIDELINES

### GENERAL POLICY

**1. Assessment period:**

The assessment period begins at the start of Term 1 and finishes at the end of **Term 4 - 2022**.

**2. Reporting to students and parents:**

As each assessment task is completed students will receive full and detailed information regarding their performance in the task. A school report will be issued in Term 2 and Term 4.

### SCHOOL ASSESSMENT

The school's assessment is intended to provide an indication of a student's attainment which is based on:

1. a wider range of syllabus objectives than is measured by examinations;
2. measures and observations obtained throughout the course.

The assessments are intended to measure students' progress relative to syllabus outcomes.

Students will be given a clear statement in writing at least two weeks prior to an assessment task.

### RULES AND PROCEDURES

1. No marks will be given for assessment tasks that are not received by the due date and time.
2. Anyone attempting to cheat will have their task cancelled and will be awarded zero.
3. Students found to be attempting to cheat will have their parents contacted by the Head Teacher concerned.
4. Assessments prepared at home will be due to the subject teacher during the subject period timetabled for that day.
5. Assessments submitted in periods after the scheduled subject period may be awarded zero.
6. **Illness/Misadventure** - If a student is ill, or owing to reasons of genuine misadventure, is unable to attend on the day of an in-class assessment task, parents are asked to notify the school by telephone **by 9am of that day**.
7. If a student fails to complete an assessment task by the due date through illness then he/she must produce a note or medical certificate so as not to incur a penalty and to have an extension of time granted. In all other situations it will be up to the discretion of the Head Teacher to determine whether an extension of time will be granted.
8. The assessment task must be submitted or attempted on the day the student returns to school.

### CONDUCT DURING ASSESSMENT TASKS

Assessment tasks completed during class hours involve the normal rules applicable to formal external examinations Refer to "Conduct during the Examination". The completion of Year 8 is conditional upon satisfactory attendance, application and completion of course requirements.

## EXAMINATION PROCEDURES

### COMPLETION OF COURSE REQUIREMENTS

It is expected that students who take part in any course will attain some or all of the outcomes of those courses.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NSW Education Standards Authority (NESA); and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
3. achieved some or all of the course outcomes.

Students who have not complied with the above requirements should be regarded as not having satisfactorily completed the course. An interview with the Principal may occur to discuss the student's progress.

### EXAMINATION DATES AND TIMES

Students are expected to note the time of examinations and be ready to participate 15 minutes before the scheduled time.

### EQUIPMENT FOR THE EXAMINATION

1. Before the examination it is the student's responsibility to clarify:
  - a) equipment the student is expected to provide for the examination
  - b) items which will be provided by the exam supervisor

**It is the responsibility of the student to make sure this information is obtained**

2. The teacher may inspect any equipment brought into the examination room.
3. Only approved calculators may be used.
4. It is not permitted to borrow equipment during examinations.

### CONDUCT DURING THE EXAMINATION

1. A student must follow the day-to-day rules of the school when sitting for examinations.
2. A student must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. A student must **NOT**:
  - a) eat in the examination room;
  - b) speak to any person other than the teacher during an examination;
  - c) behave in a way likely to disturb the work of any other students or upset the conduct of the examination;
  - d) take a mobile phone or communications device into the room.
4. If these rules are not followed, or if a student cheats in the examinations in any way, he/she will be reported to the Principal and may be removed from the examination room.

# MANDATORY

## ENGLISH

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 5	25%	Imaginative	1A, 4B, 8D	Twisted Tales
2. Term 2 - Week 2	25%	Half Yearly Exam	3B, 5C, 7D	Poetry
3. Term 3 – Week 1	25%	Discursive	2A, 3B, 6C	Fiction
4. Term 3 – Week 9	25%	Imaginative & Reflective	5C, 6C, 9E	Shakespeare
5. Term 4 – Week 8	Formative Task	Sustainability Unit	2A, 3B, 6C, 8D	Non Fiction

Students will value and appreciate:

1. the importance of the English language as a key to learning;
2. the power of language to explore and express views of themselves, others and the world;
3. the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing;
4. the role of language in developing positive interaction and cooperation with others;
5. the diversity and aesthetics of language through literary and other texts;
6. the independence gained from thinking imaginatively, interpretively and critically;
7. the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

## ENGLISH – OBJECTIVES AND OUTCOMES

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:

### **Communicate through speaking, listening, reading, writing, viewing and representing. A student:**

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

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

### **Use language to shape meaning according to purpose, audience and context. A student:**

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

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

### **Think in ways that are imaginative, creative, interpretive and critical. A student:**

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;

### **Express themselves and their relationships with others and their world. A student:**

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;

### **Learn and reflect on their learning through their study of English. A student:**

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

## HISTORY

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed
1. Term 1 – Week 7	25%	Source Based Test	HT4-1, HT4-2, HT4-5
2. Term 2 – Week 1	25%	Research Task (hand-in)	HT4-2, HT4-3, HT4-6, HT4-7, HT4-9
3. Term 3 – Week 6	25%	Group Multimedia Presentation	HT4-4, HT4-6, HT4-8
4. Term 4 – Week 4	25%	Group Task	HT4-2, HT4-6, HT4-10
<b>Total</b>	<b>100%</b>		

## HISTORY – OBJECTIVES AND OUTCOMES

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.

## MATHEMATICS

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning. In addition to the formal assessments outlined below, maths students will be provided with opportunities to demonstrate their learning through a variety of assessment activities, including assignments, as part of an ongoing process. Teachers will use a range of assessment strategies, both formal and informal, to plan for, and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc. These may be used for semester reports.

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	10%	Assignment	MA4-13MG	Area
2. Term 2 – Week 2	30%	Written Task	MA4-8NA, MA4-13MG, MA4-16MG	Pythagoras Area Algebraic Techniques 2
3. Term 3 – Week 3	30%	Written Task	MA4-5NA, MA4-6NA, MA4-19SP	Percentages Financial Maths Data Collection and Representation
4. Term 4 – Week 4	30%	Written Task	MA4-7NA, MA4-10NA, MA4-14MG, MA4-20SP	Volume Ratio and Rates Equations Single Variable Data
<b>Total</b>	<b>100%</b>			

## MATHEMATICS – OBJECTIVES AND OUTCOMES

The Stage 4 outcomes in the mathematics course are divided into the following strands:

- Working Mathematically
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

For more detailed information on the Stage 4 content and outcomes, refer to the NSW Education Standards Authority website: <https://syllabus.nesa.nsw.edu.au/mathematics/mathematics-k10/outcomes/>

## MUSIC

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 9 -10	25%	Compose own Pop Songs/Arrangement - using the 4-chord progression	4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Popular Music
2.Term 2 – Week 3 - 4	35%	Musicology and Aural Paper Composition- James Bond <i>Summative Assessment</i>	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Australian Music
3.Term 3 – Week 7	25%	Blues Performance and Analysis - using musical concepts	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Blues
4.Term 4 – Week 5	15%	Group Performance Ensemble Performances <i>Summative Assessment</i>	4.1, 4.2, 4.3,4.6 4.7, 4.8,4.9,4.10	Minimalism
<b>Total</b>	<b>100%</b>			

## MUSIC OBJECTIVES AND OUTCOMES

A student:

- 4.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts;
- 4.2 performs repertoire in a range of styles and genres demonstrating interpretations of musical notation and the application of technology;
- 4.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness;
- 4.4 demonstrates an understanding of the musical concepts through improvising, arranging, and composing in styles or genres of music selected for study;
- 4.5 notates own compositions, applying forms of notation appropriate to the music selected for study;
- 4.6 uses different forms of technology in the composition process;
- 4.7 demonstrates an understanding of musical concepts through the analysis, historical contexts;
- 4.8 demonstrates an understanding of musical concepts through aural, discrimination, memorisation and notation of the music selected for study;
- 4.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scored used in music selected for study;
- 4.10 demonstrates an understanding of the influence and impact of technology in music.

**Assessments 2022**

Task number Date	Weighting	Task description	Outcomes	Component
1. Term 1 – Week 9	20% 20%	► Presentation ► PE Composition Practical	PD4.3, PD4.5,	The Importance of Balance
2. Term 2 – Week 9	20%	Individual Research Project	PD4.9, PD4.10	Stronger Together
3. Term 3 – Week 9	30%	In Class Test + PE Practical	PD4.6	Making informed Decisions
4. Term 4 – Week 3	10%	PE Practical	PD4.5	Me, Myself & I
<b>Total</b>	<b>100%</b>			

**Note: Report 1 will be based on two (Dance) tasks and Report 2 will be based on two tasks.**

**PDHPE – OBJECTIVES AND OUTCOMES**

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.

## SCIENCE

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 8	20%	Research	SC4-11PW, SC4-7WS, SC4-9WS	Energy Transformations - Diagrams constructed by students and handed in and on same day as description written in class using diagrams
2. Term 2 – Week 2	30%	Common Test	SC4-16CW, SC4-17CW, SC4-4WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Energy & Electricity
3. Term 2 - Weeks 5-6	20%	Group Student Research Project	SC4-17CW, SC4-4WS, SC4-5WS, SC4-6WS, SC4-6WS, SC4-7WS, SC4-8WS SC4-9WS	Investigation and Experimental Report done in Class
4. Term 4 - Week 2	30%	Common Test	SC4-14LW, SC4-15LW, SC4- 13ES, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Ecosystems
<b>Total</b>	<b>100%</b>			

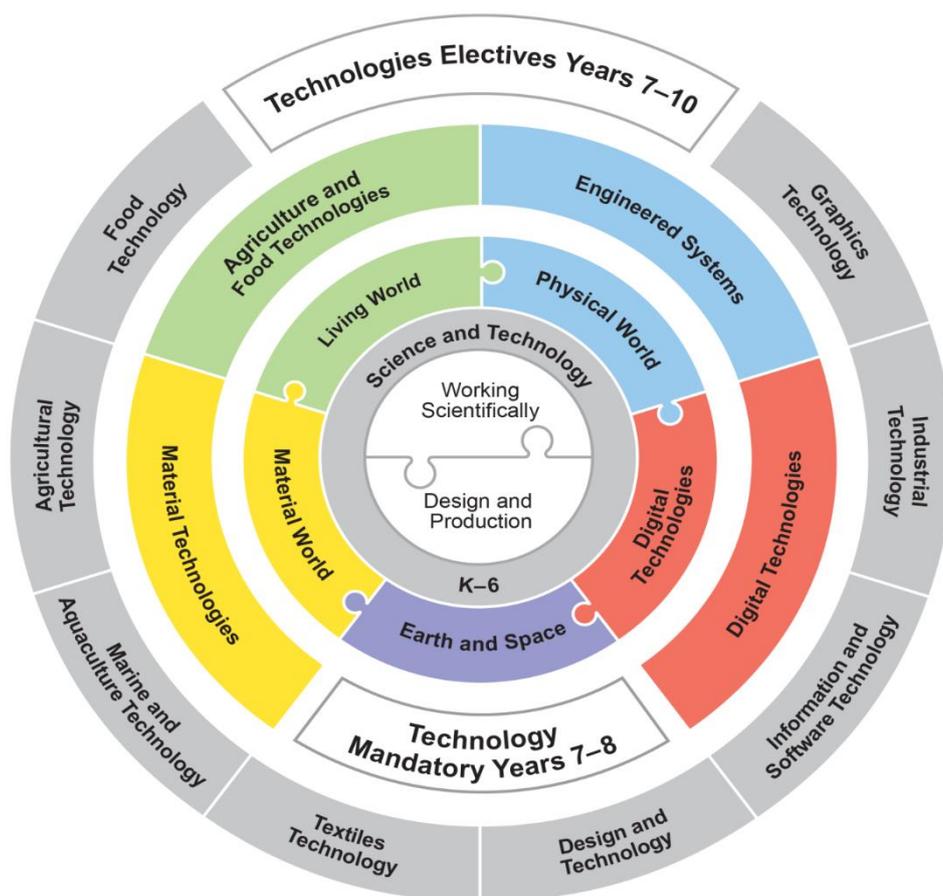
**Note: Class tasks may be used to calculate estimates and rankings if necessary.**

## SCIENCE – OBJECTIVES AND OUTCOMES

A student:

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

## TECHNOLOGY



## DESIGN PROJECTS

Design Projects involve the design, production and evaluation of quality solutions that are functional and meet identified needs or opportunities. Students must undertake a minimum of four and a maximum of eight design projects.

For each design project students will develop a design folio as a document that provides ongoing evidence of the application of a design process and the specific technologies used in this process. This folio will document the students addressing the following:

1. In general, the design projects, presented to students by their teachers, are governed by the teacher's expertise and the classroom which the class is timetabled into for Technology. For example, the type of project attempted in a TAS kitchen will be very different from one presented in a Computer Learning Space and so on;
2. Design projects consist of four main areas: research, planning and design development, producing and evaluation. As a guide, most teachers would expect the following timetable for the completion of the design project.

## TECHNOLOGY Cont'd

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Components
1. Term 1 – Week 5	10%	Practical Skills	1DP, 2DP, 3DP, 8EN, 10TS	Engineered Systems
2. Term 1 – Week 10	15%	Hot Pot Stand & Folio		
3. Term 2 – Week 9	25%	2D Game Design & Folio	1DP, 2DP, 4DP, 7DI, 10TS	Digital Technologies
4. Term 3 – Week 8	25%	Textiles-Everywear Bag Products & Folio	1DP, 2DP, 3DP, 9MA, 10TS	Materials Technology
5. Term 4 – Week 3	25%	Paddock to Plate	1DP, 2DP, 3DP, 5AG, 6FO, 10TS	Ag. & Food Technologies
<b>Total</b>	<b>100%</b>			

**This timetable relates to a design project being completed in a 10 Week term and may vary according to the teacher and/or the project being completed.**

**Some design projects may involve students being required to learn practical skills, indicative to the project, before the project is attempted.**

## TECHNOLOGY OBJECTIVES AND OUTCOMES

### Agriculture and Food Technologies

#### Outcomes

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;
- TE4-5AG 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
- TE4-10TS explains how people in technology related professions contribute to society now and into the Future.

#### Digital Technologies

#### Outcomes

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;
- TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language;
- TE4-7DI explains how data is represented in digital systems and transmitted in networks;
- TE4-10TS explains how people in technology related professions contribute to society now and into the future.

### Engineered Systems

#### Outcomes

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;
- TE4-8EN explains how force, motion and energy are used in engineered systems;
- TE4-10TS explains how people in technology related professions contribute to society now and into the future.

### Material Technologies

#### Outcomes

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;
- TE4-9MA 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.

## VISUAL ARTS

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 10	10%	Written Task (hand-in)	4.8, 4.9, 4.10	Art Criticism/Art History
	25%	Body of Work VAPD (classwork)	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Art Making
2. Term 2 - Week 10	10%	Written Task (hand-in)	4.8	Art Criticism/Art History
	25%	Body of Work VAPD (classwork)	4.1, 4.3, 4.4, 4.5, 4.6	Art Making
3. Term 3 - Week 10	10%	Written Task (hand-in)	4.7, 4.9	Art Criticism/Art History
	20%	Body of Work VAPD (classwork)	4.1, 4.3, 4.4, 4.5, 4.6	Art Making
<b>Total</b>	<b>100%</b>			

**Total made up of: 70% Art Making, 30% Art Criticism/Art History.**

## VISUAL ARTS – OBJECTIVES AND OUTCOMES

A student:

- 4.1 use a range of strategies to explore different art making conventions and procedures to make artworks;
- 4.2 explores the function of and relationships between the artist-artwork-world-audience;
- 4.3 makes artwork 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 visual arts;
- 4.5 investigates ways to develop meaning in their artworks;
- 4.6 select 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 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.

# LANGUAGES

## CHINESE

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. Chinese course students learn how to establish and maintain communication in familiar situations and how to apply a range of linguistic structures to express their own ideas in writing and develop the knowledge and understanding of the features of Chinese speaking cultures.

The following tasks will be used throughout the study of Chinese to determine the satisfactory achievement of these outcomes. Students will be assessed on their participation and contributions to group discussions.

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 8-9	20%	Conversation/Presentation and/or Written Task	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH4-9U	Understanding Communicating
2. Term 2 - Week 3-4	25%	Topic Test - based on language content and incorporating at least one skill	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH4-9U	Understanding Communicating
3. Term 3 - Week 7-8	35%	Class Task - incorporating one or more skills	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH4-9U	Understanding Communicating
4. Term 4 - Week 2-3	20%	Class Task - based on understanding and interpreting information	LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH4-9U	Understanding Communicating
<b>Total</b>	<b>100%</b>			

## CHINESE – OBJECTIVES AND OUTCOMES

A student:

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

A student:

LCH4-1C uses Chinese to interact with others to exchange information, ideas and opinions, and make plans;

LCH4-2C identifies main ideas in, and obtains information from texts;

LCH4-3C organises and responds to information and ideas in texts for different audiences;

LCH4-4C applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences;

LCH4-5U applies Chinese pronunciation and intonation patterns;

LCH4-6U demonstrates understanding of key aspects of Chinese writing conventions;

LCH4-7U applies features of Italian grammatical structures and sentence patterns to convey information and ideas;

LCH4-8U identifies variations in linguistic and structural features of texts;

LCH4-9U identifies that language use reflects cultural ideas, values and beliefs.

## FRENCH

The French course enables students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 8-9	20%	Conversation/Presentation and/or Written Task	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U	Listening Reading Writing Speaking
2. Term 2 - Week 3-4	25%	Topic Test - based on language content and incorporating at least one skill	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U	Listening Reading Writing Speaking
3. Term 3 - Week 7-8	35%	Class Task - incorporating one or more skills	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U	Listening Reading Writing Speaking
4. Term 4 - Week 2-3	20%	Class Task - based on understanding and interpreting information	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U	Listening Reading Writing Speaking
<b>Total</b>	<b>100%</b>			

## FRENCH – OBJECTIVES AND OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

A student

LFR4-1C uses French to interact with others to exchange information, ideas and opinions, and make plans;

LFR4-2C identifies main ideas in, and obtains information from texts;

LFR4-3C organises and responds to information and ideas in texts for different audiences;

LFR4-4C applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences;

LFR4-5U applies French pronunciation and intonation patterns;

LFR4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas;

LFR4-7U identifies variations in linguistic and structural features of texts;

LFR4-8U identifies that language use reflects cultural ideas, values and beliefs .

## ITALIAN

In the Year 8 Italian course, students will develop communication skills, focus on languages as systems, make linguistic connections between English and Italian and gain insights into the relation between language and culture. The course is designed to not only promote an awareness of a different way of living and thinking, but also, to encourage students to become more accepting of diversity, more respectful of others, more understanding of their personal world and more aware of their place in the international community.

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 8-9	20%	Conversation/Presentation and/or Written Task	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	Listening Speaking Reading Writing
2. Term 2 - Week 3-4	25%	Topic Test - based on language content and incorporating at least one skill	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	Listening Speaking Reading Writing
3. Term 3 - Week 7-8	35%	Class Task - incorporating one or more skills	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	Listening Speaking Reading Writing
4. Term 4 - Week 2-3	20%	Class Task - based on understanding and interpreting information	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-7U, LIT4-8U	Listening Speaking Reading Writing
<b>Total</b>	<b>100%</b>			

## ITALIAN – OBJECTIVES AND OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

A student:

LIT4-1C uses Italian to interact with others to exchange information, ideas and opinions, and make plans;

LIT4-2C identifies main ideas in, and obtains information from texts;

LIT4-3C organises and responds to information and ideas in texts for different audiences;

LIT4-4C applies a range of linguistic structures to compose texts in Italian, using a range of formats for different audiences;

LIT4-5U applies Italian pronunciation and intonation patterns;

LIT4-6U applies features of Italian grammatical structures and sentence patterns to convey information and ideas;

LIT4-7U identifies variations in linguistic and structural features of texts;

LIT4-8U identifies that language use reflects cultural ideas, values and beliefs.

## JAPANESE

The Year 8 Japanese course has been designed to build upon the language learned in Year 7. The aim of the course is to enable students to develop Japanese communication skills, have a better understanding of Japanese culture, and to be able to read and write texts using Japanese script.

The following tasks will be used throughout the study of Japanese to determine the satisfactory achievement of these outcomes.

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 7-8	20%	Conversation/Presentation and/or Written task	LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-6U, LJA4-7U	Communicating Understanding
2. Term 2 – Week 3-4	25%	Topic Test - based on language content and incorporating at least one skill	LJA4-1C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-9U	Communicating Understanding
3. Term 3 – Week 7-8	35%	Class Task - incorporating one or more skills	LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-6U, LJA4-7U	Communicating Understanding
4. Term 4 – Week 2-3	20%	Class Task - based on understanding and interpreting information	LJA4-1C, LJA4-4C, LJA4-5U, LJA4-7U, LJA4-9U	Communicating Understanding
<b>Total</b>	<b>100%</b>			

## JAPANESE – OBJECTIVES AND OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

A student:

LJA4-1C uses Japanese to interact with others to exchange information, ideas and opinions, and make plans;

LJA4-2C identifies main ideas in, and obtains information from texts;

LJA4-3C organises and responds to information and ideas in texts for different audiences;

LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences;

LJA4-5U applies Japanese pronunciation and intonation patterns;

LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions;

LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas;

LJA4-9U identifies that language use reflects cultural ideas, values and beliefs.

## SPANISH

In the Year 8 Spanish course, students will develop communication skills, focus on languages as systems, make linguistic connections between English and Spanish and gain insights into the relation between language and culture. The course is designed to not only promote an awareness of a different way of living and thinking, but also, to encourage students to become more accepting of diversity, more respectful of others, more understanding of their personal world and more aware of their place in the international community.

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 7-8	20%	Conversation/Presentation and/or Written Task	LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U	Listening Speaking Reading Writing
2. Term 2 – Week 3-4	25%	Topic Test - based on language content and incorporating at least one skill	LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U LSP4-8U	Listening Speaking Reading Writing
3. Term 3 – Week 7-8	35%	Class Task - incorporating one or more skills	LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U	Listening Speaking Reading Writing
4. Term 4 – Week 2-3	20%	Class Task - based on understanding and interpreting information	LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U	Listening Speaking Reading Writing
<b>Total</b>	<b>100%</b>			

## SPANISH – OBJECTIVES AND OUTCOMES

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

A student:

LSP4-1C uses Spanish to interact with others to exchange information, ideas and opinions, and make plans;

LSP4-2C Identifies main ideas in, and obtains information from texts;

LSP4-3C organises and responds to information and ideas in texts for different audiences;

LSP4-4C applies a range of linguistic structures to compose texts in Spanish, using a range of formats for different audiences;

LSP4-5U applies Spanish pronunciation and intonation patterns;

LSP4-6U applies features of Spanish grammatical structures and sentence patterns to convey information and ideas;

LSP4-7U identifies variations in linguistic and structural features of texts;

LSP4-8U identifies that language use reflects cultural ideas, values and beliefs.

## SPECIAL PROGRAMS

### ACADEMIC EXTENSION

The following tasks will be used throughout the year to determine the satisfactory achievement of the outcomes.

#### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 9	N/A	Research Task	Skills 1 – 5	Investigation
2. Term 2 - Week 8	N/A	Journal Article	Outcomes 1 – 6	Research Project
3. Term 3 - Week 9	N/A	Writing Task & Portfolio	Outcomes 1 – 6	Self-Reflection and Photo Journal
4. Term 4 - Week 8	N/A	Group Task / Presentations	Formative Assessment	Group Presentation

**Note: For each semester students in Academic Extension will receive a grade on the scale: A-E.  
Projects may change as competitions and real-world opportunities arise.**

### ACADEMIC EXTENSION – OBJECTIVES AND OUTCOMES

The following **skills** will be covered in Year 8 Academic Extension:

#### Students learn to:

1. Investigate;
2. Ask questions;
3. Synthesise and evaluate;
4. Draw conclusions;
5. Recognise knowledge as problematic.

#### Outcomes

1. Uses high level written and oral skills;
2. Selects a variety of research skills and methods;
3. Demonstrates self-reflection;
4. Explains personal insights and reasons quality decisions;
5. Applies appropriate evaluation techniques throughout the unit of work;
6. Generates and communicate creative ideas and solutions.

## DRAMA - SPECIAL PROGRAM

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 10	25%	Performance/Research	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.2, 4.3.1	Documentary Theatre
2. Term 2 - Week 4	25%	Writing a Script	4.1.1, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1	Elements of Drama
3. Term 3 - Week 9	25%	Design Project	4.1.1, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2	Script Analysis
4. Term 4 - Week 4	25%	Performance/Logbook	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.3.1	Play Building
<b>Total</b>	<b>100%</b>			

## DRAMA SP – OBJECTIVES AND OUTCOMES

A student:

- 4.1.1 identifies and explores the elements of drama to develop belief and clarity in role, situation and action;
- 4.1.2 improvises and playbuilds through group devised processes;
- 4.1.3 devises and enacts drama using scripted and unscripted material;
- 4.1.4 uses performance skills to communicate dramatic meaning;
- 4.2.1 experiments with performance spaces and production elements appropriate to purpose and audience;
- 4.2.2 explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning;
- 4.3.1 identifies and describes elements of drama, dramatic form performance styles techniques and conventions in drama.

## MUSIC - SPECIAL PROGRAM

Special Music provides a platform for continuous development of traditional and contemporary performance, composition and listening skills using the opportunities, resources and experienced staff of Mosman High.

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 10	15%	Musicology Task	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Bach Chorales
2. Term 2 - Week 2	20%	Composition Task.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10,	Music Production
3. Term 2 - Week 4	20%	Performance Task	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9	Solo Performance
4. Term 3 - Week 10	15%	Music for small Ensembles	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Performance
5. Term 4 - Week 3-4	30%	Performance and Musicology Task	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Music of small Ensembles
<b>Total</b>	<b>100%</b>			

## MUSIC SP – OBJECTIVES AND OUTCOMES

A student:

- 4.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts;
- 4.2 performs repertoire in a range of styles and genres demonstrating interpretations of musical notation and the application of technology;
- 4.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness;
- 4.4 demonstrates an understanding of the musical concepts through improvising, arranging, and composing in styles or genres of music selected for study;
- 4.5 notates own compositions, applying forms of notation appropriate to the music selected for study;
- 4.6 uses different forms of technology in the composition process;
- 4.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social cultural and historical contexts;
- 4.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation of the music selected for study;
- 4.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in music selected for study;
- 4.10 demonstrates an understanding of the influence and impact of technology in music.

## VISUAL ARTS – SPECIAL PROGRAM

These units of work may vary when responding to the nature and needs of the class. These students should participate in art competitions and exhibitions in and outside the school. Students will be notified as dates are known.

### Units:

1. **Daily Ritual:** Lino print
2. **Shells, fossils and bones:** Drawing and Assemblage
3. **Figure composition:** 3D forms

### Assessments 2022

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	Practical ► 25% Theory ► 10%	Practical Descriptive - Drawing, Photography, Printmaking Critical and Historical Studies Image Research and Written Assignment/Oral Presentation.	4.1,4.2,4.4,4.5, 4.6, 4.7, 4.8	Art Making Art Criticism Art History
2. Term 2 – Week 10	Practical ► 30% Theory ► 10%	Practical Construction of - Figures using ceramics and armature Practical - Drawing, Painting and Assemblage Environment Theme Technical Quiz Narrative Writing	4.3, 4.5,4.6 4.7, 4.8, 4.10	Art Making Art Criticism Art History
3. Term 3 – Week 10	Practical ► 15% Theory ► 10%	Critical and Historical Studies Research Task	4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	Art Making Art Criticism Art History
<b>Total</b>	<b>100%</b>			

**For all units of work the practical/theory ratio is 70:30**

## VISUAL ARTS SP– OBJECTIVES AND OUTCOMES

### 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 the artist-artwork-world-audience;
- 4.3 makes artwork that involves some understanding of the frames;
- 4.4 recognise and uses aspects of the world as a source of ideas, concepts and subject matter in visual arts;
- 4.5 investigates ways to develop meaning in their artworks;
- 4.6 selects different materials and techniques to make artworks;

### Critical and historical studies

- 4.7 explores aspects of practice in critical and historical interpretations of art;
- 4.8 explores the function and relationships between artist/artwork/artworld/audience;
- 4.9 begins to interpret how art can be interpreted from different points of view;
- 4.10 recognises how art criticism and art history construct meanings.

## YEAR 8 ASSESSMENT TIMELINE 2022

### Term 1

Week	Weighting	Subject	Task
1-4	-	-	-
5	25%	English	Imaginative: Twisted Tales
	10%	Technology	Practical Skills
6	-	-	-
7	25%	History	Source Based Test
8	20%	Science	Research: Energy Transformations – Diagrams constructed by students and handed in and on same day as description written in class using diagrams
8-9	20%	Chinese	Conversation/Presentation and/or Written Task
	20%	French	Conversation/Presentation and/or Written Task
	20%	Italian	Conversation/Presentation and/or Written Task
	20%	Japanese	Conversation/Presentation and/or Written Task
	20%	Spanish	Conversation/Presentation and/or Written Task
9	N/A	Academic X	Research Task: Investigation
	10%	Mathematics	Assignment: Area
	40%	PDHPE	Presentation (20%) + PE Composition Practical:  The Importance of Balance (20%)
9-10	25%	Music	Compose own Pop Songs/Arrangements using the 4-chord progression: Popular Music
10	25%	Drama SP	Performance/Research: Documentary Theatre
	15%	Music SP	Musicology Task: Bach Chorales
	15%	Technology	Hot Pot Stand & Folio
	35%	Visual Arts	Written Task (hand-in): Art Criticism/Art History (10%) and Body of Work  VAPD (classwork): Art Making (25%)
	35%	Visual Arts SP	Practical (25%) and Theory (10%)

Term 2

Week	Weighting	Subject	Task
1	25%	History	Research Task (hand-in)
2	25%	English	Half Yearly Exam: Poetry
	30%	Mathematics	Written Task (Pythagoras, Area, Algebraic Techniques 2)
	20%	Music SP	Composition Task: Music Production
	30%	Science	Common Test: Energy and Electricity
3-4	25%	Chinese	Topic Test – based on language content & incorporating at least one skill
	25%	French	Topic Test – based on language content & incorporating at least one skill
	25%	Italian	Topic Test – based on language content & incorporating at least one skill
	25%	Japanese	Topic Test – based on language content & incorporating at least one skill
	25%	Spanish	Topic Test – based on language content & incorporating at least one skill
3-4	35%	Music	Musicology & Aural Paper: Composition James Bond <i>Summative Assessment: Australian Music</i>
4	25%	Drama SP	Writing a Script: Elements of Drama
	20%	Music SP	Performance Task: Solo Performance
5-6	20%	Science	Group Student Research Project: Investigation & Experimental Report done in class
7	-	-	-
8	N/A	Academic X	Journal Article: Research Project
9	20%	PDHPE	Individual Research Project: Stronger Together
	25%	Technology	2D Game Design & Folio: Digital Technologies
10	35%	Visual Arts	Written Task (hand-in): Art Criticism/Art History (10%) and Body of Work - VAPD (classwork): Art Making (25%)
	40%	Visual Arts SP	Practical (30%) and Theory (10%)

**Term 3**

<b>Week</b>	<b>Weighting</b>	<b>Subject</b>	<b>Task</b>
<b>1</b>	25%	English	Discursive - Fiction
<b>2</b>	-	-	-
<b>3</b>	30%	Mathematics	Written Task (Percentages, Financial Maths, Data Collection & Representation)
<b>4</b>	-	-	-
<b>6</b>	25%	History	Group Multimedia Presentation
<b>7</b>	25%	Music	Blues Performance & Analysis – using musical concepts: Blues
<b>7-8</b>	35%	Chinese	Class Task – incorporating one or more skills
	35%	French	Class Task – incorporating one or more skills
	35%	Italian	Class Task – incorporating one or more skills
	35%	Japanese	Class Task – incorporating one or more skills
	35%	Spanish	Class Task – incorporating one or more skills
<b>8</b>	25%	Technology	Textiles-Everywear Bag Products & Folio: Materials Technology
<b>9</b>	N/A	Academic X	Writing Task & Portfolio: Self-Reflection & Photo Journal
	25%	English	Imaginative & Reflective: Shakespeare
	30%	PDHPE	In Class Test + PE Practical: Making Informed Decisions
	25%	Drama SP	Design Project: Script Analysis
<b>10</b>	15%	Music SP	Music for small Ensembles: Performance
	30%	Visual Arts	Written Task (hand-in): Art Criticism/Art History (10%) and Body of Work VAPD (classwork): Art Making (20%)
	25%	Visual Arts SP	Practical (15%) and Theory (10%)

Term 4

Week	Weighting	Subject	Task
1	-	-	-
2	30%	Science	Common Test: Ecosystems
2-3	20%	Chinese	Class Task – based on understanding & interpreting information
	20%	French	Class Task – based on understanding & interpreting information
	20%	Italian	Class Task – based on understanding & interpreting information
	20%	Japanese	Class Task – based on understanding & interpreting information
	20%	Spanish	Class Task – based on understanding & interpreting information
3	10%	PDHPE	PE Practical: Me, Myself and I
	25%	Technology	Paddock to Plate: Ag. & Food Technologies
3-4	30%	Music SP	Performance & Musicology Task: Music of small Ensembles
4	25%	History	Group Task
	30%	Mathematics	Written Task (Volume, Ratio & Rates, Equations, Single Variable Data)
	25%	Drama SP	Performance/Logbook: Play Building
5	15%	Music	Group Performance, Ensemble Performances <i>Summative Assessment</i> - Minimalism
6-7			
8	N/A	Academic X	Group Task/Presentations: Group Presentation
	Formative Task	English	Sustainability Unit: Non-Fiction
9-10	-	-	-