



COLO HIGH SCHOOL

**ASSESSMENT
BOOKLET
2024**

Junior

YEAR 8

ASSESSMENT 2024

YEAR 8



STUDENT RESPONSIBILITIES

Students are responsible for:

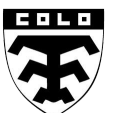
1. Showing that through effort and achievement they have met all the requirements of the courses they are studying
2. Attending school regularly, with an attendance record above 85%
3. Participating in all lessons showing they are committed to learning
4. Checking with their teachers as soon as possible after an absence to find out what work needs to be completed
5. Completing each assessment task to the best of their ability
6. Submitting all assessment tasks for marking by the due date
7. Making sure that any questions they have about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.

NOTICE OF ASSESSMENT TASK

Each course will provide students with notification of assessment tasks.

CONCERNS ABOUT STUDENT PROGRESS

Parents/caregivers who are concerned about their child's progress are encouraged to contact the Year 8 Year Advisers, Mr M. Grigg or the relevant Head Teacher to arrange an interview where matters of concern can be discussed and appropriate action be taken.



ASSESSMENT OUTLINES
CORE SUBJECTS

ENGLISH

COURSE DESCRIPTION:

In Year 8 English, students will continue to develop their skills in composing and responding to a range of texts in order to explore how language shapes meaning. They will experiment with different forms and features of texts to critically analyse, compose and reflect. Students will form opinions and understand how others communicate their opinions. They will read, listen, and view, to increasingly further their communication capabilities.

CLASS ASSESSMENT:

Class Assessment: Planning, reflection, critical writing skills, application of reading strategies, creative representation, listening, communication, selecting appropriate evidence, explaining, justifying

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 8	Creative Writing	EN4-RVL-01 EN4-URA-01 EN4-ECA-01 EN4-ECB-01	25%
2	WEEK 3-4	Media and Advertising: Persuasion	EN4-RVL-01 EN4-URA-01 EN4-URC-01	25%
3	WEEK 9	Response to Text	EN4-URA-01 EN4-URB-01 EN4-ECA-01	25%
4	WEEK 4	Feature Article with Bibliography	EN4-URB-01 EN4-URC-01	25%

ASSESSMENT OUTLINES
CORE SUBJECTS

MATHEMATICS

COURSE DESCRIPTION: NEW SYLLABUS

Students will embark on the NEW 7 - 10 Core and Paths Syllabus journey.

The Core-Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students to meet their varying needs. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement, while also catering to those that find Mathematics challenging.

Students will be streamed according to the abilities they demonstrated through their Year 7 Course results. Each class will engage with the Core aspects of Stage 4, with the option of extension into Stage 5 related content for those classes that master the Core concepts.

Student movement between classes will be considered on an ongoing basis in response to their progress with content and their need to either be extended or engage with more revision.

A fundamental aspect of the course is the fostering of a student's ability to work Mathematically:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly

Assessment structures for each class will be similar and will encompass the features of Working Mathematically. The actual content assessed will vary on where each class sits on the continuum of learning. Hence it is impossible to determine what outcomes are assessed and when.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1		Topic Tests at the end of each topic	Advised as required	
2	WEEK 9-10	Topic Tests at the end of each topic. Half Yearly Examination Assessment)	Advised as required	20%
3		Topic Tests at the end of each topic	Advised as required	
4	WEEK 3-4	Topic Tests at the end of each topic Yearly Examination	Advised as required	30%
All Topic tests and bookwork marks will amount to 50% of the overall assessment mark.				50%

ASSESSMENT OUTLINES

CORE SUBJECTS

SCIENCE

COURSE DESCRIPTION:

Students will develop an appreciation of the contribution of science to investigate the human body and systems through sports science. Students will be introduced to energy and how it affects the real world. Investigative techniques will be developed in the chemical world. Students will research the work of collaborative scientists in the creation of new materials. Students learn about the solar system and how it affects life on Earth. This work will assist students learning focusing on research and development as well as present and future technologies.

Students will develop knowledge and understanding and in applying the process of working scientifically throughout the study of the following units of work:

1: Body at Work 2: Chemical World 3: Solar City 4: Leaving Planet Earth

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 9	Body at Work Project Builds a model hand to solve a STEM-based problem. Researches and presents how science and technology have contributed to finding a solution to a human health issue.	Builds a model to solve a STEM based problem (hand model). Researches and presents how science and technology have contributed to finding a solution to a human health issue (Artificial limbs/Body parts).	20%
1	WEEK 10	Semester 1 Exam Assessed on the knowledge and skills learnt from Body at work topic.	Demonstrates an understanding of the cellular requirements of the human body and how the body systems coordinate together. Applies simple numerical procedures to data and uses graphical presentations correctly.	30%
3	WEEK 7	Renewable Energy Task Scaffold Due The student collaboratively plans and carries out a first-hand investigation to test a prediction.	Collaboratively plans and carries out a first-hand investigation to test a prediction. Presents a scientific report which processes data and	20%

ASSESSMENT OUTLINES
CORE SUBJECTS

SCIENCE CONT'D

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
3	WEEK 9	<p>The student presents a scientific report, which shows data processing and a valid conclusion from a first-hand investigation.</p> <p>Renewable Energy Task Due</p>	<p>makes a valid conclusion from a first-hand investigation.</p>	
4	WEEK 3-4	<p>Semester 2 Exam Assessed on knowledge and skills from Chemical World and Solar City</p> <p>Year 8 VALID (external assessment)</p>	<p>Discusses how scientific understanding and technological developments have contributed to findings involving energy.</p> <p>Uses scientific models and theories to describe the observed properties and behaviour of matter.</p>	30%

ASSESSMENT OUTLINES
CORE SUBJECTS

GEOGRAPHY

COURSE DESCRIPTION:

By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 8	AT1 – Geomorphic Hazards Report	GE4-2 GE4-3 GE4-5	25%
2	WEEK 3-4	AT2 – Skills Test (During Exam week).	GE4-7	25%
3	WEEK 6	AT3 – Place and Liveability Newspaper Article	GE4-1 GE4-4 GE4-6	25%
4	WEEK 3-4	AT4 – Yearly Examination	GE4-7 GE4-8	25%

ASSESSMENT OUTLINES
CORE SUBJECTS

HISTORY

COURSE DESCRIPTION:

Between the fall of the Roman Empire and the rise of early nations, the map of Europe was redrawn many times. The bridge between these two epochs contained the eras of the Viking and the medieval knight. With a resurgence of technologies in the fields of war, architecture, and medicine, came global exploration and the beginnings of world empires. It also saw the increased power and influence of the Western Christian Church, the devastating Black Death (Bubonic Plague) and the prolonged tensions with the Muslim East (the Crusades).

Topic 1: The Western and Islamic World – subtopic The Vikings AD 790 to 1066

Topic 2: The Western and Islamic World – subtopic Medieval Europe AD 1100 to 1500

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	3	Vikings Examination	HT 4.3 HT 4.4 HT 4.8 HT 4.9 HT 4.10	30%
3	2	Medieval History History Model and Report	HT 4.2 HT 4.8 HT 4.10	40%
4	1	Colonisation and Contact Source Analysis	HT 4.3 HT 4.4 HT 4.5 HT 4.7 HT 4.9 HT 4.10	30%

Due to the staggered nature of timetabling of Year 8 History Classes, each teacher will schedule the submission and completion of their class's assessment tasks at different times during the designated week of each term.

ASSESSMENT OUTLINES
CORE SUBJECTS

PDHPE

COURSE DESCRIPTION:

Personal Development, Health and Physical Education is concerned with the development of the whole person – physically, emotionally and mentally in the improvement of quality of life. It develops skills, knowledge and attitudes that will empower students to adopt healthy lifestyles. It involves both practical and theory components.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEKS 4-10	Mind, Body Spirit (take home task and extended written response in class)	PD4-6 PD4-8 PD4-9	25%
2	ONGOING	Net games, Volleyball Cross Country/Athletics Participation	PD4-4 PD4-5 PD4-6 PD4-8 PD4-11	10% 10% 5%
3	WEEKS 5-10	Diversity task (in class and take-home task).	PD4-3 PD4-7 PD4-10	25%
3-4	ONGOING	Dance Cricket	PD4-4 PD4-5 PD4-6 PD4-8 PD4-11	15% 10%

Note: Weightings are used for each assessment mark and are converted into a grade using the Stage 4 course performance descriptors created by NESA. These grades are then linked to Stage 4 Junior PDHPE outcomes used in reports.

ASSESSMENT OUTLINES
CORE SUBJECTS

MUSIC

COURSE DESCRIPTION:

In this course students will study the concepts of music within the context of a range of styles, periods and genres, through a variety of learning experiences. The Year 8 course will focus on developing listening and practical skills, an introduction to music notation, musical instruments and sound sources. The focus topics include Rock and Pop styles and related theory; the practical component focuses on developing skills on the ukulele and guitar and concludes with a group band practical task.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2	7	"Battle of the Bands" Practical Task	4.1 performs in a range of musical styles demonstrating an understanding of musical concepts. 4.3 performs music demonstrating solo and/or ensemble awareness.	35%
3	7	Soundtrap Composition	4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing 4.6 experiments with different forms of technology in the composition process.	35%
4	4	Listening/Theory Task	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.	30%

TECHNOLOGY MANDATORY

I'm hungry, let's grow it

COURSE DESCRIPTION:

I'm Hungry, Let's Grow It is a unit of work which forms part of the Mandatory Technology Syllabus for Stage 4 and is a practical based subject. There are two rotations in the year, Semester I (Terms 1&2) and Semester II (Terms 3&4).

Every student in Year 8 will complete the course in either in Semester 1 or Semester 2. Students have the opportunity to grow herbs and vegetables as well as raise chickens. They will learn to develop an understanding of simple coding in the development of environmental sensors to monitor poultry and vegetable production systems.

Students will design and develop a Backyard Food Production Information Package (website or presentation) which includes information on how to grow and manage vegetables and poultry in a backyard setting. They will also produce a design folio to document the development of the project.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
2 OR 4	5	Backyard Food Production Information Package	TE4- 2DP TE4- 3DP TE4- 5AG	50%
2 OR 4	5	Design Folio	TE4 – 1DP TE4- 2DP	50%

*All students must have BYOD and shoes with Leather Upper as per Uniform Policy for Safety Compliance in the Agricultural Farm

TECHNOLOGY MANDATORY

Mixed Materials

COURSE DESCRIPTION:

Mixed Materials is a unit of work which forms part of the Mandatory Technology Syllabus for Stage 4 and is a practical based subject. There are two rotations in the year, Semester I (Terms 1&2) and Semester II (Terms 3&4).

The Mixed Materials Module involves students focusing on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.

Throughout the Module students will carry out projects using: Timber, Metal, Acrylic, Leather, Soldering and Arduino circuits, with the final project involving an in-depth Folio. Students will also broaden their knowledge on Computer Aided Drawing and a variety of other software applications.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1 or 3	2	Safety in the workshop	TE4 - 3DP TE4 - 9MA	20%
2 or 4	8	Mixed Materials Truck, incorporating:- Timber, Acrylic, Metal and Leather Designers and Innovation – Changes through the ages.	TE4 - 2DP	40%
2 or 4	6	Completion of Folio: <ul style="list-style-type: none"> • Truck Design and Construction. • Designers and Innovation – Changes through the ages. 	TE4 – 1DP TE4 - 10TS	40%

*All students must have BYOD and shoes with Leather Upper as per Uniform Policy for Safety Compliance in all Industrial Arts Rooms.

ASSESSMENT OUTLINES
CORE SUBJECTS

VISUAL ARTS

Mixed Materials

COURSE DESCRIPTION:

Visual Arts is a Mandatory Stage 4 course, undertaken in Year 8. Students will be introduced to a wide range of media through their artmaking. They will be evaluated on a range of artmaking tasks, practical investigations, research, and written tasks whilst gaining skills in critical thinking, visual analysis, making judgements, as they explore practical experiences, creative solutions and independence as learners.

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	9	Visual Arts Process Diary	4.1 Makes art that displays a personal interpretation and skill.	30%
2	3	Research and writing tasks	4.8 Explores art history and the ideas through research and investigations of artists, artworks and influences.	20%
4	4	Practical Submission Process Diary	4.4 Makes artworks that involve interpretation, concept and a developing personal style. 4.3 Reflects on and interprets actions and choices, and documents these in their diaries.	50%

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