



# Junee High School

## Year 8 Assessment Schedule and Scope & Sequence Booklet 2021



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To Dream. To Create. To Succeed.

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Education

A PROUD MEMBER OF THE

**NGUMBA-DAL**  
LEARNING COMMUNITY

# In this book...

<b>INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS .....</b>	<b>2</b>
<b>Student Appeal Form.....</b>	<b>6</b>
English Scope & Sequence.....	7
<b>English Assessment Schedule .....</b>	<b>8</b>
Geography Scope & Sequence .....	9
Geography Assessment Schedule Semester 1.....	10
<b>Geography Assessment Schedule Semester 2.....</b>	<b>10</b>
History Scope & Sequence.....	11
History Assessment Schedule.....	12
Japanese Scope & Sequence .....	13
Japanese Assessment Schedule .....	14
<b>Mathematics Scope &amp; Sequence.....</b>	<b>15</b>
<b>Mathematics Assessment Schedule.....</b>	<b>17</b>
Music Scope & Sequence.....	19
Music Assessment Schedule.....	20
PDHPE Scope & Sequence.....	21
<b>PDHPE Assessment Schedule.....</b>	<b>22</b>
Science Scope & Sequence.....	23
<b>Science Assessment Schedule.....</b>	<b>24</b>
<b>Technology: Mandatory Scope &amp; Sequence .....</b>	<b>25</b>
<b>Technology Assessment Schedule .....</b>	<b>26</b>
Visual Art Scope & Sequence.....	27
Visual Art Assessment Schedule.....	28
<b>Notes .....</b>	<b>29</b>
<b>2021 Year 8 ASSESSMENT SCHEDULE SUMMARY .....</b>	<b>30</b>

## INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

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The following material is provided for the information of students at Junee High School and their parents/caregivers regarding assessment and class work that will be used to determine school report grades for each student.

The information is provided in a Question/Answer format to highlight the areas and issues of which students and their parents/guardians should be aware.

### What should I be aiming to achieve?

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- Completion of each stage of learning
- The best possible results for my courses
- Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Higher School Certificate

### What are the responsibilities of students?

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Students should:

- Complete each assessment task and class exercise to the best of their ability
- Demonstrate through effort and achievement that they have met all of the course outcomes
- Follow all of the procedures outlined in this booklet

### What must I do to have satisfactorily studied a course?

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The NSW Education Standards Authority (NESA)<sup>1</sup> expects students to have followed the course developed or endorsed by NESA and:

- a. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school<sup>2</sup>
- b. Achieved some or all of the course outcomes
- c. Seriously attempted all assessment tasks.

### What happens if I fail to satisfactorily complete a course?

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Where a student has failed to satisfactorily study a course, the Principal will:

- **Discuss** with the student, parents/caregiver and staff to determine if the student needs to repeat the Course/Year of learning.
- Advise the candidate of the submission and the right of appeal.

### What is an assessment task?

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An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include: tests; assignments; essays; examinations; practical projects; performances; speaking and/or listening exercises.

### How are grades awarded in subjects?

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NESA has prepared descriptions of five different levels of achievement, from Outstanding to Limited and assigned a grade letter from A to E to summarise the level of a student's achievement in a course. A number of different assessment tasks are used to accurately determine a student's level of achievement in all the knowledge and skills objectives is assessed. The choice of a particular grade is made on the basis that it provides the best overall description of a student's

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<sup>1</sup> The NSW NESA sets the curriculum and examinations for all courses for all schools in NSW

<sup>2</sup> This clause will apply to any students who **continually hand in work late, truant or who are absent without justification**, as determined by the NSW Department of Education and Communities

achievement of the syllabus outcomes. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

### Are other class exercises and homework important?

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Yes, other exercises, which are not detailed in the Assessment Schedule, are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades. Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study. Failure to complete these exercises would mean that students have not "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school", which may result in a student receiving a **'Failure to Submit Assessment'** notification.

### How much warning will I be given for an assessment task?

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You will be given at least one week's warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

### How do I submit assessment tasks?

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It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt is noted. Assessments are due to be submitted to the teacher before 8:52am on the day it is due.

### What will happen if an assessment task is submitted late?

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If you feel you have a legitimate reason for the late submission of an assessment task, then you should approach your teacher, where possible, at least two [2] full school days prior to the due date, giving your reasons in writing, using the **'Student Appeal Form'**. Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases.

### What happens if I fail to attempt or submit an assessment task?

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If you have a valid reason for a non-attempt, you need to give your reasons in writing, using the **'Student Appeal Form'** and you may be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Deputy Principal and/or Head Teacher.

Tasks submitted after the due date, without any approved extension, shall be penalised. The late penalty shall be 10% of the total available marks per day, to a maximum of 5 school days, after which work must still be submitted, to satisfy course requirements, but receives zero. A weekend will be considered to be one day. If a student fails to submit the task on the due date, the teacher will note this on Sentral Wellbeing and send the 'Failure to Submit Assessment' letter from Sentral.

### What are valid reasons?

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Valid reasons may include explanations such as: school sporting activities, excursions, sickness, or family crisis. It is up to the students to prove that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

### What should I do if I do not understand an assessment task?

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Ask your teacher. If you are still in doubt, seek clarification from the appropriate Head Teacher.

### What if I am absent when an assessment task is notified?

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It is your responsibility to ask your teacher about any class work which may have been missed or any assessment tasks which may have been notified in your absence. You should regard the dates in this schedule as your notice of a due task.



## What happens if I am absent for an assessment task?

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If you know you will be absent, you should notify your teachers at least two (2) full school days prior to the due date, giving your reasons in writing using the '**Student Appeal Form**'. If you are attending a school-based activity which will take you out of class, you should as a matter of courtesy consult with your class teacher to make alternate arrangements for the assessment task.<sup>3</sup> Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases.

## Do conduct or attendance count for Assessments and Reports?

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Poor school conduct will be harmful to your studies. Any of the following actions, however, will incur a zero mark for any assessment task:

- cheating during an assessment task
- copying from another student and claiming that work as your own
- allowing other students to copy your work
- copying material with no due acknowledgement
- disrupting an assessment task
- truancy or absence from an assessment task without providing a satisfactory explanation.

It is the responsibility of students to ensure the integrity of all task work (i.e. that the student is the sole author and that their work is also not being used by others). We take the issue of plagiarism very seriously. Any student who is discovered to have plagiarised the work of another may be made to resubmit the assessment task and will be penalised a percentage of their grade, dependent on the amount of the assessment that is plagiarised. The penalty will be determined by the class teacher in consultation with the Head Teacher.

NESA does not mandate attendance requirements. However, as a guide, if a student's attendance falls below 85% of the school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the course completion criteria have not been met.

## What if I don't make a serious attempt at the assessment task?

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A non-serious attempt will lead to the student being penalised. The late penalty shall be 10% of the total available marks per day, to a maximum of 5 school days, after which work must still be submitted. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or the use of obscene language, derogatory remarks, obscene diagrams, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations.

## Can I leave an examination or set assessment task prior to the time set for its completion?

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No, except with the supervisor's permission for legitimate emergencies.

## Am I entitled to a re-assessment of an individual assessment task?

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Yes, if you have concerns about the mark/grade/position gained in an assessment task you should initially discuss these concerns with the class teacher when the work is returned then, if necessary, with the Head Teacher. This must be done within two full school days after results have been received. If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required. In all cases, you should give your reasons in writing using the '**Student Appeal Form**'. If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

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<sup>3</sup> It is likely that a scheduled assessment task will take precedence over most other school activities.

Am I entitled to a review of my final assessment?

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Yes, the school has review procedures to examine legitimate cases. The panel will be comprised of a member of the senior school executive, the relevant Head Teacher and a Year Adviser.

Will I be warned if my completion of each course is at risk?

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Yes, you will be warned in writing, your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

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This is allowable, but such a change is generally negotiated with the students in that course before it is changed. A minimum of a week's notice is required.

Where can I check the schedule of assessment tasks and/or seek advice?

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All students will be given a schedule of assessment tasks for each subject and the relevant features of the school's Policy for Record of School Achievement. You should retain this document and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice.

## Student Appeal Form

Category (please tick one)

☐ Appeal due to illness, accident or misadventure

☐ Appeal in relation to the final assessment and/or course rank

☐ Request for extension of time

Student's Name: \_\_\_\_\_

Course: \_\_\_\_\_ Task Number: \_\_\_\_\_

Nature of Assessment Task: \_\_\_\_\_

Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Class Teacher Name: \_\_\_\_\_

Reason for Appeal/Request: (state details to support your case (or attach statement))

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Medical Certificate is attached: Yes ☐ No ☐

Additional information attached: Yes ☐ No ☐

\_\_\_\_\_  
Signature of student

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Caregiver

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

### Head Teacher Recommendation:

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Sit or submit the task without penalty
- Task to be submitted with penalty
- Extension granted

### Reason for decision:

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New Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Signature of Head Teacher

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

Copies of this form are available from Head Teachers and the Administration Office

# English Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p><b>Telling our Stories - Catching Teller Crow</b> (EN4-1A, EN4-3B, EN4-4B)</p> <p>This unit is a close study of a novel focused on the theme of war and its impact. Skills in novel analysis are developed through a focus on character, theme and language.</p>	<p><b>Speech</b></p>
	2		
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2	1	<p><b>Australian Poetry</b> (EN4-1A, EN4-4B, EN4-9E)</p> <p>In this poetry unit, students will have the opportunity to explore a range of poems by various poets featuring different forms and structures.</p> <p>Students will be given opportunities to respond to compose a variety of poems, enabling them to develop their creative writing skills and understanding of different poetic forms.</p>	<p><b>Poetry Anthology</b></p>
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3	1	<p><b>The Play's the Thing – Introduction to Shakespeare</b> (EN4-3B, EN4-5C, EN4-7D)</p> <p>This unit serves to introduce students to William Shakespeare and his context. It incorporates the study of Shakespeare's life, the Elizabethan era, the Globe Theatre and nature of performance in its time, and the language of Shakespearean texts through a close study of Romeo and Juliet.</p>	<p><b>Essay</b></p>
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	10		
4	1	<p><b>Genre Study: Adventure</b> (EN4-2A, EN4-3B, EN4-6C)</p> <p>Students will explore the aspects of the genre 'Adventure' by responding to a range of texts that explore the genre such as short stories, songs, podcasts and film. They will view texts with a close focus on film, in the adventure genre, composing texts to reflect the genre.</p>	<p><b>Examination</b></p>
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.



## English Assessment Schedule

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<i>Nature of task</i>	Speech	Poetry Anthology	Essay: Romeo & Juliet	Examination	
<i>Timing</i>	Term 1, Week 7	Term 2, Week 7	Term 2, Week 10	Term 3, Week 5	
<i>Outcomes assessed</i>	(EN4-1A, EN4-3B, EN4-4B)	(EN4-1A, EN4-4B, EN4-9E)	(EN4-3B, EN4-5C, EN4-7D)	(EN4-2A, EN4-3B, EN4-6C)	
<b>Components</b>					<b>Weighting %</b>
	Speaking and listening; reading, writing	Reading and writing	Listening and writing	Writing	
<b>Total %</b>	25%	25%	20%	30%	100%

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

## Outcomes

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

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

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

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

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

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

# Geography Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Unit: Interconnections</b> (GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8)) Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.	Task 1
	2		
	3		
	4		
	5		
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	7		
	8		
	9		
	10		
2	1	<b>Unit: Place and Liveability</b> (GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8) Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.	Task 2
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
3	1	<b>Unit: Place and Liveability</b> (GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8) Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.	Task 1
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
4	1	<b>Unit: Interconnections</b> (GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8)) Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.	Task 3
	2		
	3		
	4		
	5		
	6		
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	8		
	9		
	10		
	11		

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

## Geography Assessment Schedule Semester 1

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<i>Nature of task</i>	Research Task	Geographical Skills Assignment	Topic Test	
<i>Timing</i>	Term 1 - Week 5	Term 2 - Week 4	Term 2 - Week 7	
<i>Outcomes assessed</i>	GE4-3, GE4-4, GE4-8	GE4-1, GE4-7, GE4-8	GE4-1, GE4-2, GE4-5	
<b>Components</b>				<b>Weighting %</b>
<i>Geographical knowledge</i>	15	10	10	35
<i>Geographical tools and skills</i>	10	15	10	35
<i>Communication</i>	10	5	15	30
<b>Total %</b>	35	30	35	100

## Geography Assessment Schedule Semester 2

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<i>Nature of task</i>	Geographical Skills Assignment	Topic Test	Research Task	
<i>Timing</i>	Term 3 - Week 3	Term 3 - Week 7	Term 4 - Week 6	
<i>Outcomes assessed</i>	GE4-1, GE4-7, GE4-8	GE4-1, GE4-2, GE4-5	GE4-3, GE4-4, GE4-8	
<b>Components</b>				<b>Weighting %</b>
<i>Geographical knowledge</i>	10	10	15	35
<i>Geographical tools and skills</i>	15	10	10	35
<i>Communication</i>	5	15	10	30
<b>Total %</b>	30	35	35	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

### Outcomes

A student:

GE4-1 locates and describes features and characteristics of a range of places and environments

GE4-2 describes processes and influences that form and transform places and environments

GE4-3 explains interactions and connections between people, places and environments

GE4-4 examines perspectives of people and organisations on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability

GE4-7 acquires and processes geographical information using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

# History Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1 & 3	1	<b>Depth Study 6: Expanding Contacts Aboriginal and Indigenous Peoples</b> Students explore the nature of colonisation of the Pacific region; the nature of contact following colonisation of the chosen Indigenous people; the consequences of the colonisation of the chosen Indigenous people; the nature of British colonisation of Australia and; a comparison of the colonising movement  HT4-3, HT4-9, HT4-10	
	2		
	3		
	4		Colonisation Essay
	5		
	6		
	7		
	8		
	9		
	10		
2 & 4	1	<b>Depth Study 5: The Asia and Pacific World – Japan Under the Shoguns</b>	Japan Under the Shoguns Topic Test
	2	The way of life in Shogunate Japan; the feudal system; environmental resources and the decline of the Shogunate.	
	3	HT4-2, HT4-4, HT4-7	
	4	<b>Depth Study 4: The Western and Islamic World – The Vikings</b>  The way of life in Viking society; significant developments and/or cultural achievements that led to expansion; conquests and relationships; the role of a significant individual in the expansion of Viking settlement.  HT4-5, HT4-6, HT4-8	
	5		
	6		
	7		Vikings: Site Study
	8		
	9		
	10		
	11		

Please note: The units of work are subject to change during the year. Students and parents will be notified of change

## History Assessment Schedule

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<i>Nature of task</i>	Essay - Colonisation	Japan Under the Shoguns: Topic Test	Vikings: Site Study	
<i>Timing</i>	Term 1, Week 8 Term 3, Week 8	Term 2, Week 2 Term 4, Week 2	Term 2, Week 5 Term 4, Week 5	
<i>Outcomes assessed</i>	HT4-3, HT4-9, HT4-10	HT4-2, HT4-4, HT4-7	HT4-5, HT4-6, HT4-8	
<b>Components</b>				<b>Weighting %</b>
<b>Total %</b>	40	30	30	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

### Outcomes

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4-2 describes major periods of historical time and sequences events, people and societies from the past

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4-4 describes and explains the causes and effects of events and developments of past societies over time

HT4-5 identifies the meaning, purpose and context of historical sources

HT4-6 uses evidence from sources to support historical narratives and explanations

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past

HT4-8 locates, selects and organises information from sources to develop an historical inquiry

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

## Japanese Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Introduction to Japanese</b>  In this unit, students are introduced to the culture and written and spoken language of Japan. They learn to introduce themselves and others and begin writing single words and short phrases in both Hiragana and Romaji.	Task 1
	2		
	3		
	4		
	5		Task 2
	6		
	7		
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	10		
2	1	<b>Time and travel</b>  In this unit, students learn about things to see and do in Japan, while further developing their understanding of written and spoken Japanese. They create a travel brochure and begin to learn more complex sentence patterns.	Task 3
	2		
	3		
	4		
	5		Task 4
	6		
	7		
	8		
	9		
	10		
3	1	<b>Food and families</b>  In this unit, students sample a variety of different foods. They also learn about typical roles and activities of different family members. In doing so they learn about etiquette, how to write descriptive sentences and how to translate and complete a short family related story.	Task 5
	2		
	3		
	4		
	5		Task 6
	6		
	7		
	8		
	9		
	10		
4	1	<b>Creative arts and entertainment</b>  In this unit, students learn about the creative arts and other forms of popular entertainment in Japan. In doing so, they also learn to exchange information and opinions, create different art forms and understand more about Japanese cultural expression.	Task 6
	2		
	3		
	4		
	5		Task 7
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	7		
	8		
	9		
	10		
	11		

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.



## Japanese Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
Nature of task	Written and spoken self-introduction	Progressive weekly quizzes – reading and writing Hiragana	Bilingual travel brochure	Restaurant role play and menu creation	Story translation and completion	Final examination	
Timing	Term1 Week 4	Term 1 Weeks 2-9	Term 2 Week 5	Term 3 Week 3	Term 3 Week 9	Term 4 Week 4	
Outcomes assessed	LJA4-4C, LJA4-5U, LJA4-7U	LJA4-1C, LJA4-6U, LJA4-8U	LJA4-2C, LJA4-3C, LJA4-9U	LJA4-1C, LJA4-3C, LJA4-5U	LJA4-2C, LJA4-4C, LJA4-7U	LJA4-3C, LJA4-6U, LJA4-7U, LJA4-8U	
Total %	15%	15%	15%	15%	15%	25%	100

### Outcomes

A student:

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

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

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

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

LJA4-5U applies Japanese pronunciation and intonation patterns

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

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

LJA4-8U identifies variations in linguistic and structural features of texts

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

# Mathematics Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Topic 1: Fractions, Decimals and Percentages 2</b> Outcomes: 1WM, 2WM, 3WM, 5NA Students will express one quantity as a fraction/percentage of another, calculate fractions/percentages of quantities, solve problems involving fractions, decimals and percentages and investigate the concept of irrational numbers	
	2		
	3		
	4	<b>Topic 2: Pythagoras Theorem</b> Outcomes: 1WM, 2WM, 16MG Students will establish and apply Pythagoras' theorem to find sides in right-angled triangles and solve problems involving Pythagoras' theorem	
	5		
	6		
	7	<b>Topic 3: Algebraic Expressions 1</b> Outcomes: 1WM, 3WM, 8NA Students will substitute into algebraic expressions	Task 1
	8		
	9	<b>Topic 4: Probability and Venn Diagrams</b> Outcomes: 1WM, 2WM, 3WM, 21SP Students will describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and represent events in two-way tables and Venn diagrams and solve related problems	
	10		
	11		
2	1	<b>Topic 5: Rates and Ratios</b> 1WM, 2WM, 3WM, 7NA Students will apply ratios and rates to solve problems and interpret and draw distance/time graphs	
	2		
	3		
	4	<b>Topic 6: Circles</b> Outcomes: 1WM, 2WM, 13MG Students will Convert between metric units of area, establish and use formulas to find the areas of triangles, special quadrilaterals and circles and solve problems involving area	Task 2
	5		
	6	<b>Topic 7: Probability (2 Way Tables)</b> 1WM, 2WM, 3WM, 21SP Students will describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and represent events in two-way tables and Venn diagrams and solve related problems	
	7		
	8	<b>Topic 8: Area</b> Outcomes: 1WM, 2WM, 13MG Students will convert between metric units of area, establish and use formulas to find the areas of triangles, special quadrilaterals and circles and solve problems involving area	
	9		
	10	<b>Topic 9: Algebraic Expressions 2</b> Outcomes: 1WM, 3WM, 8NA Students will expand and factorise simple algebraic expressions	
3	1	<b>Topic 10: Index Notation</b> Outcomes: 1WM, 2WM, 3WM, 9NA	

		Students will determine and apply tests of divisibility, find square roots and cube roots, determine and apply the index laws for numerical expressions with positive-integer indices and determine and apply the meaning of the zero index	
	2	<b>Topic 11: Summary Statistics</b> Outcomes: 1WM, 2WM, 3WM, 20SP Students will and calculate compare summary statistics of different samples drawn from the same population	
	3	<b>Topic 12: Congruent Figures and Parallel Lines</b> Outcomes: 1WM, 2WM, 3WM, 17MG Students will identify congruent figures and identify congruent triangles using the four tests	
	4		
	5	<b>Topic 13: Equations</b> Outcomes: 1WM, 2WM, 3WM, 10NA Students will and solve simple quadratic equations	
	6		Task 3
	7		
	8	<b>Topic 14: International Time</b> Outcomes: 1WM, 2WM, 15MG Students will perform operations with time units mentally and with a calculator Interpret international time zones	
	9	<b>Topic 15: Financial Mathematics</b> Outcomes: 1WM, 2WM, 3WM, 6NA Students will perform calculations involving GST, calculate discounts and 'best buys' and solve problems involving profit and loss	
	10		
4	1	<b>Topic 16: Recurring Decimals</b> Outcomes: 1WM, 2WM, 3WM, 5NA Students will solve problems involving fractions, decimals and percentages and Investigate the concept of irrational numbers	
	2	<b>Topic 17: Volume</b> Outcomes: 1WM, 2WM, 14MG Students will convert between metric units of volume and capacity, establish and use formulas to find volumes of right prisms and cylinders and solve problems involving volume and capacity	
	3		
	4	<b>Topic 18: Tables and Graphs</b> Outcomes: 1WM, 2Wm, 3WM, 1WM, 3WM, 19SP Students will construct and interpret frequency tables, histograms and polygons and construct and interpret dot plots, stem-and-leaf plots, divided bar graphs, sector graphs and line graphs	
	5		Task 4
	6	<b>Topic 19: Linear Relationships</b> Outcomes: 1WM, 3WM, 11NA Students will recognise, describe and record geometric and number patterns in words and algebraic symbols, plot linear relationships created from simple patterns and equations and solve simple linear equations using graphical techniques	
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*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

# Mathematics Assessment Schedule

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
Nature of task	Take Home Test	In-class Test	Investigation	Examination	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 5 Week 5	
Outcomes assessed	1WM, 2WM, 3WM, 5NA, 16MG	1WM, 2WM, 3WM, 21SP, 7NA	1WM, 2WM, 3WM, 20SP	1WM, 2WM, 3WM, 5NA, 14MG	
<b>Total %</b>	25%	25%	25%	25%	100%

## Outcomes

A Student:

MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

MA4-2WM applies appropriate mathematical techniques to solve problems

MA4-3WM recognises and explains mathematical relationships using reasoning

MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation

MA4-5NA operates with fractions, decimals and percentages.

MA4-6NA solves financial problems involving purchasing goods.

MA4-7NA operates with ratios and rates, and explores their graphical representation

MA4-8NA generalises number properties to operate with algebraic expressions

MA4-9NA operates with positive integer and zero indices of numerical bases

MA4-10NA uses algebraic techniques to solve simple linear equations

MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

MA4-12MG calculates the perimeters of plane shapes and the circumferences of circle

MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area.

MA-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

MA4-15MG performs calculations of time that involve mixed units, and interprets time zones

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines

MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays

MA4-20SP analyses single sets of data using measures of location, and range

MA4-21SP represents probabilities of simple and compound event

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# Music Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Introduction to Music</b>  Students are introduced to the musical concepts through a variety of performance, aural, composition and appreciation experiences using percussion instruments.	
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	5		Task 1 or 2
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2	1	<b>Keyboard</b>  Students learn to play short melodies and accompanying chords on the keyboard, and create their own Soundscapes.	
	2		
	3		Task 3
	4		
	5		
	6		
	7		Task 4
	8		
	9		
	10		
3	1	<b>Guitar</b>  Students learn to read tablature and chord charts. They compose their own riffs and perform rhythm guitar accompaniments to songs in a variety of styles.	
	2		
	3		
	4		Task 5
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	7		Task 6
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4	1	<b>Vocals</b>  Students listen to and reflect on a range of vocal performances. They build their own vocal technique through in-class and other performances.	
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	4		Task 7
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	7		Task 8
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.



# Music Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	
Nature of task	BandLab Portfolio	Percussion composition and performance	Aural and musicianship test 1	Keyboard performance	Riff composition	Guitar performance	Aural and musicianship test 2	Stage 4 Idol performance	
Timing	Term 1 Week 5 or 10	Term 1 Week 5 or 10	Term 2 Week 3	Term 2 Week 7	Term 3 Week 4	Term 3 Week 8	Term 4 Week 4	Term 4 Week 6	
Outcomes assessed	4.4, 4.6, 4.12	4.2, 4.3, 4.4, 4.5, 4.12	4.7, 4.8, 4.9, 4.12	1, 4.2, 4.3, 4.12	4.4, 4.5, 4.6, 4.12	4.4, 4.5, 4.6, 4.12	4.7, 4.8, 4.9, 4.10, 4.12	4.1, 4.2, 4.3, 4.12	
Total %	10%	15%	10%	15%	10%	15%	15%	10%	100

## Outcomes

A Student:

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## PDHPE Scope & Sequence

		Topic/Unit of Work		
Term	Week	Theory	Practical	Assessment
1	1	<p><b>Relationships</b>  <i>Outcomes: PD4.1, 4.2, 4.6, 4.7, 4.9</i></p> <p>This unit will focus on concepts relevant to positive and intimate relationships. These concepts include boundaries, power and consent.</p>	<p><b>Initiative Games</b>  <i>Outcomes: PD4.4, 4.5</i></p> <p>This unit will involve students participating in fun and challenging games that develop interpersonal and movement skills in which groups are confronted with a specific problem to solve.</p>	
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	3			
	4			
	5			<b>Task 1</b>
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	7			
	8			<b>Task 2</b>
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	10			
	11			
2	1	<p><b>R U OK?</b>  <i>Outcomes: PD4.1, 4.2, 4.7, 4.9</i></p> <p>This unit will focus on developing knowledge and understanding of mental health concepts. These include dealing with loss and grief, positive body image, stigma associated with mental health and accessing relevant health services.</p>	<p><b>Touch</b>  <i>Outcomes: PD4.4, 4.5</i></p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a touch football context.</p> <p><b>Hockey</b>  <i>Outcomes: PD4.4, 4.5</i></p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a hockey context.</p>	
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	4			<b>Task 3</b>
	5			<b>Task 4</b>
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3	1	<p><b>Be Smart, Don't Start</b>  <i>Outcomes: PD4.2, 4.6, 4.7, 4.9</i></p> <p>This unit will focus on developing understanding why people do or don't use drugs, their effects and health impacts. Students will develop the capacity to make informed decisions for their own health and wellbeing and to understand the issues surrounding drug use within the community.</p>	<p><b>Net/Wall Games</b>  <i>Outcomes: PD4.4, 4.5</i></p> <p>Students develop and refine movement skills and strategies to net/wall games. Examples include volleyball, tennis and table tennis. Emphasis is placed on enhancing participation in lifelong physical activity and the interchangeability of skills across a range of contexts.</p> <p><b>Dance</b>  <i>Outcomes: PD4.11</i></p> <p>This unit will focus on students demonstrating how movement skills and concepts can be utilised in rhythmic and expressive movements.</p>	
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	7			<b>Task 5</b>
	8			<b>Task 6</b>
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	10			
4	1	<p><b>Live Right</b>  <i>Outcomes: PD4.7, 4.8</i></p>	<p><b>Fitness</b>  <i>Outcomes: PD4.4, 4.5</i></p>	
	2			
	3			

	4	In this unit, students will explore ways to promote healthy, safe and active lifestyles. It will also involve developing skills to empower students to make healthy and safe choices and take action to promote the health and wellbeing of their communities.	This unit focuses on student's active participation in lessons designed to develop confidence and competence in fitness-based contexts.	<b>Task 7</b>
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## PDHPE Assessment Schedule

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	
<i>Nature of task</i>	Cooperative Games Practical Assessment	Relationship Task	Invasion Games Practical Assessment	Critique of Mental Health Service	Educational Board Game	Dance Composition Practical Assessment	Yearly Examination	
<i>Timing</i>	Term 1, Week 5	Term 1, Week 8	Term 2, Week 4	Term 2, Week 5	Term 3, Week 7	Term 3, Week 8	Term 4, Week 4	
<i>Outcomes assessed</i>	PD4.4, 4.5	PD4.1, 4.2, 4.6, 4.7, 4.9	PD4.4, 4.5	PD4.1, 4.2, 4.7, 4.9	PD4.2, 4.6, 4.7, 4.9	PD4-4, 4-11	All	
<b>Total %</b>	10%	10%	10%	15%	15%	20%	20%	100%

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Outcomes

A student:

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

# Science Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p><b>Topic 1: Working with Data/Student Research Project</b>  <i>Outcomes: SC4-7WS</i></p> <p>In this unit, students will develop their skills in processing and analysing data and information from first and second-hand investigations. In addition they will investigate how plants carry out specialised functions that enable them to survive and reproduce. At the conclusion of this unit they will start their Student Research Project.</p>	
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	11		<b>Task 1</b>
2	1	<p><b>Topic 2: Classification</b>  <i>Outcomes: SC4-14LW (LW1)</i></p> <p>Students will explore the differences within and between groups of organisms and how classification helps organise this diversity. In addition, they will relate the structure and function of living things to their classification, survival and reproduction.</p>	
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	6	<p><b>Topic 3: Separating Mixtures</b>  <i>Outcomes: SC4-17CW (CW3)</i></p> <p>Students will learn about mixtures, including solutions, which contain a combination of pure substances that can be separated using a range of techniques. Students will investigate the application of a physical separation technique used in everyday situations</p>	
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	10		<b>Task 2</b>
3	1	<p><b>Topic 4: Forces</b>  <i>Outcomes: SC4-10PW (PW1&amp;2)</i></p> <p>In this topic students will explore how a change to an object's motion is caused by unbalanced forces acting on the object. They will also learn about how the action of forces that act at a distance may be observed and related to everyday situations.</p>	
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	6	<p><b>Topic 5: Ecology</b>  <i>Outcomes: SC4-14LW (LW5)</i></p> <p>Students will expand their understanding of ecological concepts that can be identified through careful analysis of biotic and abiotic factors within ecosystems. Students will also investigate how science and technology contribute to finding solutions to conserving and managing ecosystems.</p>	
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	10		<b>Task 3</b>
4	1	<p><b>Topic 6: Kitchen Chemistry</b>  <i>Outcomes: SC4-17CW (CW4)</i></p> <p>Students will relate the physical and chemical properties of matter to how materials are processes and used by society in everyday life. They will investigate chemical changes and how the new substances formed may have specific properties related to their everyday use.</p>	
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	7	<p><b>Topic 7: Earth Resources</b>  <i>Outcomes: SC4-13ES (ES3&amp;4)</i></p>	<b>Task 4: VALID</b>

	8	Students will explore how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management. They will investigate strategies used by people to conserve and manage non-renewable resources.	
	9		
	10		

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Science Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Topic Quizzes	
Nature of task	Student Research Project	Practical Investigation (What a Mess)	Problem Solving (Billy Cart)	VALID (online end-of-stage assessments for the science key learning area)	Short quizzes at the conclusion of each topic which will cover the content covered	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7	Term 4, Week 3	Throughout	
Outcomes assessed	SC4-4,5,7,9WS	SC4-4,5,6WS	SC4-4,8,9WS, 10PW	SC4-4,5,7,8,9WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	SC4-14LW, 11PW, 13ES, 16CW	
<b>Total %</b>	25%	25%	25%		25%	100%

### Outcomes

A Student:

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC4-5WS collaboratively and individually produces a plan to investigate questions and problems

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-10PW describes the action of unbalanced forces in everyday situations

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction

SC4-15LW explains how new biological evidence changes people's understanding of the world

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

# Technology: Mandatory Scope & Sequence

Term	Week	Topic/Unit of Work
1	1	<p><b>Module/Unit:</b>  <b>'Amazing Game' - Digital Technologies</b>  <b>'Grow and Thrive' - Agriculture and Food Technologies</b>  <b>'Pinball Machine' - Engineered Systems</b>            TE4- 1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI , TE4-8EN, TE4-9MA , TE4-10TS            Life Skills Outcomes:            TELS-6AG, TELS-7FO, TELS-8DI, TELS-9EN, TELS-10MA, TELS-11TS            Students will study ONE of these units over the course of a semester.</p> <p><b>Digital Technology-</b>            Students develop knowledge and skills in the use of a general-purpose programming language to design, produce and evaluate an information system using a microcontroller. They document their skill development tasks in a design and production folio.</p> <p><b>Agriculture and Food Technologies</b>            Students learn about the agriculture industry and the range of food products that can be manufactured. Students have the opportunity to grow herbs and vegetables and use them in practical food preparation lessons. They develop skills to make informed choices when preparing nutritious foods.</p> <p><b>Engineered Systems</b>            Students get hands-on experience with designing, prototyping and testing an engineered system that demonstrates force, motion, and energy. Students will learn how to follow an engineering design process to create and communicate innovative solutions to authentic problems.</p> <p>Semester 1</p>
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3	1	<p><b>Module/Unit:</b>  <b>'TBA' - Material Technologies</b>  <b>'Amazing Game' - Digital Technologies</b>  <b>'Pinball Machine' - Engineered Systems</b>            TE4- 1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI , TE4-9MA , TE4-10TS            Life Skills Outcomes:            TELS-6AG, TELS-7FO, TELS-8DI, TELS-9EN, TELS-10MA, TELS-11TS            Students will study ONE of these units over the course of a semester.</p> <p><b>Digital Technology-</b>            Students develop knowledge and skills in the use of a general-purpose programming language to design, produce and evaluate an information system using a microcontroller. They document their skill development tasks in a design and production folio.</p> <p><b>Materials Technology</b></p>



		<p>Students work with timber to develop manufacturing skills when constructing a project. Students will develop knowledge and understanding of the characteristics and properties of timber through research, experimentation and practical investigation.</p> <p><b>Engineered Systems</b></p> <p>Students get hands-on experience with designing, prototyping and testing an engineered system that demonstrates force, motion, and energy. Students will learn how to follow an engineering design process to create and communicate innovative solutions to authentic problems.</p> <p>Semester 2</p>
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## Technology Assessment Schedule

	<b>Semester 1</b>		<b>Semester 2</b>		
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
Nature of task	Common Assessment Task 1	Design Project 1 Design Folio 1	Common Assessment Task 2	Design Project 2 Design Folio 2	
Timing	Term 1, Week 6	Semester 1	Term 3, Week 6	Semester 2	
Outcomes assessed	TE4- 1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG TE4-6FO TE4-7DI TE4-9MA TE4-10TS	TE4- 1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG TE4-6FO TE4-7DI TE4-8EN TE4-9MA TE4-10TS	TE4- 1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG TE4-6FO TE4-7DI TE4-9MA TE4-10TS	TE4- 1DP TE4-2DP TE4-3DP TE4-4DP TE4-5AG TE4-6FO TE4-7DI TE4-8EN TE4-9MA TE4-10TS	
<b>Total %</b>	10%	40%	10%	40%	100%

### Outcomes:

A student:

#### Agriculture and Food Technologies

A student:

TE4- 1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities  
 TE4-2DP plans and manages the production of designed solutions  
 TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects  
 TE4-5AG investigates how food and fibre are produced in managed environments  
 TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating  
 TE4-10TS explains how people in technology related professions contribute to society now and into the future

Related Life Skills Outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-6AG, TELS-7FO, TELS-11TS

#### Digital Technologies

A student:

TE4- 1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities  
 TE4-2DP plans and manages the production of designed solutions  
 TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language  
 TE4-7DI explains how data is represented in digital systems and transmitted in networks  
 TE4-10TS explains how people in technology related professions contribute to society now and into the future

Related Life Skills Outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS

#### Material Technologies

A student:

TE4- 1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities  
 TE4-2DP plans and manages the production of designed solutions  
 TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects  
 TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions  
 TE4-10TS explains how people in technology related professions contribute to society now and into the future

Related Life Skills Outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-10MA, TELS-11TS

# Visual Art Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Unit 1: Mambo Magic</b> <b>4.1, 4.4, 4.9</b> A subjective and structural exploration of drawing conventions and techniques to create a variety of 2D form artworks. The focus of this unit is on students exploring how Australian artists use signs and symbols to communicate and develop meaning in artworks. Content is explored through the structural frame, the function of and relationships between the artist – artwork – world – audience is investigated and a range of drawing conventions, techniques and procedures are studied. Students will create an Australian landscape artwork inspired by the work of Mambo artist Reg Mombassa.	<b>Term 1 Assessment Task</b>
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2	1	<b>Unit 2: Self Portrait with Picasso</b> <b>4.1, 4.2, 4.4, 4.5</b> A structural and cultural exploration of painting conventions and techniques to create a 2D pastel drawing that represents themselves with inspiration from Picasso. A study of artists who have represented portraits to convey meaning to an audience. Student research Picassos Weeping Woman and create their own Picasso inspired art work with their school photos. Students explore mediums such as pastel, watercolour and biro to create their works.	2D- Drawing <b>Term 1, Week 10</b>
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	10		
	11		
3	1	<b>Unit 3: Landscapes</b> <b>4.1, 4.4, 4.5, 4.7, 4.8</b> An exploration of the properties and conventions of landscapes of the Impressionist era. Students investigate the conceptual framework to make artworks that represent a point of view about cultural identity. In critical and historical studies, they investigate, interpret and explain how artists represent ideas about social and cultural identity. Students research artists such as Monet, Manet and Cassatt. Students will demonstrate their understanding of the Impressionist era by then creating works inspired by these famous artist techniques.	2D- Painting and Drawing <b>Term 2, Week 7</b>
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
4	1	<b>Unit 4: Middle Ages</b> <b>4.3, 4.5, 4.6, 4.9</b> A structural and cultural investigation of stained-glass windows, Celtic knots and Illuminated Manuscripts to make artworks that communicate a point of view about the Middle Ages. Students investigate the conceptual framework to develop meanings and use materials as symbols for the Middle Ages. In critical and historical studies students investigate, interpret and explain the cultural significance of the Middle Ages in different times and places, and artists' and architects' relationships with cities and sites. While observing mosaics from 6 <sup>th</sup> century students will develop an understanding of the appreciation of storytelling using images.	3D- Sculpture <b>Term 3, Week 10</b>
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

## Visual Art Assessment Schedule

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<i>Nature of task</i>	2D- Drawing	2D- Painting and Drawing	3D- Sculpture	2D- Printmaking	
<i>Timing</i>	Term 1, Week 10	Term 2, Week 7	Term 3, Week 10	Term 4, Week 7	
<i>Outcomes assessed</i>	<b>4.1, 4.4, 4.9</b>	<b>4.1, 4.2, 4.4, 4.5</b>	<b>4.1, 4.4, 4.5, 4.7, 4.8</b>	<b>4.3, 4.5, 4.6, 4.9</b>	
<b>Components</b>					<b>Weighting %</b>
<i>Artmaking</i>	20	10	20	10	60
<i>Critical and Historical Studies</i>	5	15	5	15	40
<b>Total %</b>	25	25	25	25	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

### Outcomes

A student:

- 4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.



# 2021 Year 8 ASSESSMENT SCHEDULE SUMMARY

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>TERM ONE</b>	Technology ongoing			Japanese	History Geography PD/H/PE	Music	English	Maths PD/H/PE	Japanese Music	Science Visual Art	
<b>TERM TWO</b>	Technology ongoing	History	Music	Geography PD/H/PE	Japanese Maths PD/H/PE		Geography Music English History Visual Art		Science	Visual Art	
<b>TERM THREE</b>	Technology ongoing		Japanese Geography	Music	History	Maths	Geography Music PD/H/PE Science	English PD/H/PE	Japanese	Visual Art	
<b>TERM FOUR</b>	Technology ongoing	History	Science	Japanese Music PD/H/PE	Geography English Maths		Music History Visual Art				



