



**FAIRFIELD HIGH SCHOOL**

Creativity Excellence Success

# Year 8 Assessment Handbook 2021

Assessment Schedules for each subject  
Assessment Policy and Procedures  
Student Agreement Contract  
Assessment Forms  
Assessment Calendars

*A copy of this handbook is located on the school's website*

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# Faculty Head Teachers

For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher:

English	Mr M Bianca
Mathematics	Mr J Fang
Science	Ms A Galagher
HSIE	Ms G Sansom
CAPA	Mr J Harris
PDHPE	Mr A Johnson
TAS	Ms L Molina
EAL/D	Ms V Veljkovic
LOTE/Administration	Ms K Bentley
Secondary Studies	Ms M Hayes
Student Engagement	Ms Z Siddiqi
Enrichment	Ms K Lightfoot
Teaching And Learning	Ms C Weber
Writing	Ms S Frame
Welfare	Ms C Picone
SEU	Ms M Bianca

# Executive and Welfare Support Staff

These are some staff students and parents may approach for support with assessment issues:

**PRINCIPAL:** Mr C Borg

**DEPUTY PRINCIPALS:** Ms D Knapman

Mr K Erickson (Yrs 7, 10)

Ms D Clarke (Yrs 8, 11)

Ms K O'Sullivan (Yrs 9,12)

## YEAR ADVISERS AND ASSISTANT YEAR ADVISERS:

	<b>YEAR ADVISER</b>	<b>ASSISTANT YEAR ADVISER</b>
<b>Yr 7</b>	Ms K Marinkovic – TAS Staffroom	M A Singh – TAS Staffroom
<b>Yr 8</b>	Ms A Saliba – PE Staffroom	Ms C Stibbard – X Block
<b>Yr 9</b>	Mr H Mgbemene – HSIE Staffroom	Ms A Do – HSIE Staffroom
<b>Yr 10</b>	Ms K Weldon –PE Staffroom	Mr J Dela Cruz - CAPA Staffroom
<b>Yr 11</b>	Ms R Lee – English Staffroom	Ms N Ponce – SEU Staffroom
<b>Yr 12</b>	Ms J Pasalic – EALD Staffroom	Ms A Kezic – PE Staffroom

*Staff members may be contacted at school via the school reception on 02 9727 2111. We advise parents to make an appointment to speak at length with the staff member concerned in order to facilitate effective and valuable communication and so that mutually beneficial outcomes may be reached*

# Introduction

This document has been developed to make clear the procedures, expectations and rules about assessment at Fairfield High School. It also outlines what students will study in each subject throughout the year and how students will be assessed.

The first section contains Fairfield High School's Assessment Policy and the second section provides the assessment schedules for each subject.

Assessment tasks are used to determine the grades that students achieve in Semester 1 and Semester 2 Reports. Other assessment measures will also be used to assist teachers in determining the grade that best describes student achievement in that subject.

At times, due to a variety of circumstances, dates may differ from those printed on the calendar. If the task dates do change, the teachers will notify students in writing when they issue the assessment task notification. Any changes will often be within a week or two of the original date on the calendar.

It is the student's responsibility to be alert to the notification of tasks and be aware when there are assessment tasks coming up. Students must satisfactorily complete all assessment tasks prior to being able to progress to the following year.

## Satisfactory Completion of a Course

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has:

- followed the course developed or endorsed by NESAs
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes

### Factors which may prevent satisfactory completion of a course include:

- excessive rate of absence or lateness to school or classes
- poor achievement in class tests and assessments due to lack of application and effort
- poor classroom behaviour that inhibits learning
- failure to complete classwork and homework
- failure to submit assessment tasks
- proven cases of plagiarism, copying or cheating

# Syllabus and Outcomes

## What is a syllabus?

A syllabus is a document developed by The NSW Education Standards Authority (NESA) (previously BOSTES) which lists all the knowledge and skills that students must achieve in each subject. The direct internet link to the syllabus documents is: <http://syllabus.nesa.nsw.edu.au/> Each subject's syllabus has a number of Learning Outcomes that must be achieved in order for students to complete the course requirements as set by NESA.

## What is a learning outcome?

Learning outcomes are the skills or knowledge students should know as a result of being taught a unit of work. The purpose of assessment is to measure how much students have learned at a given point in time towards those outcomes. Teachers devise assessment programs which measure student learning towards the outcomes at different times throughout the year.

In this handbook, each faculty has published an **Assessment Schedule** for each subject indicating:

- the topics students will be studying each semester.
- the assessment tasks which will take place throughout the year.
- when each task will take place.

## Homework

Homework plays an integral part in the overall *Assessment for Learning* as it assists in helping students to achieve all learning outcomes. It is also reported on in all student's academic reports

At Fairfield High School, there is an expectation that students will:

- be given suitable homework tasks.
- complete these tasks ON TIME, to the best of student's ability.
- be provided with appropriate feedback.

Some examples of homework include:

- Practical tasks
- Cooperative Learning/ Group tasks
- Creative responses
- Extension and Consolidation exercises
- Worksheets
- Reading and responding activities
- Surveys/ Questionnaires
- Writing essays / Extended responses
- Research tasks
- ICT tasks

# Bookwork Standards

All subject books will have these Bookwork Standards glued inside the front cover. Students are expected to follow these and staff will be checking books regularly. Academic reports will include feedback on Bookwork each semester. This is an example of an informal assessment strategy to determine student progress.



## Bookwork Standards

- ✓ Only subject work is to be in the subject book
- ✓ Subject books are to be brought to every lesson
- ✓ Recommend all books to be covered in contact
- ✓ Name, class and subject to be written on front cover
- ✓ Graffiti is not to be in any part of the book
- ✓ Bookwork Standards are to be glued inside front cover
- ✓ All pages are to have a ruled margin
- ✓ Dates are to be written at the start of each lesson's work
- ✓ Headings need to be clearly visible
- ✓ All worksheets are to be glued in
- ✓ Pages are not to be left blank between work
- ✓ Pages are not to be ripped out of the book
- ✓ Books are to be submitted for marking when teacher asks
- ✓ Teachers will check for organisation accuracy and completion of work

### Bookwork Standards Marking Criteria



Scale	Sample Guide	Marks
<b>C</b> Consistently	All (or most) work is attempted to the best of the student's ability Evidence student is striving for correct spelling, punctuation, and accuracy All pages have ruled margins, clear headings, dates, worksheets glued in Book clearly labelled with name, subject and course No graffiti anywhere in or on the book No other subject information is in the book Book looks clean and organised, with no blank pages	10 - 8
<b>S</b> Sometimes	Evidence of student completing tasks, some are incomplete or inaccurate Some evidence of care taken with spelling, punctuation and accurate work Some graffiti throughout and on the book Most pages have ruled margins, clear headings, dates Some worksheets missing or not glued in Some pages ripped or missing	7 - 5
<b>R</b> Rarely	Most tasks are incomplete, inaccurate or missing Messy, incomplete, inaccurate work, with little attention to detail Lots of graffiti throughout and on the book Very little evidence of ruled margins, clear headings, dates Very few worksheets glued in or all worksheets are missing Evidence the book is used for more than one subject Many pages ripped or missing	4 - 0

Teacher Signature:

Date:

Bookmark: /10



# What is Assessment?

Assessment means all the things that teachers use to measure student success as a learner.

There are two types of assessment:

## **Assessment FOR Learning** (*informal assessment*):

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement informally as they complete their work using a whole range of strategies including self-assessment and peer-assessment.

## **Assessment OF Learning** (*formal assessment*):

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the conclusion of a unit of work, a term, a semester, a school year or a stage. The information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

## **Examples of assessment activities (for both formal and informal tasks)**

- Topic test
- Project
- Presentation
- Research assignment
- Portfolio
- Rich task
- Practical task
- Formal Examination
- Essay
- Model
- Observation of student learning
- Classroom activities and participation
- Homework assignments
- Mini test / Quiz
- Group and pair work
- Peer assessment
- Experiment
- Bookwork – will be included in the Semester 1 and 2 reports in the Commitment to Learning section
- Speech
- Performance



# ASSESSMENT POLICY and PROCEDURES for Year 8

## a) Assessment Task Notifications:

Assessment task notifications will be issued to students **AT LEAST 2 SCHOOL WEEKS** before an Assessment Task is due (other than formal examinations).

The assessment task notification will outline:

- the syllabus outcomes the task is measuring
- how much the task is worth as a percentage (weighting %)
- instructions on how to complete the task
- marking criteria

Students **must** sign the teacher's *Assessment Task Form: Student Register* as proof they received the assessment notification.

## b) Weighting of Tasks:

Each task is worth a percentage towards student's total grade. This is called 'Weighting'. Teachers will use the assessment marks achieved throughout the course to determine each student's final overall grade.

## c) Dates and Timing of Assessment Tasks:

Assessments may not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify students in writing via the notification. Sometimes, more than one task will be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Start tasks early to ensure completion by the due date.

## d) Assessment Task Progress Checks:

Assessment Task Progress Check dates will be given to students, where relevant. These are dates to check on student progress in completing the task. Students need to note the progress check dates and show the progress to their teacher by these dates.

## e) Applying for an Extension:

If something serious or unexpected happens while a student is working on an assessment task, preventing a student from completing the task by the due date, then the student should see the Head Teacher to ask for an *Assessment Task Form: Extension Request* as soon as possible. Students must provide the reasons for the extension, get the form signed by a parent/guardian and then return it to the Head Teacher.

Computer issues and technical problems are **NOT** valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that computer equipment is reliable and that an electronic version of the task is saved safely

Extensions will only be considered **before** the due date. Students should not ask for an extension on the day a task is due. Extensions will not be provided if this process isn't followed.

## **f) Submission of Assessment Tasks**

Tasks completed at home must be submitted directly to the teacher.

Every assessment task submitted must have the official *Assessment Task Form: Cover Sheet* attached to the front.

When student submits a task, the teacher may have an *Assessment Task Form: Student Register* for each student to sign as proof their task was submitted. Teachers keep this and file it in a faculty central location at the conclusion of the task.

It is best practice to for students to keep either a photocopy or an electronic copy of the task.

It is also best practice for students to keep all notes and drafts until after they receive their marked assessment task back, as staff may ask to see these in the event of possible plagiarism.

All assessment tasks need to be submitted in the format required by the teacher. Students may be required to submit written tasks electronically via the Turn It In website. The task sheet will inform students as to how each task is to be submitted.

An electronic assessment task is ONLY considered submitted if:

1. The assessment task is readily identifiable.
2. It is readable and free of any sort of corruption or virus
3. It is written in applications to which school staff have ready access, and in a format which school computers can read (eg. Word, Excel, Publisher, PowerPoint and Adobe pdf)

## **g) Late Submission or Failure to Submit or Make a Serious Attempt at an Assessment Task**

Assessment tasks not handed in by the due date (without extension or acceptable explanation), will have marks deducted as follows.

- 20% of the total mark (what the task is marked out of) for each day the task is late.

A 'day' means any day of the week, including Saturdays and Sundays. A assessment task due on Friday but handed in on the following Monday would be three (3) days late, attracting a 60% penalty

If a student fails to complete or submit an assessment task by the due date, or fails to make a serious attempt, the classroom teacher will inform the student's parents/guardians, by phone of the penalty involved. The student may be asked to attend the Homework Centre on Tuesday, Wednesday and Thursday afternoons to complete the task. All tasks must be completed in order for a student to meet course outcomes in that course, even the task is worth zero marks.

Failure to make a serious attempt at an assessment task will lead to either a reduction in marks or a zero mark and parents will be notified via letter or phone.

## **h) Appeals Relating to Assessment Tasks**

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

## **i) Alleged Malpractice in Assessment Tasks or Examinations**

Malpractice, or cheating, is "dishonest behaviour by a student that gives them an unfair advantage over others".

**MALPRACTICE** includes:

- Plagiarism (copying someone else's work and claiming that it is your work).
- Collusion (allowing someone to copy your work).
- Using materials from books, journals, CDs or the internet without acknowledging the source.)
- Submitting work that has a large contribution from another person that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic device into an assessment or examination, whether or not they are used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher. The matter will be investigated and a zero mark will be awarded.

### **School Strategies to avoid Malpractice:**

- Teachers instruct you on good and ethical practices of research.
- Teachers provide you examples on how to effectively reference books and websites.
- Signage in appropriate areas, including the Library, explaining aspects of good practice.

## j) Consistency of Marking

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

## k) Grades

For **Progress and Final Reports**, Head Teachers and Classroom Teachers issue a grade to reflect the student's academic achievement in each course.

Teachers use Course Performance Descriptors in each course to determine the grade range that best describes a student's achievement.

The RoSA Grades allocated are as follows:

Grade Indicative Marks	Common Grade Scale
A 100-85	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B 84-70	The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C 69-50	The student has a <b>sound</b> knowledge and understanding of the main areas of content and have achieved an adequate level of competence in the processes and skills.
D 49-21	The student has a <b>basic</b> knowledge and understanding of the content and have achieved a limited level of competence in the processes and skills.
E 20-0	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and have achieved very limited competence in some of the processes and skills.

## l) Formal School Reports

The school formally reports on student progress twice each year: Semester 1 Report (issued at the end of Term 2) and a Semester 2 Report (issued at the end of the year).

These reports will provide information about student progress within each course.

Grades A to E will be issued to accurately reflect student achievement in each subject

# Disability Provisions

Students may be granted disability provisions if they have:

- visual or auditory difficulties
- learning difficulties
- fine motor skills difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on student ability to complete assessment tasks
- psychological difficulties
- a PLASP (Personalised Learning and Support Plan)

Student parents/guardians must provide documentation and inform the school of student's disability.

Where a student has an illness or personal circumstance which may affect school assessments or examinations, students may ask for appropriate special provisions. When teachers think a student may need additional support for in-class assessments or formal examinations, a referral via *Sentral – Wellbeing – New Incident – Referral for Support* may be made to the Head Teacher Welfare.

The Head Teacher Welfare will coordinate any special provisions, including the provision of appropriate support via the Learning and Support Team. These may include:

- large print examinations
- provision of a writer or reader
- separate supervision
- modification of the task
- permission to use a computer for writing (in exceptional circumstances)

To ensure that we support students as best we can, the following procedures should be followed:

1. Students are to notify their teacher as soon as they receive their assessment notification if they have an issue that requires special provisions. It will be the responsibility of the teacher to liaise with the Head Teacher to provide students with adequate support and provisions. The Head Teacher may liaise with Head Teacher Welfare for further guidance and support. The LaST team may assist with the provision of special provisions
2. If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and students will be closely supervised. Students may not use functions such as spelling or grammar checking, or other functions which may give students an advantage over candidates sitting a pen and paper examination. Students may not format their work beyond simple paragraphing. A computer calculator is not an approved calculator for Examinations. Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.



# Assessment Task Form: Cover Sheet

<b>Name:</b>	<b>Class:</b>
<b>Teacher:</b>	<b>Topic:</b>
<b>Assessment Task Title:</b>	
<b>Date Due:</b>	<b>Date Submitted:</b>

My signature below is my commitment that:

- this assessment task is all my own work and is a result of my personal study, research and knowledge
- I have not copied (plagiarised), in part, or in whole, the work of other students, authors or internet sources
- I have acknowledged all the material and sources used in the preparation of this assessment task
- It is my responsibility to keep a copy of my assessment task to keep the receipt below
- I understand that zero marks will be awarded in the sections identified as not complying with these guidelines

<b>Student Signature:</b>
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## ASSESSMENT TASK FEEDBACK

*(to be filled in by teacher before returning to student)*

<b>ASSESSMENT TASK FEEDBACK</b> <i>(to be filled in by teacher before returning to student)</i>		
<b>Teacher Signature:</b>	<b>Assessment Mark/Grade:</b>	



# Assessment Task Form: Extension Request

This form is to be completed and signed by a parent/guardian  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for extension request:</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>
<b>Head Teacher Decision – Extension Granted?</b>	<b>New Due Date:</b> (if approved)
<b>Head Teacher signature:</b>	<b>Date:</b>

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*The Head Teacher will give this slip back to the student with the decision recorded on it*

<b>EXTENSION REQUEST – DECISION</b> (to be filled in by Head Teacher before returning to student)	
<b>Student Name:</b>	<b>Year:</b>
<b>Extension granted: YES NO</b>	<b>New Due Date:</b>



# Assessment Task Form: Illness/Misadventure

This form is to be completed and signed by a parent/guardian  
An extension can only be granted if a student has a satisfactory reason.  
Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for illness/Misadventure:</b>	
<b>Medical Certificate attached?</b> YES NO	<b>Other documentation attached?</b> YES NO
<b>Parent statement attached?</b> ? YES NO	<b>Teacher statement attached?</b> YES NO
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>
<b>Class Teacher Signature:</b>	<b>Date:</b>
<b>Head Teacher Decision:</b>	
<b>Head Teacher signature:</b>	<b>Date:</b>

*The Head Teacher will give this slip back to the student with the decision recorded on it*

<b>ILLNESS/MISADVENTURE - DECISION</b> <i>(to be filled in by Head Teacher before returning to student)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Head Teacher Decision:</b>	
<b>Head Teacher Signature:</b>	<b>Date:</b>





# Assessment Task Form: Appeal

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally and there is no need for an *Assessment Task Form: Appeal* to be submitted. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

*Submit this form to the relevant Deputy Principal, with a copy of the assessment task attached*

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for Assessment Task Appeal:</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>

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*The Deputy Principal will give this slip back to the student with the decision recorded on it  
The Deputy Principal will also inform the Head Teacher and note the decision on Sentral*

<b>APPEAL – DECISION</b> <i>(Student should keep this safe as evidence of outcome of the appeal)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Deputy Principal Decision:</b>	
<b>Deputy Principal Signature:</b>	<b>Date:</b>



# Assessment Task Form: Student Register

<b>Subject:</b>		<b>Assessment Name:</b>		<b>Assessment No:</b>	
<b>Due Date:</b>				<b>Weighting (%):</b>	
<b>Teacher:</b>					

*I hereby acknowledge receiving / submitting the assessment task described above.*

Class	PRINT NAME	Assessment Task Received		Assessment Task Submitted	
		Signature	Date	Signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

*When the Assessment Task has been marked and returned - this sheet is to be given to your HT for central filing*





# Assessment Schedules

For

Year 8 Courses

**2021**

These are issued to students by their course teachers. Students sign to acknowledge receipt of the assessment Schedules.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

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## **STUDENT INSTRUCTIONS**

- \* Ensure you have collected all Assessment Schedules for your courses from your class teachers.
- \* **Assessment Calendar:** Check the assessment calendar on next pages and highlight the assessment tasks.
- \* **Keep Assessment Handbook** for future reference.
- \* **Remember:** All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate.



# Assessment Task Calendar

## Term 1 - 2021

Week	Dates	Course	Task
1A	28/01/2021 – 29/01/2021		
2B	01/02/2021 – 05/02/2021		
3A	08/02/2021 – 12/02/2021		
4B	15/02/2021 – 19/02/2021	Lote (French)	'Je me presente' Part A: Conversation Part B: Exchange Students Profiles Part C: personal profile
		Lote (German)	Sprechen Sie Deutsch?' Part A: Conversation Part B: Exchange Students' Profiles Part C: Personal Profile
		Lote (Spanish)	'Me Presento' Part A: Conversation Part B: Exchange Students Profiles Part C: personal profile
5A	22/03/2020 – 26/02/2021	Science	First Hand Research Project
6B	01/03/2021 – 05/03/2021	Music	Presentation
		Personal Development, Health & Physical Education	Case Study – Unit 1 A New Me
7A	08/03/2021 – 12/03/2021	History	Depth Study 6: Expanding Contacts Research PPT/Oral
8B	15/03/2021 – 19/03/2021	Geography	Water In The World Power Point Presentation
		Visual Arts	Art Making Task 1
9A	22/03/2021 – 26/03/2021	Lote (French)	'Je me presente' Part A: Conversation Part B: Exchange Students Profiles Part C: personal profile
		Lote ( German)	Sprechen Sie Deutsch?' Part A: Conversation Part B: Exchange Students' Profiles Part C: Personal Profile
		Lote (Spanish)	'Me Presento' Part A: Conversation Part B: Exchange Students Profiles Part C: personal profile
10B	29/03/2021 – 01/04/2021	English	Essay
		Mathematics	Rich Learning Assignment
		Technology Mandatory	Textiles



# Assessment Task Calendar

## Term 2 – 2021

Week	Dates	Course	Task
1A	19/04/2021 -23/04/2021		
2B	26/04/2021 – 30/04/2021	Mathematics	Completed Modules
		Music	Composition
		Visual Arts	Critical Task
3A	03/05/2021 – 07/05/2021		
4B	10/05/2021 – 14/05/2021	Lote (French)	'En Classe' My Timetable video script
		Lote (German)	Schulleben' My Timetable video script
		Lote (Spanish)	En Clase' My Timetable video script
		Personal Development, Health & Physical Education	Health Lifestyle – Unit 1 & 2
5A	17/05/2021 – 21/05/2021	Geography	Water In The World Topic Test
		History	Depth Study 6 Expanding Contacts Source Analysis
6B	24/05/2021 – 28/05/2021		
7A	31/05/2021 – 04/06/2021		
8B	07/062021 – 11/06/2021	Science	NAPLAN Style Assessment
9A	15/06/2021 – 18/06/2021	English	Poetry Speech
10B	21/06/2021 – 25/06/2021	English	Poetry Speech
		Technology Mandatory	Crack The Code



# Assessment Task Calendar

## Term 3 - 2021

Week	Dates	Course	Task
1A	12/07/2021 == 16/07/2021		
2B	19/07/2021 – 23/07/2021		
3A	26/07/2021 – 30/07/2021		
4B	02/08/2021 – 06/08/2021	Mathematics	Rich Learning Assignment
		Visual Arts	Art Making Task 2
5A	09/08/2021 – 13/08/2021	Lote ( French)	J'adore manger! <u>Part A:</u> Welcome Refugee Pack <u>Part B:</u> Food Delivery Service Exchange
		Lote (German)	'Essen und Trinken' <u>Part A:</u> Welcome Refugee Pack <u>Part B:</u> Food Delivery Service Exchange
		Lote (Spanish)	'Me Encanta Comer!' <u>Part A:</u> Welcome Refugee Pack <u>Part B:</u> Food Delivery Service Exchange
6B	16/08/2021 – 20/08/2021	Music	Performance
7A	23/08/2021 – 27/08/2021	History	Depth Study 4: The Western & Islamic World Empathy Task/Diary Entry
		Science	Practical Examination
8B	30/08/2021 – 03/09/2021	Geography	Interconnections Infographic
9A	06/09/2021 – 10/09/2021	English	Creative Writing
		Lote ( French)	J'adore manger! <u>Part A:</u> Welcome Refugee Pack <u>Part B:</u> Food Delivery Service Exchange
		Lote (German)	'Essen und Trinken' <u>Part A:</u> Welcome Refugee Pack <u>Part B:</u> Food Delivery Service Exchange
		Lote (Spanish)	'Me Encanta Comer!' <u>Part A:</u> Welcome Refugee Pack <u>Part B:</u> Food Delivery Service Exchange
10B	13/09/2021 – 17/09/2021	Technology Mandatory	Food & Agriculture



# Assessment Task Calendar

## Term 4– 2021

Week	Dates	Course	Task
1A	05/10/2021 -08/10/2021		
2B	11/10/2021 – 15/10/2021		
3A	18/10/2021 -22/10/2021	Geography	Interconnections Topic Test
		Personal Development, Health & Physical Education	Yearly Examination
4B	25/10/2021 – 29/10/2021	English	Yearly Examination
		History	Depth Study 5: The Asia-Pacific World Topic Test
		Lote (French)	Voici ma famille' Blog about my family
		Lote (German)	Das ist meine Familie' Blog about my family
		Lote (Spanish)	Esta Es Mi Familia' Blog about my family
		Mathematics	Completed Modules
		Music	Composition
		Visual Arts	Historical Task
5A	1/11/2021 – 5/11/2021		
6B	8/11/2021 – 12/11/2021	Science	Yearly Examination
7A	15/11/2021 – 19/11/2021		
8B	22/11/2021 – 26/11/2021		
9A	29/11/2021 – 3/12/2021		
10B	6/12/2021 – 10/12/2021	Technology Mandatory	Electronics Robobug
11A	13/12/2021 -15/12/2021		

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Essay	Poetry Speech	Creative Writing	Yearly Examination
	<b>Outcomes:</b>	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-7D, EN4-8D	EN4-1A, EN4-3B, EN4-5C, EN4-7D	EN4-1A, EN4-3B, EN4-4B, EN4-5C, EN4-7D, EN4-9E	EN4-1A, EN4-2A, EN4-3B, EN4-4B
	<b>Timing:</b>	Term 1 Week 10	Term 2 Week 9-10	Term 3 Week 9	Term 4 Week 4
<b>Difference and Diversity (Film)</b>	20%	20%			
<b>The Nature of Poetry (Poetry)</b>	20%		20%		
<b>Adventures through Narrative (Prose)</b>	30%			30%	
<b>The World of Shakespeare (Drama)</b>	30%				30%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Essay	20%	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-7D, EN4-8D	Students are to use their knowledge and understanding of the film studied in class and film techniques to write an essay responding to the following question: How are difference and diversity reflected in the film that you have studied this term? The essay is to be a minimum of 2 typed A4 pages in length in size 12 font.
2	Poetry Speech	20%	EN4-1A, EN4-3B, EN4-5C, EN4-7D	Students are to deliver a 3 to 5 minute speech in class based on one of the following poems: 'Stopping by the Woods' by Robert Frost 'Community Rain' by Oodgeroo Noonuccal 'Song of Rain' by Khalil Gibran 'Winter Morning Poem' by Ogden Nash 'Sonnet 18' by William Shakespeare Students will identify the form of the poem, explain how the poem relates to the idea of nature, and analyse the techniques used in the poem.
3	Creative Writing	30%	EN4-1A, EN4-3B, EN4-4B, EN4-7D, EN4-9E	Using your knowledge and understanding of narrative structure, you are to write a short story that uses one of the following images as stimulus.  The short story is to be a minimum of 2 typed A4 pages in length in size 12 font.
4	Yearly Examination	30%	EN4-1A, EN4-2A, EN4-3B, EN4-4B	Students will complete an in class examination on the life and times of William Shakespeare. They will also be required to write an extended response in relation to the play studied in class. Section I: Multiple Choice (15 marks) Section II: Short Answer (5 Marks) Section III: Extended Response (10 Marks)





# Geography

## Year 8 Assessment Outline 2021

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Water In The World PowerPoint Presentation	Water In The World Topic Test	Interconnections Infographic	Interconnections Topic Test
	<b>Outcomes:</b>	GE4-1, GE4- 2	GE4-5, GE4-8	GE4-3, GE4-7	GE4-4
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 3
Acquiring Geographical Information	30%	10%		10%	10%
Processing Geographical Information	40%		10%	20%	10%
Communicating Geographical Information	30%	10%	10%		10%
	<b>100%</b>	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Water In the World PowerPoint Presentation	20%	GE4-1, GE4- 2	Presentation on topic Water in the World: oral skills and information on topic.
2	Water In The World Topic Test	20%	GE4-5, GE4-8	Class test on topic Water in the World: multiple choice, short answer questions, geographical skills and an extended response.
3	Inconnections Infographic	30%	GE4-3, GE4-7	Infographic on Interconnections: researching and design skills.
4	Inconnections Topic Test	30%	GE4-4	Class test on Interconnections: multiple choice, short answer questions, geographical skills and an extended response.

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	Depth Study 6: Expanding Contacts  Research PPT/Oral	Depth Study 6 Expanding Contacts  Source Analysis	Depth Study 4: The Western and Islamic World  Empathy Task/Diary Entry	Depth Study 5: the Asia-Pacific World  Topic Test	
<b>Outcomes:</b>	HT4-2, HT4-10	HT4-5, HT4-8	HT4-3, HT4-6	HT4-4, HT4-9	
<b>Timing:</b>	Term 1 Week 7	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4	
<b>SYLLABUS COMPONENTS:</b>					
Comprehension: chronology, terms and concepts. Analysis and use of sources	30%	5%	5%	5%	15%
Perspectives & interpretations. Empathetic understanding	25%	5%	10%	5%	5%
Research	15%	5%		10%	
Explanation and communication	30%	5%	5%	10%	10%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study 6: Expanding Contacts  Research PPT/ Oral	30%	HT4-2, HT4-10	Students will create a PowerPoint based on colonisation and contact history of the Native Americans.
2	Depth Study 6: Expanding Contacts  Source Analysis	25%	HT4-5, HT4-8	Students complete an in class source analysis task.
3	Depth Study 4: The Western and Islamic World  Empathy Task/Diary Entry	15%	HT4-3, HT4-6	Students will write a diary entry/empathy task based on stimulus material provided.
4	Depth Study 5: The Asia-Pacific World  Topic Test	30%	HT4-4, HT4-9	Students complete an in-class Quiz/ topic test with multiple choice and short answer questions.



# LOTE (French)

## Year 8 Assessment Outline 2021

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
			'Je me presente' <u>Part A:</u> Conversation <u>Part B:</u> Exchange Students Profiles <u>Part C:</u> personal profile	'En Classe' My Timetable video script	'J'adore manger!' <u>Part A:</u> Welcome Refugee Pack <u>Part B:</u> Food Delivery Service Exchange
	<b>Outcomes:</b>	LFR4-1C LFR4-2C LFR4-3C LFR4-4C LFR4-5U LFR5.6U	LFR4-3C LFR4-4C LFR4.5U LFR4.6U	LFR4.1C LFR4-2C LFR4-3C LFR4.4C LFR4.5U LFR4.6U LFR4-8U	LFR4.4C LFR4.6U
	<b>Timing:</b>	Term 1 Week 4 Term 1 Week 9	Term 2 Week 4	Term 3 Week 5 Term 3 Week 9	Term 4 Week 4
<b>SYLLABUS COMPONENTS:</b>					
Communicating	60%	15%	10%	25%	10%
Understanding	40%	10%	5%	15%	10%
	100%	25%	20%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	'Je ma presente' <u>Part A:</u> Conversation <u>Part B:</u> Exchange <u>Part C:</u> Students' Profiles	25%	LFR4-1C LFR4-2C LFR4-3C LFR4-4C LFR4-5U LFR5.6U	There are three parts to this task. In Part A students work in pairs to compose and present a short exchange in French using basic introductions. In Part B Students read information in French about exchange students and respond to questions and in Part C, they provide a brief written personal profile for a prospective host family in French.
2	'En Classe' My Timetable video script	15%	LFR4-3C LFR4-4C LFR4.5U LFR4.6U	-Students write a video script presenting information about their school timetable to teachers from a French speaking sister school coming to visit Fairfield High School.
3	'J'adore manger!' <u>Part A:</u> Welcome Refugee Pack <u>Part B:</u> Food Delivery Service Exchange	40%	LFR4.1C LFR4-2C LFR4-3C LFR4.4C LFR4.5U LFR4.6U LFR4.8U	-Students identify food items from a Welcome Refugee Food Pack read out to them in French and respond to comprehension questions. -Students create a Food Delivery Service exchange in French with a partner and then present it to the class.
4	'Voici ma famille' :Blog about my family	20%	LFR4-4C LFR4-6U	-Students write a blog describing their family for a French Internet pal

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	<b>'Sprechen Sie Deutsch?'</b>  Part A: Conversation Part B: Exchange Students' Profiles Part C: Personal Profile	<b>'Schulleben'</b>  My Timetable video script	<b>'Essen und Trinken'</b>  Part A: Welcome Refugee Pack Part B: Food Delivery Service Exchange	<b>'Das ist meine Familie'</b>  Blog about my family	
<b>Outcomes:</b>	LGE4-1C LGE4-2C LGE4-3C LGE4-4C LGE4-5U LGE5.6U	LGE4-3C LGE4-4C LGE4.5U LGE4.6U	LGE4.1C LGE4-2C LGE4-3C LGE4.4C LGE4.5U LGE4.6U LGE4-8U	LGE4.4C LGE4.6U	
<b>Timing:</b>	Term 1 Week 4 Term 1 Week 9	Term 2 Week 4	Term 3 Week 5 Term 3 Week 9	Term 4 Week 4	
<b>SYLLABUS COMPONENTS:</b>					
Communicating	60%	15%	10%	25%	10%
Understanding	40%	10%	5%	15%	10%
	100%	25%	15%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	<b>'Sprechen Sie Deutsch?'</b> Part A: Conversation Part B: Exchange Part C: Students' Profiles	25%	LGE4-1C LGE4-2C LGE4-3C LGE4-4C LGE4-5U LGE5.6U	There are three parts to this task. In Part A students work in pairs to compose and present a short exchange in German using basic introductions. In Part B Students read information in German about exchange students and respond to questions and in Part C, they provide a brief written personal profile for a prospective host family in German.
2	<b>'Schulleben'</b> My Timetable video script	15%	LGE4-3C LGE4-4C LSP4.5U LGE4.6U	-Students write a video script presenting information about their school timetable to teachers from a German speaking sister school coming to visit Fairfield High School.
3	<b>'Essen und Trinken'</b> Part A: Welcome Refugee Pack Part B: Food Delivery Service Exchange	40%	LGE4.1C LGE4-2C LGE4-3C LGE4.4C LGE4.5U LGE4.6U LGE4.8U	-Students identify food items from a Welcome Refugee Food Pack read out to them in German and respond to comprehension questions. -Students create a Food Delivery Service exchange in German with a partner and then present it to the class.
4	<b>'Das ist meine Familie'</b> :Blog about my family	20%	LGE4-4C LGE4-6U	-Students write a blog describing their family for a German Internet pal.

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	<b>'Me Presento'</b> Part A: Conversation Part B: Exchange Students Profiles Part C: <u>personal profile</u>	<b>'En Clase'</b> My Timetable video script	<b>'Me Encanta Comer!'</b> Part A: Welcome Refugee Pack Part B: Food Delivery Service Exchange	<b>'Esta Es Mi Familia'</b> Blog about my family	
<b>Outcomes:</b>	LSP4-1C LSP4-2C LSP4-3C LSP4-4C LSP4-5U LSP5.6U	LSP4-3C LSP4-4C LSP4.5U LSP4.6U	LSP4.1C LSP4-2C LSP4-3C LSP4.4C LSP4.5U LSP4.6U LSP4-8U	LSP4.4C LSP4.6U	
<b>Timing:</b>	Term 1 Week 4 Term 1 Week 9	Term 2 Week 4	Term 3 Week 5 Term 3 Week 9	Term 4 Week 4	
<b>SYLLABUS COMPONENTS:</b>					
Communicating	60%	15%	10%	25%	10%
Understanding	40%	10%	5%	15%	10%
	100%	25%	15%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	<b>'Me Presento'</b> Part A: Conversation Part B: Exchange Part C: Students' Profiles	25%	LSP4-1C LSP4-2C LSP4-3C LSP4-4C LSP4-5U LSP5.6U	There are three parts to this task. In Part A students work in pairs to compose and present a short exchange in Spanish using basic introductions. In Part B Students read information in Spanish about exchange students and respond to questions and in Part C, they provide a brief written personal profile for a prospective host family in Spanish.
2	<b>'En Clase'</b> My Timetable video script	15%	LSP4-3C LSP4-4C LSP4.5U LSP4.6U	-Students write a video script presenting information about their school timetable to teachers from a Spanish speaking sister school coming to visit Fairfield High School.
3	<b>'Me encanta comer!'</b> Part A: Welcome Refugee Pack Part B: Food Delivery Service Exchange	40%	LSP4.1C LSP4-2C LSP4-3C LSP4.4C LSP4.5U LSP4.6U LSP4.8U	-Students identify food items from a Welcome Refugee Food Pack read out to them in Spanish and respond to comprehension questions. -Students create a Food Delivery Service exchange in Spanish with a partner and then present it to the class.
4	<b>'Esta es mi familia'</b> :Blog about my family	20%	LSP4-4C LSP4-6U	-Students write a blog describing their family for a Spanish Internet pal

		Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		<b>Task:</b>	Rich Learning Assignment	Completed Modules	Rich Learning Assignment	Completed Modules
		<b>Outcomes:</b>	MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA4-18MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-13MG, MA4-14MG, MA4-16MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA4-20SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA, MA4-11NA, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP
		<b>Timing:</b>	Term 1 Week 10	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4
<b>SYLLABUS COMPONENTS:</b>	Understanding, fluency and communication	50%	10	10	15	15
	Problem-solving and reasoning	50%	10	10	15	15
		100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Rich Learning Assignment	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA4-18MG	A rich learning task based on current topics. Students will have the opportunity to take home the task as well as complete some of the task in class with teacher support.
2	Completed Modules	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-13MG MA4-	The semester's work in Mathspathway modules will be analysed and students will be awarded a mark based on growth and accuracy.
3	Assignment	30%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA4-20SP	A rich learning task based on current topics. Students will have the opportunity to take home the task as well as complete some of the task in class with teacher support.
4	Completed Modules	30%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA, MA4-11NA, MA4-17MG, MA4-18MG, MA4-19SP MA4-20SP	The semester's work in Mathspathway modules will be analysed and students will be awarded a mark based on growth and accuracy.

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Presentation	Composition	Performance	Composition
	<b>Outcomes:</b>	4.7, 4.8, 4.9	4.4, 4.5, 4.6	4.1, 4.2, 4.3	4.1, 4.4, 4.6
	<b>Timing:</b>	Term 1 Week 6	Term 2 Week 2	Term 3 Week 6	Term 4 Week 4
Performing	30%			20%	10%
Composing	40%		20%		20%
Listening	30%	20%		10%	
	100%	20%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Concepts Presentation	20%	4.7, 4.8, 4.9	Students to present an analysis on a piece of music of their choosing. Students will discuss the use of the concepts of music and present this as a speech.
2	Film Music Composition	20%	4.4, 4.5, 4.6	Students to compose music using digital software and applications to accompany a short movie clip.
3	Music and Technology Performance	30%	4.1, 4.2, 4.3	Students will perform music from a variety of styles with the focus on incorporating a range of music technologies into their performance.
4	Sports Music Composition	30%	4.1, 4.4, 4.6	Students to compose three pieces of music to accompany an activity. Each composition will be distinct from the others and suit a specified type of sport or physical activity.



# Personal Development, Health and Physical Education

## Year 8 Assessment Outline 2021

### SYLLABUS COMPONENTS:

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	<b>Case Study</b> Unit 1: A New me	<b>Healthy Lifestyle</b> Unit 1 & 2:	<b>PE Observations</b> <b>Peer &amp; Teacher</b>	<b>Yearly Examination</b> Unit 3 and Unit 4
	<b>Outcomes:</b>	PD4-1, PD4-6, LO1	PD4-2, PD4-3, PD4-10	PD4-4, PD4-5, PD4-11	PD4-8, PD4-9, LO2
	<b>Timing:</b>	Term 1 Week 6	Term 2 Week 4	On-Going	Term 4 Week 3
<b>SELF MANAGEMENT SKILLS</b> (Strengthening personal identity, Self-Awareness, Emotion and stress management, decision making and problem solving, help seeking)	30%	10%	5%	10%	5%
<b>INTERPERSONAL SKILLS</b> (Communication, collaboration, inclusion and relationship building, empathy building, leadership and advocacy, social awareness)	30%	10%	10%	10%	
<b>MOVEMENT SKILLS</b> (Fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)	40%		5%	20%	15%
	<b>100%</b>	20%	20%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Case Study	20%	PD4-1, PD4-6, LO1	<b>Unit 1: A new me.</b> Students analyse a case study on the topics below. The task may take the form of a report, research project, diary/journal or log book. Part A: Adolescence and change Part B: Sexual health
2	Healthy Lifestyle & 2 Unit 1	20%	PD4-2, PD4-3, PD4-10	<b>Unit 1 and 2: Healthy Relationships.</b> The task takes the form of a written task following the topics below; Part A: Unit 1 Adolescence and change/Sexual Health Part B: Unit 2 Types and nature of relationships Part C: Unit 2 Interpersonal Communication
3	PE Observations	40%	PD4-4, PD4-5, PD4-11	Student technique and motor skills are both teacher and peer assessed throughout the units of <b>Net/Barrier Games, Athletics, Dance and Strike and Field Games. Students will both provide and receive formal feedback and reflect upon the skills of themselves and others.</b>
4	Yearly Examination	20%	PD4-8, PD4-9, LO2	<b>Unit 3 &amp; 4: IFIT &amp; Risk Matters.</b> The task takes the form of a written test following the topics as below; Part A: Unit 3 IFIT, Comp. of a balanced lifestyle, Personal benefits of P.A. Part B: Unit 3 IFIT, Health and Skill related components of fitness Part C: Unit 4, Drug use, Exploring risk, Personal safety, strategies to minimize harm Accessing and assessing health information, products and services.



Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	First hand Research Project	NAPLAN-Style Assessment	Practical Examination	Yearly Examination
<b>Outcomes:</b>	WS4, WS5.1	SC4-15LW, SC4-13ES, literacy	WS5.2, SC4-17CW, literacy	SC4-11PW, WS7.2
<b>Timing:</b>	Term 1 Week 5	Term 2 Week 8	Term 3 Week 7	Term 4 Week 6
<b>SYLLABUS COMPONENTS:</b>				
Develop knowledge, understanding of and skills in applying the processes of Working Scientifically	60%	20%	25%	15%
Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.	40%	20%	5%	15%
	100%	20%	30%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	First hand Research Project	20%	WS4, WS5.1	A first hand scientific investigation assessing working scientifically skills
2	NAPLAN – Style Assessment	20%	SC4-15LW, SC4-13ES, literacy	A NAPLAN-style written examination assessing scientific literacy and knowledge and understanding outcomes
3	Practical Skill Assessment	30%	WS5.2, SC4-17CW, literacy	A series of practical tasks to assess working scientifically skills and scientific literacy
4	Yearly Examination	30%	SC4-11PW, WS7.2	An online examination knowledge and understanding outcomes and working scientifically skills

# Technology Mandatory

## Year 8 Assessment Outline 2021

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	TEXTILES	CRACK THE CODE	FOOD AND AGRICULTURE	ELECTRONICS ROBOBUG
	<b>Outcomes:</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS
	<b>Timing:</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 10
<b>SYLLABUS COMPONENTS:</b>					
Skills	40%	10%	10%	10%	10%
Knowledge And Understanding	40%	10%	10%	10%	10%
Values And Attitudes	20%	5%	5%	5%	5%
	100%	25%	25%	25%	25%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	TEXTILES	25%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	Follow plans to design and make a custom apron to suit a specific target audience. Students develop a folio to match the practical project that demonstrates each step of the process.
2	CRACK THE CODE	25%	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	Students learn about digital technologies through a range of programming tasks that incorporate Arduino kits. Students develop a digital folio to match the practical project that demonstrates each step of the process.
3	FOOD AND AGRICULTURE	25%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS	Students follow recipes to make a range of health dishes while learning about how the food is grown/produced. Students develop a digital folio to demonstrate their learning along the way.
4	ELECTRONICS ROBOBUG	25%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	Students design and construct an electronics kit and learn about Electrical and Engineering principles and how they relate to the project. Students develop a digital folio to match the practical project that demonstrates each step of the process.

		Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>SYLLABUS COMPONENTS:</b>		<b>Task:</b>	Artmaking Task 1	Critical Task	Art Making Task 2	Historical Task
		<b>Outcomes:</b>	4.1, 4.2, 4.3	4.7, 4.8, 4.9	4.4, 4.5, 4.6	4.9, 4.10
		<b>Timing:</b>	Term 1 Week 8	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4
Knowledge, Understanding and Skills – Art Making		70%	30%		40%	
Critically and Historically Interpret Art		30%		10%		20%
		100%	30%	10%	40%	20%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Artmaking Task 1	30%	4.1, 4.2, 4.3	Students will explore a range of wet and dry media in the creation of artworks including printmaking.
2	Critical Task	10%	4.7, 4.8, 4.9	Critical analysis of a contemporary artist.
3	Art Making Task 2	40%	4.4, 4.5, 4.6	Exploring a range of 2D and 3D art materials in the creation of artworks.
4	Historical Task	20%	4.9, 4.10	Yearly Examination – Historical Task.



# Assessment Policy Handbook

## Student Acknowledgement

I have received a copy of the Fairfield High School's Student Assessment Policy Handbook, and understand that:

- All assessment tasks must be completed by the due date
- Assessment Tasks AND all classwork and homework to assess student academic progress
- Attendance in all classes is expected to be over 85% in order to meet all course outcomes satisfactorily
- All work that is submitted is original and not copied or plagiarised from other sources
- Failure to submit a task on time will result in a letter home
- All tasks MUST be submitted, even if it is after the due date
- A student signature is required when a task is issued by the teacher
- A student signature is required when a task is submitted to the teacher
- Assessment tasks need to be uploaded to Turn It In website, when directed by teacher
- If an assessment task is late or missed due to illness, the task must be submitted on the first day back at school after the illness, with a doctor's certificate attached
- There is a Misadventure Form that needs to be filled in if asking for special consideration when a task is late
- For students in Years 7 – 9, a Level Green letter will go home advising parents of a missed assessment task
- For students in Years 10 – 12, a N Award warning letter will go home advising parents of a missed assessment task
- Students may be required to attend to the Homework Centre (Tues, Wed or Thurs) or lunch detentions until an outstanding task is submitted
- Computer and/or printer problems is not a satisfactory reason for failing to submit an assessment task, so ensure tasks are backed up and saved in appropriate locations
- If there are any problems or issues in relation to completing assessment tasks, liaise with teacher or head teacher as soon as possible

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*Tear off this slip and return to Year Adviser (who will give this to the Head Teacher Secondary Studies for filing)*

**I understand and accept the conditions and guidelines set out in this Assessment Policy Handbook**

<b>Student Name:</b>			
<b>Year Group:</b>		<b>Date Booklet Received:</b>	
<b>Student signature:</b>			