



COLO HIGH SCHOOL

**ASSESSMENT  
BOOKLET  
2025**

*Junior*

**YEAR 8**

ASSESSMENT 2025

# YEAR 8



The Assessment Booklet helps students and parents plan assessments throughout the year so students can achieve the highest possible outcomes.

This Assessment Booklet outlines how Year 8 student will be assessed in all Year 8 subjects. Each subject page outlines the Assessment Tasks and the outcomes that will be assessed. Approximate times have also been included, but these could vary slightly depending on the school calendar.

The NSW Education Standards Authority (NESA) provides the syllabus for all subjects from Kindergarten to Year 12. The syllabus for Year 8 (Stage 4) contributes toward a Record of School Achievement (RoSA). For students to be eligible for a RoSA the students must demonstrate to the Principal that they have:

- a)** Followed the course developed or endorsed by the NESA
- b)** Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course set by the school and
- c)** Achieved some or all of the course outcomes. If a student puts in their best effort and completes all tasks during the year, they will be meeting NESA requirements.

## ABOUT THE ASSESSMENT TASKS

Students will be given at least two weeks' notice for all Assessment Tasks. It is the student's responsibility to be aware of upcoming Assessment Tasks and in the case of absence from school should check with their teacher on return about any Assessment Tasks that may have been issued.

All Assessment Tasks given to students will include the due date (and in some cases the period), the outcomes being assessed, a clear description of what the student is asked to do and guidelines about how the task will be marked.

Students will experience a variety of tasks during the year. Some will be completed in class while others may be set as homework. Students must complete and submit tasks within the allocated time/date notified within the task.

Students must ensure that any devices and/or software used in completing an assessment task are operable and accessible on standard school equipment. It is the student's responsibility to check this before submission. It is essential that all work submitted for marking is the

## ASSESSMENT 2025

student's own work. Work copied from another student, or a reference text or website (plagiarism) will not be accepted as the student's own work and zero marks will be awarded.

Students must complete and submit tasks within the allocated time/date notified within the task.

### COMPLETING ASSESSMENT TASKS

The school and NESAs expect all students to attempt all assessment tasks. If a student is having difficulty completing a task, they should ask for assistance from their class teacher or through Learning Support.

When an assessment task is handed in late, or not handed in at all, without the completion of an Illness and Misadventure form with required evidence, a zero mark will be recorded. A letter will be sent home advising that the task has not been submitted, with clear requirements of actions required by the student. Failure to satisfactorily complete assessment tasks and coursework places the student in danger of not satisfying subject requirements for the ROSA.

### NON-SERIOUS ATTEMPTS

Tasks completed or submitted in a course that are, in the professional judgment of a teacher, not meeting even a basic/elementary level of achievement of the course outcomes or show a non-genuine attempt can be regarded as a non-serious attempt and registered as a zero '0' mark. Students who make a non-serious attempt will be required to re-do/complete the task to a standard that meets the course outcomes as required by NESAs. However, the mark awarded for the task's resubmission will not be included in the final assessment mark.

### IN CLASS TASKS

Students must bring all the necessary equipment required for the completion of an in-class task. This may include charged devices, calculators, pens, rulers, PPE and other course specific requirements.

Formal in-class tasks will operate under standardised examination procedures. This includes silent work, no pencil cases on the desk, no mobile phones or other

communication devices. Students must arrive on time for all class tasks. They are also required to remain for the full allocated duration of the task.

### LATE SUBMISSION OF ASSESSMENT TASKS

The due date for each assessment task will be established in advance and communicated to students. The submission time and date for each hand in task will be notified in the subject's Google Classroom. Tasks submitted after this time / date will receive a mark of zero, unless an Illness and Misadventure form have been completed and approved.

### STUDENTS INVOLVED IN SCHOOL-BASED ACTIVITIES

Students involved in school-based activities such as representative sport, work placement etc., must contact the relevant head teacher prior to the due date if special consideration or alternative arrangements are required. Students must complete an Application for Special Consideration form. Notice of foreseeable absences must be brought to the attention of subject Head Teacher prior to the assessment task due date, who will advise the student on their options. It is the students' responsibility to plan around foreseeable absences.

### ORGANISING ASSESSMENT TASKS

### STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- complete all assigned work to the best of their ability;
- ensure they understand the task requirements and ask questions of the teacher in a timely manner, if unsure;
- ensure they have recorded their task due dates in their personal diaries/calendars;
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back utilising the school's appeal processes;
- demonstrate, through effort and achievement, that they have met the requirements of the course.

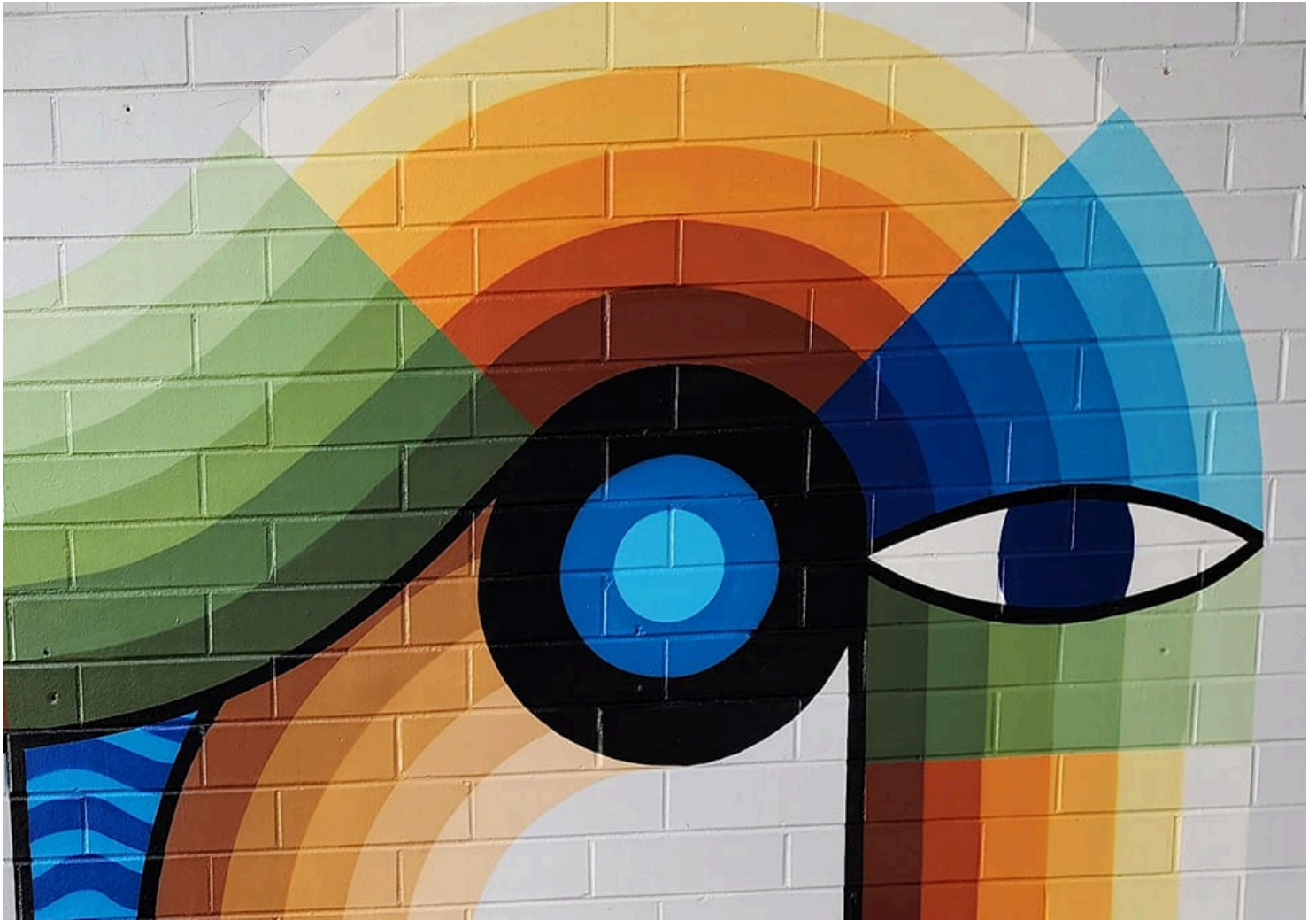
## ASSESSMENT 2025

### TEACHER RESPONSIBILITIES

- It is the teacher's responsibility to:
- notify the task in the Google Classroom with clear submission dates/times;
- outline in a formal lesson, at least two weeks prior to the task the submission date, and provide a copy of the task expectations and assessment criteria;
- liaise with the learning support plan for specific students;
- address any questions regarding the task to all students;
- provide feedback to the class and individual students in a formal lesson;
- record all marks centrally;
- scan / save student work samples before returning tasks to student.

### YEAR 8 SUBJECTS

- English
- Mathematics
- Science
- Geography
- History
- PD/H/PE
- Music
- Technology Mandatory – I'm Hungry, Let's Grow It
- Technology Mandatory – Mixed materials
- Visual Arts



**APPLICATION FOR SPECIAL CONSIDERATION FOR  
ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES**

**STUDENT NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

**SUBJECT / COURSE:** \_\_\_\_\_ **TASK:** \_\_\_\_\_

**DUE DATE:** \_\_\_\_\_ **DATE OF ACTUAL SUBMISSION:** \_\_\_\_\_

**Student Statement:** (to be completed by the student).

My appeal is being lodged for the following reason(s):

- |  |  |
|--|--|
| <input type="checkbox"/> <b>illness / misadventure</b> | <input type="checkbox"/> <b>illness / misadventure</b> |
| <input type="checkbox"/> <b>the awarding of zero</b>   | <input type="checkbox"/> <b>the awarding of zero</b>   |
| <input type="checkbox"/> <b>final assessment mark</b>  | <input type="checkbox"/> <b>final assessment mark</b>  |

I did not complete / submit the indicated above on the due date for the following reason(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

**Subject Teacher Statement:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Attach supporting documentation (e.g. medical certificate) to this sheet and return it to the  
Head Teacher of the subject.**

**Head Teacher Comment (optional):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Action taken by Head Teacher:**

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Non-attempt, zero awarded, U award</b>     | <input type="checkbox"/> <b>Late submission. zero awarded</b> |
| <input type="checkbox"/> <b>Re-sit</b>                                 | <input type="checkbox"/> <b>Estimate to be given</b>          |
| <input type="checkbox"/> <b>Extension of time granted until:</b> _____ |   |
| <input type="checkbox"/> <b>Other:</b> _____                           |   |

Signature of Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



## ASSESSMENT TASK SCENARIOS

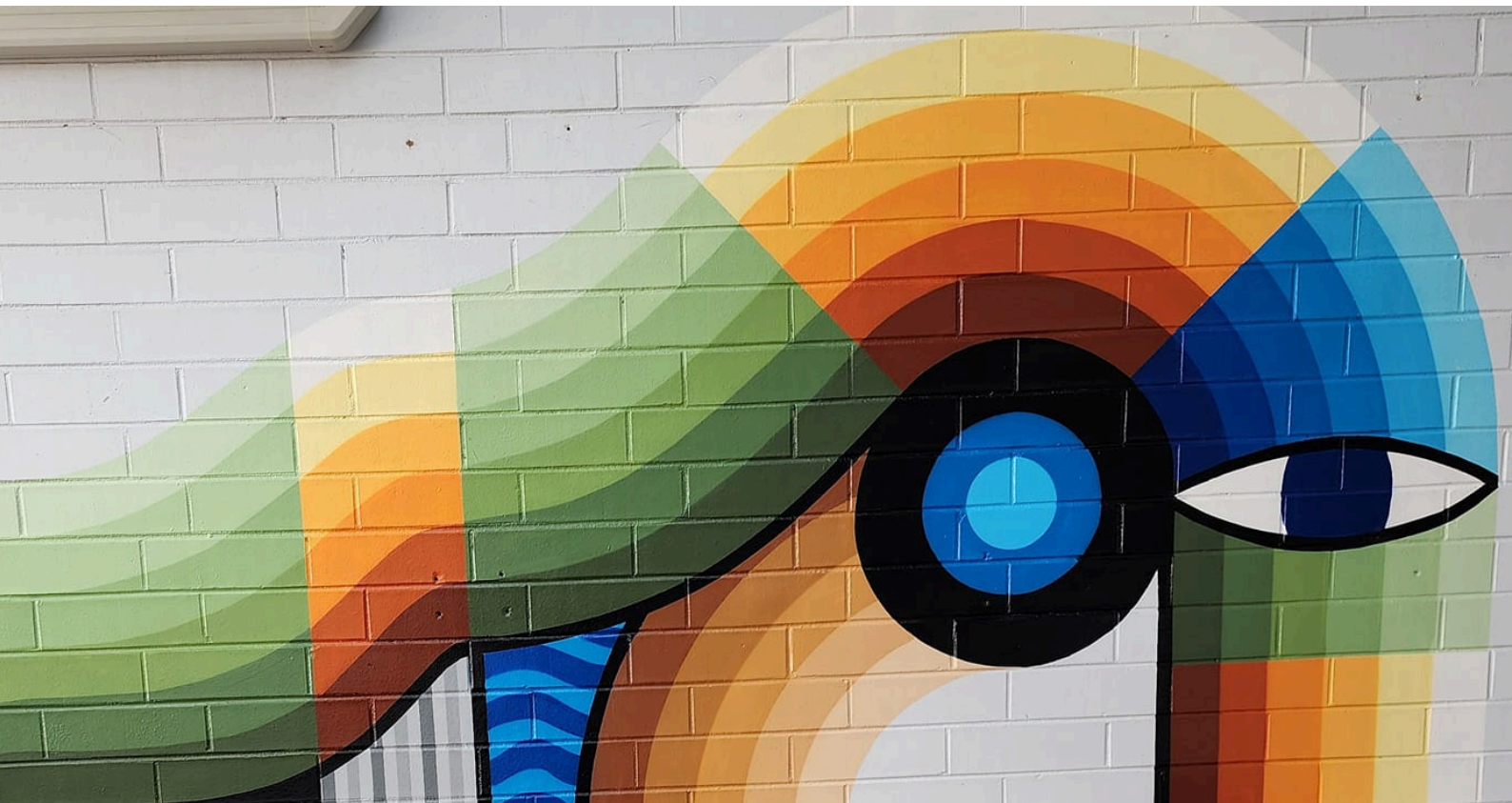
SCENARIO	ACTION	FOLLOW-UP
<p><b>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.</b></p>	<ul style="list-style-type: none"> <li>• Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i></li> <li>• To verify the seriousness of the illness, you will require a medical certificate.</li> </ul>	<ul style="list-style-type: none"> <li>• Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty head teacher.</li> <li>• Within 48 Hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject head Teacher, with supporting evidence.</li> <li>• After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.</li> </ul>
<p><b>You are absent on day a task is to be submitted.</b></p>	<ul style="list-style-type: none"> <li>• Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task.</li> <li>• <i>This must be done on the day of the task.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The task needs to be delivered to the school on (or before) the due date.</li> </ul>
<p><b>You become aware of an upcoming absence on the day of a scheduled task.</b></p>	<ul style="list-style-type: none"> <li>• You are to notify class teacher as early as possible.</li> <li>• Written notification of an explanation for the absence including parent's signature is required.</li> <li>• <i>Note: You should avoid medical appointments, family holidays that conflict with published assessment items.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher and head teacher will make suitable arrangements with you.</li> </ul>
<p><b>You fail to submit an assessment task at the appropriate time.</b></p>	<ul style="list-style-type: none"> <li>• Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher will notify the head teacher.</li> <li>• Late tasks will receive a mark of zero, unless illness and misadventure processes have been completed and approved.</li> <li>• <b>You must still submit task to satisfy NESA requirements.</b></li> </ul>

## ASSESSMENT TASK SCENARIOS

SCENARIO	ACTION	FOLLOW-UP
<p><b>You arrive at school to become aware you have accidentally left your task or equipment required to complete a task at home.</b></p>	<ul style="list-style-type: none"> <li>You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted.</li> </ul>	<ul style="list-style-type: none"> <li>If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.</li> </ul>
<p><b>You experience technical difficulties in publication of task.</b></p>	<ul style="list-style-type: none"> <li>Always back up work on a computer disk.</li> <li>Keep draft copies of all work.</li> </ul>	<ul style="list-style-type: none"> <li>No provision can be made for computer problems.</li> <li>You submit handwritten copy and any available draft copies.</li> </ul>
<p><b>You are experiencing difficulty in completing a research task.</b></p>	<ul style="list-style-type: none"> <li>You must discuss any difficulties with your class teacher well before the due date.</li> <li>Written application for extension may be made to the teacher/head teacher. The Appeals Committee will consider this.</li> <li>This must be submitted at least THREE days prior to due date.</li> </ul>	<ul style="list-style-type: none"> <li>You will be advised if you have been granted an extension.</li> <li>If an extension is granted, you must submit the task by the new due date.</li> </ul>
<p><b>You submit work which is not your own.</b></p>	<ul style="list-style-type: none"> <li>All materials used in research must be appropriately referenced (including Internet).</li> </ul>	<ul style="list-style-type: none"> <li>Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, parents will be notified, and an interview organised with the deputy principal.</li> </ul>
<p><b>You complete task of poor quality.</b></p>	<ul style="list-style-type: none"> <li>Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made for the task.</li> <li>You will need to resubmit the task at an appropriate standard to satisfy NESA requirements. The marks awarded from your initial submission will stand without alteration.</li> </ul>

## ASSESSMENT TASK SCENARIOS

SCENARIO	ACTION	FOLLOW-UP
<b>You are unprepared for an oral task presentation.</b>	<ul style="list-style-type: none"><li>You must be prepared to present the task on the first day listed, regardless of your position in the published order.</li></ul>	<ul style="list-style-type: none"><li>If you fail to submit the task on date due you will receive a mark of zero and your parents will be notified.</li></ul>
<b>You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.</b>	<ul style="list-style-type: none"><li>It is your responsibility to submit the task to your teacher/head teacher prior to leaving school.</li></ul>	<ul style="list-style-type: none"><li>Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty head teacher.</li><li>Within 48 Hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject head Teacher, with supporting evidence.</li><li>After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.</li></ul>





ASSESSMENT  
TASK CALENDAR

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

# MANDATORY SUBJECTS



1. ENGLISH
2. MATHEMATICS
3. SCIENCE
4. GEOGRAPHY
5. HISTORY
6. PDHPE
7. MUSIC
8. TECHNOLOGY MANDATORY - I'M HUNGRY, LET'S GROW IT
9. TECHNOLOGY MANDATORY - MIXED MATERIALS
10. VISUAL ARTS - MIXED MATERIALS

## 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-ECA-01 EN4-ECB-01	Formative
2	WEEK 3-4	Examination: 1. Media and Advertising 2. Creative Writing	EN4-RVL-01 EN4-URA-01 EN4-URC-01	30%
3	WEEK 6 WEEK 8	Response to Text Response to Text	EN4-URA-01 EN4-URB-01 EN4-ECA-01	Formative 40%
4	WEEK 3	Feature Article	EN4-URB-01 EN4-URC-01	30%

ASSESSMENT OUTLINES  
CORE SUBJECTS

# MATHEMATICS

## COURSE DESCRIPTION: NEW SYLLABUS

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

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 and will form a part of the assessment structure for this course. This includes:

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

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEKS 9-10	Class Test Portfolio Work (ongoing)	Topics studied up to this test.	15%
2	WEEK 3-4 WEEK 3	Half Yearly Examination Portfolio Work (ongoing)	Topics studied up to this test.	20%
3	WEEKS 3-4	Class Test Portfolio Work (ongoing)	Topics studied since the Half Yearly Examination	15%
4	WEEK 3-4	Topic Tests at the end of each topic Yearly Examination Portfolio Submission	Focus on recent topics plus small section on all topics.	30%
<b>The portfolio will contribute to 20% of the total mark.</b>				20%

ASSESSMENT OUTLINES  
CORE SUBJECTS

# MATHEMATICS

## COURSE DESCRIPTION: NEW SYLLABUS

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

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 and will form a part of the assessment structure for this course. This includes:

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

TERM	WEEK	DESCRIPTION	OUTCOMES	WEIGHTING
1	WEEK 10	Formative Assessment	All content covered in class up to this task.	0%
2	WEEKS 3-4	Half Yearly Examination	All content covered in class up to this assessment.	25%
3	WEEKS 3-4	Term 3 Assessment	Content covered after the Half Yearly Examination	20%
4	WEEKS 3-4	Yearly Assessment	All content from the year with a focus on new content since Term 3 Assessment	35%
OVERARCHING	All year - Due after the Yearly Examination	Portfolio	Work samples, including topic summaries, exit tickets and other work.	20%



## 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	<b>Body at Work Project</b> 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%
2	WEEKS 3-4	<b>Semester 1 Exam</b> 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	<b>Renewable Energy Task Scaffold Due</b> 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>	Makes a valid conclusion from a first-hand investigation.	
4	WEEKS 2-3	<p>Semester 2 Exam Assessed on knowledge and skills from Chemical World and Solar City</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%
	WEEKS 3-4	<p>VALID Science 8 (External assessment)</p>	N/A	N/A

## 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. Research: In class task	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	WEEK 3	Vikings Examination	HT 4.3 HT 4.4 HT 4.8 HT 4.9 HT 4.10	30%
3	WEEK 2	Medieval History History Model and Report	HT 4.2 HT 4.8 HT 4.10	40%
4	WEEKS 3-4	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"> <li>Truck Design and Construction.</li> <li>Designers and Innovation – Changes through the ages.</li> </ul>	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%

# COLO HIGH SCHOOL

218 BELLS LINE OF ROAD  
NORTH RICHMOND, NSW 2754

02 45712011

[COLO-H.SCHOOLS.NSW.GOV.AU](http://COLO-H.SCHOOLS.NSW.GOV.AU)

