2018 Middle School
Years 7 and 8
CURRICULUM
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YEARS 7 and 8 CURRICULUM

From the Head and Deputy Head of Middle School

We endeavour to inspire a vibrant culture of learning so each student can strive towards their full potential — academically, socially, physically and emotionally.

Welcome to Middle School. This is the first step into Senior School at Central Coast Grammar School (CCGS). The Middle School responds to the needs of students aged between 11 and 15 years. This is a critical time in their life as they lay the foundations for their journey towards adulthood.

Our Middle School develops student independence and confidence through engagement and rich learning experiences. Students are exposed to a broad range of educational opportunities and are encouraged to explore personal challenges within a caring and nurturing environment. Our aim is for each student to reach their full potential; academically, socially, physically and emotionally.

Central Coast Grammar School provides a wide range of subjects to allow students to pursue areas of interest and individual strengths. While the emphasis is on academic rigour, support is available for students who may struggle academically. The School also offers great diversity in activities out of the classroom. Students are encouraged to participate in various cocurricular activities and the Outdoor Education Program. It is considered important, students balance their studies with other interests that stimulate the mind and promote a healthy lifestyle.

We would like to acknowledge some of the material included in this booklet has been provided by the Australian Curriculum Assessment and Reporting Authority (ACARA): www.acara.edu.au and the NSW Education Standards Authority: www.boardofstudies.nsw.edu.au

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**SECTION 1: CURRICULUM**

**AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY (ACARA)**

ACARA is the independent authority for the development of a national curriculum, a national assessment program, national data collection and reporting program that supports 21st century learning for all Australian students.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the community. It makes clear what all young Australians should learn as they progress through school.

**NSW EDUCATION STANDARDS AUTHORITY (NESA)**

NESA serves government and non-government schools in the development of school education for Years K to 12. NESA is responsible for advising the New South Wales (NSW) Minister for Education on the appropriateness of the curriculum for NSW schools, the structure and process of its implementation.

Schools are required to deliver programs of study that comply with NESA syllabuses. Schools must satisfy the prescribed hours and cover all of the essential content of each syllabus.

NESA:

- works across all New South Wales school systems
- sets the core curriculum by developing syllabuses for Kindergarten to Year 12 and provides support materials for teachers and parents
- manages the Record of Student Achievement (RoSA) and the Higher School Certificate Examination
- assesses student achievement and awards credentials to meet the needs of the various range of students
- promotes the provision of quality education by developing, communicating and implementing educational policies and practices
- provides advice on grading and assessment policy and procedures
- promotes the provision of quality education through the registration and accreditation of non-government schools, certifying that they may teach students and enter students for examinations
- manages resources so educational objectives are met.
Heads of Department (HODs) are responsible for the organisation, supervision and control of teaching within their subject areas. Each teacher is responsible in the first instance to their Head of Department. Heads of Department are required to produce programs of work which are in line with the approved syllabuses and school policies. They select appropriate texts, determine teaching strategies and assessment procedures and maintain the necessary standards of teaching and learning. They are required to hold regular meetings to give guidance to their staff and to meet with the Head of Middle School.

**Stage 4**

The Stage 4 (Years 7 and 8) Curriculum provides students with a broad range of educational experiences. This general educational background will be the basis from which further studies are selected ultimately leading to the Higher School Certificate in Year 12.

NESA sets a number of mandatory requirements. As a result, the curriculum in Stage 4 is quite prescriptive although students do have an opportunity to choose the language they wish to study in Year 8.


Data from past reports, screening tests and previous National Assessment Program Literacy and Numeracy (NAPLAN) tests are used to assist in determining students’ academic ability.

**Mandatory Curriculum Requirements**

NESA states it is mandatory for students in Years 7 to 10 to complete the following curriculum:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>NESA developed syllabus to be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>NESA developed syllabus to be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10</td>
</tr>
<tr>
<td>Science</td>
<td>NESA developed syllabus to be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10</td>
</tr>
<tr>
<td>Human Society and Its Environment</td>
<td>To be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5</td>
</tr>
<tr>
<td>Languages Other than English</td>
<td>100 hours to be completed in one language over one continuous 12 month period between Years 7 and 10 but preferably in Years 7 or 8</td>
</tr>
<tr>
<td>Technological and Applied Studies</td>
<td>NESA’s Technology (Mandatory) Years 7 and 8 syllabus to be studied for 200 hours</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>200 hours to be completed, consisting of NESA’s 100 hour mandatory courses in each of Visual Arts and Music. It is the NESA’s expectation the 100 hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>NESA’s mandatory 300 hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7 to 10</td>
</tr>
</tbody>
</table>
SECTION 2: MANDATORY COURSES

- Digital Technologies
- English
- Geography
- History
- Languages
- Mathematics
- Music
- Personal Development, Health and Physical Education
- Religion Studies
- Science
- Technology
- Visual Arts
SECTION 2: MANDATORY COURSES

DIGITAL TECHNOLOGIES

Key Learning Area: Technological and Applied Studies
Head of Department: Janine Comber
Course: Digital Technologies

Course Description

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. This course helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Students investigate how...

- data is transmitted and secured in wired, wireless and mobile networks and how the specifications of hardware components impact on network activities
- digital systems represent text, image and audio data in binary

Students learn to...

- plan and manage digital projects to create interactive information
- define and decompose problems in terms of functional requirements and constraints
- design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions
- evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability
- analyse and evaluate data from a range of sources to model and create solutions
- use appropriate protocols when communicating and collaborating online

Course Requirements

Students will require USB keys to be used for storing projects that are developed as part of the course.

Special Features

The Digital Technologies course provides a solid foundation in Digital Literacy and Technologies for a range of courses in the Technology learning area for Stages 5 and 6.
SECTION 2: MANDATORY COURSES

ENGLISH

Key Learning Area: English
Head of Department: Kate Tracy
Course: English

Course Description

Students study literature, film, media, nonfiction, graphic novels and digital texts. The texts give students experience of Australian literature, insights into Aboriginal experiences, multicultural experiences in Australia and literature from other countries and times.

Students study texts that give experience of cultural heritages, environmental and social sustainability, popular cultures and youth cultures, picture books, every day and workplace texts, a range of social, gender and cultural perspectives.

Students learn to...

- read, enjoy, understand, appreciate and reflect on the English language in a variety of texts
- develop their skills, knowledge and understanding
- create texts that are imaginative, interpretive, critical, analytical and powerful
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretive and critical
- express themselves and their relationships with others and the world
- reflect on their learning in English

Course Requirements

The study of English in Stage 4 requires experience of at least two works of each of fiction, film, nonfiction, drama and a wide range of poems.

Special Features

Years 7 and 8 students are placed in either the extension, mixed ability or enrichment classes. Each class follows the same scope and sequence.
GEOGRAPHY

Key Learning Area: Human Society and its Environment
Head of Department: Belinda Ho
Course: Geography

Course Description

Geography students will engage in the Stage 4 curriculum which includes the focus areas of Landforms and Landscapes, Place and Liveability, Water in the World and Interconnections.

Students learn about geographical processes and human communities on a national and global level. Students also learn about environmental and human interactions and how communities respond to them. From this students will investigate geographical issues that arise from a rapidly changing world.

Students learn to...

- identify, gather, organise and interpret geographical data
- develop an understanding of places, environments and people
- explain the processes that form and transform natural environments and human communities
- investigate the relationships between environments and people
- apply geographical tools for inquiry studies
- communicate their understanding through written and oral forms

Course Requirements

Students will be expected to undertake fieldwork activities throughout the year.

Special Features

The Geography course is taught for two terms (Terms 3 and 4) in both Year 7 and Year 8. Geography rotates with History on a semester basis.
SECTION 2: MANDATORY COURSES

HISTORY

Key Learning Area: Human Society and its Environment
Head of Department: Belinda Ho
Course: History

Course Description

History develops in young students an interest and passion for the past. The mandatory course requires students to complete 100 hours of History in Stage 4.

The Stage 4 curriculum provides a variety of focus studies over Years 7 and 8. Year 7 students will investigate the nature of history and how historians investigate the past. This will help students to form a foundation of knowledge for their later studies of the ancient world, namely Ancient Egypt and Ancient China. This investigation of the past is then extended into the Medieval & early modern period in Year 8, where students will be given the opportunity to examine European and Asian societies.

Students learn to...

- understand historical terms and concepts
- comprehend chronology by identifying and sequencing historical events and periods
- think about sources of information critically and distinguish between primary and secondary sources
- make educated conclusions about past societies by interpreting information from evidence
- communicate their understanding effectively in a variety of mediums (oral, graphic, digital and written)

Course Requirements

All students must complete a site study in Stage 4.

Special Features

The History course is taught for two terms (Terms 1 and 2) in both Year 7 and Year 8. History rotates with Geography on a semester basis.
SECTION 2: MANDATORY COURSES

LANGUAGES

Key Learning Area: Languages
Head of Department: Yoko Bloore
Course: Chinese, French and Japanese

Year 8 students choose one of the following languages: Chinese, French or Japanese to be studied for at least 100 hours.

Course Description

Language courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English and to develop an understanding of the culture associated with the chosen language.

Students learn to...

- develop the knowledge, understanding and skills, such as listening, reading, speaking and writing, necessary for effective communication in a language
- explore the nature of languages as systems by making comparisons between English and the chosen language
- develop skills in the target language
- communicate more confidently in everyday situations within and beyond the classroom
- understand texts which they hear or read which contain learnt structures and familiar vocabulary
- develop an understanding of the influences of culture on language use
- develop a capacity to interact with people, their culture and their language

Special Features

Year 8 students study the language of choice continuously for one year.
SECTION 2: MANDATORY COURSES

MATHEMATICS

Key Learning Area: Mathematics
Head of Department: Kingsley Hunt
Course: Mathematics

Mathematics is a mandatory course studied substantially in Years 7 to 10.

Course Description

Mathematics in Stage 4 develops:

- confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- an increasingly sophisticated understanding of mathematics concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning
- students knowledge, skills and understanding by studying:
  - working Mathematically
  - Number and Algebra
  - Measurement and Geometry
  - Statistics and Probability

Students learn to...

- use appropriate terminology, diagrams and symbols in mathematical contexts
- select and use appropriate strategies to solve problems
- provide reasoning to support conclusions that are appropriate to the context

Course Requirements

Year 7 is graded initially using the screening test. After the students have settled into Year 7 and further data is gathered the classes are regraded.

Year 8 Mathematics classes are graded. Classes are formed according to the student achievements from Year 7.

All class placements are reassessed at the end of each semester.
Mathematics Pathways

The suitability for study at a particular level in the Stage 5 course will be determined by the student’s level of achievement in the Stage 4 course. There are three graded courses of study in Stage 5. The following diagram shows the pathways in Mathematics from Stage 4 through Stage 5 to Stage 6.

Students who consistently achieve Limited, Basic and Unsatisfactory grades in the Stage 4 course will proceed to the 5.1 course in Year 9. This course is designed for students who need more time to develop basic mathematics skills. Students who consistently achieve Sound grades in the Stage 4 course may proceed to the 5.2 course in Year 9. Students who consistently achieve Excellent grades in the Stage 4 course may proceed to the 5.3 course in Year 9. These students should be able to work easily and quickly with more demanding mathematical concepts and be able to recall previous work with ease.

Mathematics Pathways
SECTION 2: MANDATORY COURSES

MUSIC

Key Learning Area: Creative Arts
Head of Department: Lee Fleming
Course: Music

Course Description

As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Students study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres. The mandatory Music course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture.

Performing provides experiences in singing, playing instruments, moving to musical stimulus, improvising, accompanying, interpreting different forms of notation and using different types of technology for performance. Composing provides experiences in exploring, experimenting, improvising, arranging and organising with a variety of sound sources: experimenting with computer based technologies to create compositions and notating compositions using both traditional and non-traditional notation. Listening experiences in music includes observing, discussing and responding in oral and written form to a range of repertoire.

Students learn to...

- perform in a range of musical contexts
- compose music that represents the topics they have studied
- listen with discrimination, meaning and appreciation to a broad range of musical styles

Special Features

Students can only commence study in the elective music course after they have completed the requirements of the mandatory course. Music rotates with Visual Arts on a semester basis.
SECTION 2: MANDATORY COURSES

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Key Learning Area: Personal Development, Health and Physical Education
Head of Department: Blake Berczelly
Course: Personal Development, Health and Physical Education

Course Description

PD/Health/PE develops students’ capacity to enhance personal health and wellbeing by examining the physical, social, psychological and spiritual dimensions of health. It promotes enjoyment and commitment to an active lifestyle. Year 7 students will be engaged in units of study such as: New Challenges (enhancing resilience and dance); Hand Propelled Ball Games; Changing Me Changing Relationship; Athletics; A Balanced Life Style; Drug Education; and Summer Games.

Year 8 students will be engaged in units of study such as: Gymnastics; Racquet Games; Good Friends (relationships, anti bullying); Ball Kicking Games; Athletics; Exploring Road Risks; Drug Education; and Hand Propelled Ball Games. Through PD/Health/PE students develop knowledge understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

Students study the following four modules:

- **Self and Relationships:** Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships.
- **Movement Skill and Performance:** Students explore the elements of composition as they develop and refine movement skills in a variety of contexts.
- **Individual and Community Health:** Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- **Lifelong Physical Activity:** Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

**Students learn to...**

- apply key skills that allow them to take action for health and physical activity
- develop skills in communication, interaction, problem solving, decision making, planning and moving
SECTION 2: MANDATORY COURSES

RELIGION STUDIES

Key Learning Area: Human Society and its Environment
Head of Department: John Gunderson
Course: Religion Studies

Course Description

The goal of this course is for students to gain an understanding of Christianity which is the major religion associated with Central Coast Grammar School. However, it is important to realise that there are many different faiths within our school and we aim to foster acceptance, interest and a desire to find out more about religion.

Year 7 students study the Story of Christ and various sacred stories involving good versus evil. For example, David and Goliath, Fall of Satan and the Parables.

Year 8 students study various Christian Churches and Denominations, Religious Festivals, Rituals and Celebrations and Spiritual Guidelines. These include the Ten Commandments, the Sermon on the Mount, ethics and morality.

Students learn to...

- develop a knowledge and understanding of specific aspects of Christianity, the inter relationships between the various Christian denominations in Australian society and the inter relationships between Christianity and the various religions in Australian society
- understand the appropriate Christian ceremonies, moral precepts, rituals and stories, and religious inquiry and the skills to communicate their understanding of Christianity
- value and appreciate Christianity as a study of human experience
- develop a lifelong interest and enthusiasm for the study of World Religions through a sense of individual, group, national and international identity
- develop empathy to the needs, values and behaviour patterns of others

Special Features

The Stage 4 Religion Studies course has been programmed to have a Christian emphasis. The purpose of this is to fulfil the School's Charter of being an inter denominational Christian School. In addition, it is important for students of inter cultural studies to understand and evaluate their own culture.
SECTION 2: MANDATORY COURSES

SCIENCE

Key Learning Area: Science
Head of Department: Ross Farrelly
Course: Science

Course Description

The study of Science in Stage 4 develops students’ scientific knowledge and understanding, skills and values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and the role of science in developing technology. In Stage 4, students begin to develop an appreciation of, and skills in selecting and using resources and systems to solve problems. They also are encouraged to develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.

The broad areas of study include: the study of energy changes and the action of forces; the properties of matter; the features of living things; factors affecting survival of organisms in an ecosystem; and the dynamic structure of Earth and its relationship to other parts of our solar system and the universe.

Students learn to...

- develop their knowledge and understanding of scientific concepts and the scientific process by studying topics through a variety of approaches including: the history of science; the nature and practice of science; applications and uses of science; implications of science for society and the environment; current issues; and research and development.
- develop skills in working scientifically by conducting experiments and investigations, communicating information and understanding and working individually and in teams
- develop their scientific thinking and problem solving techniques.

Course Requirements

Practical experiences which emphasise hands on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during Stage 4. At least one project will involve hands on practical investigation. This will include completion of a Student Research Project which may be entered into the CREST award scheme.

Special Features

Students are divided into partially graded classes for Year 7. In Year 8 students are divided into graded classes. Classes are formed according to student achievements in Year 7.
**SECTION 2: MANDATORY COURSES**

**TECHNOLOGY**

**Key Learning Area:** Technological and Applied Studies  
**Head of Department:** Bil Kensey  
**Course:** Technology

**Course Description**

Technology (Mandatory) develops an understanding of design and its process for our students, through the employment of creating quality products. It enables students to select and use appropriate materials, tools and techniques in a safe and proper manner.

Students will learn about the processes involved in designing through the development of projects under the following areas:

- Agriculture and Food  
- Digital Technology  
- Engineered System 1  
- Material Technology

Units studied include:

- Digital Technology and Design and Development  
- Food Technology  
- Graphics and Media Technology  
- Mixed Materials  
- Plant Technology  
- Textiles Technology  
- Timber Technology.

**Students learn to...**

- identify and respond to design criteria through the production of quality products  
- access and safely use a range of materials, tools and techniques to aid in the development of the finished project  
- work cooperatively in workshop, kitchen and computer environments and will gain a working knowledge of risk assessment and other Work Health and Safety issues  
- undertake relevant research and experimental activities, analyse results and evaluate projects

**Special Features**

Mandatory Technology classes are structured on a rotational basis. Students are divided into seven mixed ability classes in Stage 4.

The mandatory Technology course is a foundation course for a range of elective courses in the Technology learning area for Stage 5.
SECTION 2: MANDATORY COURSES

VISUAL ARTS

Key Learning Area: Creative Arts
Head of Department: Bil Kensey
Course: Visual Arts

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Students learn about making and studying Visual Arts using the world as a source of ideas and concepts. Students are able to build their skills with a variety of 2D, 3D and 4D media. Students also learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. Students are introduced to the Frames and Conceptual Framework as a way to engage in making and interpreting art. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students are introduced to the work of a variety of artists and artistic forms. They learn to respond to these works in artmaking, and critical and historical studies. They will learn to use Frames (subjective, structural, cultural, post modern) and Conceptual Framework (artist-artwork-world-audience) to explore a diverse range of ideas and interests in the world.

Students learn to...

- make artworks using a broad range of materials and techniques in 2D, 3D, and 4D. Media includes drawing, painting, ceramic sculpture, printmaking, collage and computer graphics to name a few
- build a body of work over time and they look at using more contemporary forms for their art as well as traditional ones
- record procedures and activities about their artmaking practice in their Visual Arts Process Diary

Course Requirements

Students must keep a Visual Arts Process Diary and participate in class discussions, and critical and historical assessments as set by the class teacher.

Special Features

The Stage 4 Visual Arts course is taught for two terms in both Year 7 and Year 8. Visual Arts rotates with Music on a semester basis.
SECTION 3: ASSESSMENT

INTRODUCTION

The New South Wales Education Standards Authority is responsible for developing syllabuses to be taught in New South Wales Schools. NESA defines assessment as the process of identifying, gathering and interpreting information about students’ learning. When establishing an assessment program Heads of Department will ensure assessments are based on syllabus objectives and outcomes that specify what students know, understand and are able to do. In this sense it is integral to teaching and learning. A variety of assessment tasks and contexts will be provided so students are given opportunities to demonstrate their achievement of outcomes in an authentic manner.

PROGRAM OF ASSESSMENT

The assessment program in the Middle School at Central Coast Grammar School has been designed to ensure that by reporting on a student’s progress the system is fair, valid, reliable, easy to understand and transparent. Assessment is an ongoing process. For each assessment period a number of assessment activities are planned by Heads of Department in consultation with their teachers in order to assess the students’ skills, knowledge and understanding. These activities vary from course to course in accordance with the requirements specific to each course.

The purpose of assessment is to collect information. In education, assessment occurs when a teacher collects information about students’ skills, understandings, knowledge and attitudes. Teachers collect this information in numerous ways. Some methods are quite structured, such as examinations, classroom tests, practical work and checklists. Others are unstructured, such as conversations, questionnaires, observation schedules, and student self-assessment. Teachers use these procedures to build a profile of what the student knows, understands and can do. Each piece of information is used as an indicator and is woven into the profile of the student. The more information in the profile, the more accurate it will be. If we rely on only one or two pieces of information from similar types of assessments then it is likely the student profile will be incomplete or biased.

Assessments in the Middle School embrace a wide variety of activities. These include:

- checklists
- classroom tests
- conversations
- essays
- examinations
- field trips
- group work
- observation
- practical work
- questionnaires
- quizzes
- research assessments
- short answer responses
- speeches
- student self assessment
SECTION 3: ASSESSMENT

ASSESSMENT POLICY AND PROCEDURES

Overview

Assessments assist teachers at Central Coast Grammar School by:
- monitoring the progress of students and diagnosing learning difficulties
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
- developing subsequent learning programs
- reporting student achievement to parents
- whole school and system planning, reporting and accountability procedures

Student Responsibilities

Students are required to:
- complete the prescribed work requirements in each course by the due date
- complete all assessment tasks
- maintain a good record of attendance, participation, progress, homework and attitude
- initiate contact with teachers concerning absences from class, missed assessments, extension requests and other issues pertaining to assessment
- hand in completed assessment tasks to the assigning teacher or the relevant Head of Department if the teacher is unavailable
- collect and keep assessment tasks

Teacher Responsibilities

Teachers are required to:
- develop a teaching program that adheres to current BOSTES syllabuses
- provide students with a course overview and assessment guidelines at the commencement of the course
- ensure assessments are fair, valid and reliable
- maintain accurate records of student achievement and assessment
- meet school and external timeframes for assessment and reporting
- inform students and parents of academic progress as appropriate

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Allegations of cheating, plagiarism, unsatisfactory conduct, non serious attempt or inappropriate computer use will be reported to the appropriate Head of Department for investigation. If the Head of Department is satisfied that there is clear evidence of malpractice, the award of zero (0) will be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents and reported to the Head of Middle School.

ALLOCATION OF GRADES

Each course is divided into specific learning outcomes or components according to the syllabus. Students are awarded a grade for each component. The teacher makes a professional judgement to decide which grade best matches a student’s standard of work. The grades are:

- Excellent
- High
- Sound
- Basic
- Limited
- Unsatisfactory

An Unsatisfactory grade is used to denote a student has either:
- missed completing the task with their cohort without legitimate documentation or Approved Leave
- made a non serious attempt on the task
- breached the Academic Honesty Policy located in the Student Diary
SECTION 3: ASSESSMENT

A component can be assessed a number of times during the course of the semester using a variety of assessment procedures. When deciding which grade to award for a specific component that has been assessed a number of times during the semester, the teachers refer to the standards. There are no quotas. In other words students do not have to have achieved High a certain number of times in order to be awarded High for the component on the Semester Report. Similarly there are no quotas for the number of students across a course achieving each grade. All students could receive an Excellent if they have met the standards for an Excellent level of achievement in the component. The standard which best describes the student’s overall understanding, knowledge and skill is the one awarded on the report.

A list of all assessable tasks for Years 7 and 8 2018 are in Section 6 and Section 7 of this document. Upcoming tasks are listed weekly in the Headmaster’s Newsletter. Each assessment task is reported using an assessment cover sheet that lists the course components to be assessed and the levels of achievement awarded for each component. This provides students’ with the necessary feedback to determine which components need further work.

In cases where a course is taught in more than one class, many of the assessment tasks are common to all relevant classes. The teachers consult before setting these common tasks and decide which learning areas will be assessed. Common tasks are marked by one teacher, or a section is marked by one teacher in order to maintain consistency in marking. Consultation between all teachers of the course occurs once more when the grades are allocated. The course components are referred to when awarding grades.

ASSESSMENT CALENDAR

Assessment tasks are recorded on the School’s Assessment Calendar by class teachers. They submit the confirmation sheet to the Head of Middle School, Mr Bennett, for approval. Consideration is given to the scheduling of these assessment tasks. Under normal circumstances only one assessment task will be scheduled for any one day.

ASSESSMENT PLANNING CALENDAR

Assessment tasks are written on the Assessment Planning Calendar in each student’s Roll Call classroom.

ASSESSMENT TASK COVER SHEETS

Each formal assessable task must have a cover sheet which includes:
- the outcomes to be assessed
- a descriptive grade for each outcome assessed: Excellent, High, Sound, Basic or Limited.
- teacher comment/feedback
- teacher signature

ASSESSMENT WEIGHTING

Where assessments are scheduled throughout a course, greater weighting is given to those tasks undertaken towards the end of the course.

HEADMASTER’S NEWSLETTER

Years 7 to 9 Assessments are advertised in the Headmaster’s Newsletter each week.

LATE SUBMISSION OF AN ASSESSMENT TASK

Students are expected to submit assessment tasks on time. If a student is absent on the day an assessment task is due the assessment task is to be submitted on the first day the student returns to school. Lateness of submission is treated the same as any other noncompliance of a school rule. That is, a detention and/or order mark and parents are notified. If a student is more than a week late an official letter is sent home with a comment on the student’s report noting the student’s inability to meet deadlines. The inability of a student to achieve outcomes is an academic issue. Therefore departments have flexibility to deal with lateness as they see fit.
SECTION 3: ASSESSMENT

‘N’ DETERMINATION

The requirements and expectations for students are to apply themselves with an application of sustained effort and diligence. Each Head of Department is charged with monitoring a consistent and equitable approach to assessment. Difficulties are addressed at appropriate levels which may include the teacher, Head of Department, Middle School House Coordinator or Head of Middle School.

Should a student fail to submit an assessment an initial investigation with the student, the class teacher and Head of Department is held to seek clarity and understanding of the issue and its consequence. If the issue is clear cut, a penalty is imposed and a warning letter sent home to the parent/s. This letter is generated by the Head of Department. It is signed by both the Head of Department and the Head of Middle School with a copy on the student’s file.

Should the issue warrant further discussion or a student engages in alleged malpractice, for example, plagiarism or collusion, then an Assessment Review Committee meeting is held to ensure fairness and transparency. This meeting will be held with the Head of Middle School, the student’s Middle School House Coordinator as an advocate and the Head of Department for the course in question. When a decision has been reached the student and parents are notified in writing. In extreme cases parents are invited to these meetings.

For late or non submission of tasks and repeated poor academic behaviour, a warning letter is issued. Again, this is not taken lightly and usually are prefaced with a student interview or parental contact.

Warning letters are initiated by the Head of Department after consultation with the teacher. Where a student has not met NESA course completion requirements an ‘N’ determination is applied. All avenues to rectify the problem should be exhausted prior to issuing an ‘N’ determination. Where the ‘N’ determination is applied in a Stage 5 mandatory curriculum requirement and/or a mandatory course, it will be reported on the Transcript of Study and the Student eRecord as ‘Not completed’.

STUDENT ABSENCES IN TERMS OF AN ASSESSMENT TASK

If a student is absent from school when an assessment task is set it is the responsibility of the student to gather the details of the assessment task and any other work set from the class teacher. When a student has Approved Leave for an extended period the class teacher may liaise with the student’s Middle School House Coordinator who in turn liaises with the parents. It is essential all tasks are completed by students.

STUDENT ABSENCES (WITH APPROVED LEAVE) IN TERMS OF A CLASS TEST

If a student is absent from school, with Approved Leave, when a class test is scheduled the student will sit the test on the first day he/she returns to school.

STUDENT ABSENCES (WITHOUT APPROVED LEAVE) IN TERMS OF A CLASS TEST OR ASSESSMENT TASK

Should a student be absent without Approved Leave, the student will still be required to complete the test or task. However, a penalty of up to 100% (that is, a mark of zero) may still be applied.

SUBMISSION OF TASKS

Generally, assessment tasks are to be submitted during the timetabled period of the course. If a student is on an excursion on the day an assessment task is due, it is the student’s responsibility to make arrangements for the task to be submitted on time.

TECHNOLOGY ISSUES

Technology issues cannot be accepted as legitimate reasons for not submitting assessment tasks on time. Students who use technology to present their assessment tasks are encouraged to print their work regularly before the due date. Computer malfunction will not be accepted as grounds for misadventure. If no assessment task is presented by the due date, the late submission procedure will apply.
SECTION 4: REPORTING

ACADEMIC SCHOOL REPORTS

Central Coast Grammar School formally reports on student progress twice each year for Years 7 to 9. This is towards the end of each semester (Terms 2 and 4). There are six key elements in the academic school report. Each of these elements is covered for each course your child studies and consequently the report on each course has its own A4 page. The six elements are:

1. Personal Learning Profile
2. Overall Grade Achieved
3. Grade Distribution
4. Areas of Assessment
5. Teacher Comment
6. Student Profile

PERSONAL LEARNING PROFILE

Personal Learning Profiles describes a student’s approach to learning. There are six statements common to each course:

- Organised and prepared for learning
- Independent and self directed learning
- Collaborative learning
- Productivity and engagement
- Cooperative and respectful of others
- Homework

For each of a student’s courses, the teacher indicates the frequency of which each statement is applicable:

1. **Highly Developed**
   - A very high level of competence, attitude, initiative or diligence
2. **Well Developed**
   - A high level of competence, attitude, initiative or diligence
3. **Developed**
   - An adequate level of competence, attitude, initiative or diligence
4. **Developing**
   - A limited level of competence, attitude, initiative or diligence
5. **Concerning**
   - A very limited level of competence, attitude, initiative or diligence

OVERALL GRADE ACHIEVED

The overall grade achieved indicates the level the student has reached in relation to the entire cohort studying each course at the end of each semester. CCGS uses a 5 point achievement scale equating to an A to E scale. This is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive 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</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough 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</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills</td>
</tr>
</tbody>
</table>
SECTION 4: REPORTING

GRADE DISTRIBUTION

The Grade Distribution provides the spread of grades awarded to students within the cohort of the course. Parents will be able to gauge their child’s performance in comparison to other students.

AREAS OF ASSESSMENT

Areas of Assessment describe tasks that are designed to measure a student’s understanding through a variety of methods during the semester. For each Area of Assessment a level of the standard achieved by the student is indicated using the following scale:

- Excellent
- High
- Sound
- Basic
- Limited
- Unsatisfactory

Tasks can be assessed a number of times during the semester using a variety of assessment procedures. There are no quotas for the number of students across a course achieving each grade. All students could receive an Excellent if they meet the standards for Excellent achievement in the task. The standard which best describes the student’s overall understanding, knowledge and skill is the one that is awarded on the report.

TEACHER COMMENT

Teacher Comments are provided by the class teacher. The aim of the teacher comment is to provide interpretive feedback on each student’s performance in their course and to identify areas of further development and strategies for improvement.

STUDENT PROFILE

The Student Profile summarises the student’s commitment to the School community by listing their involvement in House and Cocurricular activities. Student attendance records are also stated. A comment by the Head of Middle School is included.
SECTION 4: REPORTING

PERSONAL LEARNING PROFILE

Towards the end of Terms 1 and 3 Middle School parents will receive a Personal Learning Profile (PLP). These reports provide a snapshot of a student’s progress. Marks are not included and the focus is on each student’s progress and their approach to learning.

Similarly, parents may request a Personal Learning Profile at any time during the year. They can do so by making contact with their child’s Middle School House Coordinator. The Middle School House Coordinator will contact the child’s teachers and organise the necessary feedback to parents.

PARENT/TEACHER APPOINTMENT

Parents are welcome to make an appointment to see any of their child’s teachers at a convenient time throughout the year. They need only telephone the School and ask for the teacher or write a note in their child’s diary.

PARENT/STUDENT/TEACHER CONFERENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Week</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Term 2</td>
<td>Week 2</td>
<td>Monday 7 May 2018</td>
<td>5:45pm to 8:15pm</td>
</tr>
<tr>
<td>Year 8</td>
<td>Term 1</td>
<td>Week 9</td>
<td>Monday 26 March 2018</td>
<td>3:15pm to 5:30pm</td>
</tr>
<tr>
<td>Year 9</td>
<td>Term 1</td>
<td>Week 9</td>
<td>Monday 26 March 2018</td>
<td>6:00pm to 8:15pm</td>
</tr>
</tbody>
</table>

Conferences are five minutes in duration. Should a parent require additional time with their child’s teacher(s) they need to make an appointment with the teacher at a mutually convenient time during the conference.
SECTION 5: AWARDS

YEARS 7 TO 9 ENCOURAGEMENT AWARDS

Encouragement Awards are presented to students in Years 7, 8 and 9 at the first possible Middle School Assembly after the academic reports have been generated each semester. The criterion is provided for your reference:

- Awarded to students in the Middle School for demonstrating a positive commitment to their education.
- The recipients of these awards are selected by the Middle School House Coordinators in consolidation with the Deputy Head of Middle School and Head of Middle School. These awards are for those students who received few awards throughout the course of the year. There are approximately three to five recipients in each House per year group.
- Recipients of these awards receive a certificate

YEAR 9 HOUSE RECOGNITION AWARDS

House Recognition Awards are presented to Year 9 students at their final Middle School Assembly. The criterion is provided for your reference:

- Awarded to those Year 9 students who have represented their House in various activities over the Middle School years in the areas of Sport, Cultural and Service to the House.
- The recipients of these awards are selected by the Middle School House Coordinators in consolidation with the Deputy Head of Middle School and Head of Middle School. There is no set number of awards to be presented.
- Recipients of these awards receive a certificate

PRESENTATION NIGHT

The following awards are presented to students at the School’s annual Presentation Night:

Academic Excellence Awards

Academic prizes are awarded to the student who achieves the most outstanding result in each course. This allows students who have a talent in one particular course the opportunity to receive an award even though they may not have the same level of ability across all courses.

Outstanding Effort Award

A prize for outstanding effort is awarded to approximately four students in each year group. The award is determined by using the effort grades from the Semester 2 Report. Students who receive an academic prize are not eligible for an Effort Award.

Headmaster’s Gold Award

This award is presented to approximately four students in each year using the following criteria: academic commitment, cocurricular participation and citizenship within the school. The Personal Achievement Record in the Student Diary is the reference.

Special Awards

Each year a number of additional awards are made for outstanding performance, effort and citizenship. The Head of Middle School determines the recipients of these awards in consultation with the Deputy Head of Middle School and Middle School House Coordinators.
## Section 6: Year 7 Assessment Tasks

### 2018 Year 7

Please be advised these are accurate at the time of publication. Upcoming assessment tasks are detailed in the Headmaster’s Newsletter each week throughout the year. It is essential to use this Assessment Schedule as a guide only.

### Digital Technologies

<table>
<thead>
<tr>
<th>Task</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 Multimedia project</td>
<td>Term 1 Week 5</td>
</tr>
<tr>
<td>Task 2 Coding project</td>
<td>Term 2 Week 1</td>
</tr>
<tr>
<td>Task 3 Web Design project</td>
<td>Term 2 Week 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 Multimedia project</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Task 2 Coding project</td>
<td>Term 4 Week 1</td>
</tr>
<tr>
<td>Task 3 Web Design project</td>
<td>Term 4 Week 5</td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>Task</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 Everyone’s a Journalist</td>
<td>Term 1 Week 7</td>
</tr>
<tr>
<td>Task 2 Picture This</td>
<td>Term 2 Week 4</td>
</tr>
<tr>
<td>Task 3 Shakespeare? Who’s He?</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Task 4 Hero’s Journey</td>
<td>Term 4 Week 1</td>
</tr>
</tbody>
</table>

Students in Year 7 are assessed across a range of skills and activities. Assessment for, and as of learning is a regular part of the teaching and learning process. These tasks and activities are determined by individual classroom teachers and relate directly to their teaching program. Across the year testing takes place through two common tests each semester.

### Geography

<table>
<thead>
<tr>
<th>Task</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 Research task</td>
<td>Term 3 Week 7</td>
</tr>
<tr>
<td>Task 2 Topic test</td>
<td>Term 4 Week 4</td>
</tr>
</tbody>
</table>

### History

<table>
<thead>
<tr>
<th>Task</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 Research presentation</td>
<td>Term 1 Week 7</td>
</tr>
<tr>
<td>Task 2 Topic test</td>
<td>Term 2 Week 4</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Task</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 End of Term 1 examination</td>
<td>Term 1 Weeks 8-9</td>
</tr>
<tr>
<td>Task 2 Half Yearly examination</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td>Task 3 End of Term 3 examination</td>
<td>Term 3 Weeks 8-9</td>
</tr>
<tr>
<td>Task 4 Yearly examination</td>
<td>Term 4 Week 4-5</td>
</tr>
</tbody>
</table>
SECTION 6: YEAR 7 ASSESSMENT TASKS

Music

Students in Year 7 are assessed across a range of skills and activities in the three learning experiences of Performing, Composing and Listening. Assessment for learning is a regular part of the teaching and learning process. Each learning experience is assessed twice throughout the duration of the course and the assessments relate directly to the teaching program. All assessments are standardised across the year group.

Personal Development, Health and Physical Education

<table>
<thead>
<tr>
<th>Task</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 Research Task: Changes and Challenges</td>
<td>Term 1 Week 6</td>
</tr>
<tr>
<td>Task 2 Practical Assessment: Dance</td>
<td>Term 2 Week 2</td>
</tr>
<tr>
<td>Task 3 Examination: Health and Young People</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Task 4 Movement, Skill and Performance</td>
<td>Term 4 Week 4</td>
</tr>
</tbody>
</table>

Religion Studies

There is no formal assessment or reporting in Religion Studies.

Science

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Task 1 Research task</td>
<td>Term 1 Week 5</td>
</tr>
<tr>
<td>Task 2 Practical Skills test</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Task 3 Australian Schools Science Competition</td>
<td>Term 2 TBA</td>
</tr>
<tr>
<td>Task 4 Knowledge test</td>
<td>Term 2 Week 4</td>
</tr>
<tr>
<td>Task 5 Data processing</td>
<td>Term 3 Week 3</td>
</tr>
<tr>
<td>Task 6 Knowledge test</td>
<td>Term 4 Week 2</td>
</tr>
</tbody>
</table>

Technology

Assessment Tasks will be component based. Classes will go through two rotations per year. Each component will have its own area of assessment which will be completed towards the end of each semester. Students will complete assessment tasks at various times but in general it is expected that the major assessment will not occur until the later stages of the course for each component.

Visual Arts

<table>
<thead>
<tr>
<th>Task</th>
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</tr>
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<tbody>
<tr>
<td>Task 1 VAPD – Critical/Historical</td>
<td>Term 1/3 Week 7</td>
</tr>
<tr>
<td>Task 2 * Artmaking</td>
<td>Term 1/3 End of Term</td>
</tr>
<tr>
<td>Task 3 VAPD – Critical/Historical and Artmaking Idea Development</td>
<td>Term 2/4 Week 5</td>
</tr>
<tr>
<td>Task 4 * Artmaking</td>
<td>Term 2/4 End of Term</td>
</tr>
</tbody>
</table>

*Timing for artmaking tasks may vary due to the time required to complete each task.
SECTION 7: YEAR 8 ASSESSMENT TASKS

2018 YEAR 8

Please be advised these are accurate at the time of publication. Upcoming assessment tasks are detailed in the Headmaster’s Newsletter each week throughout the year. It is essential to use this Assessment Schedule as a guide only.

English

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</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>Poetry – Urban Lines</td>
</tr>
<tr>
<td>Task 2</td>
<td>Trash</td>
</tr>
<tr>
<td>Task 3</td>
<td>Speculative Fiction</td>
</tr>
</tbody>
</table>

Students in Year 8 English are assessed across a range of skills and activities. Assessment for learning is a regular part of the teaching and learning process. These tasks and activities are determined by individual classroom teachers and relate directly to their teaching program. Across the year testing takes place through two Common tests each semester.

Geography

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<thead>
<tr>
<th>Task</th>
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</tr>
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<tbody>
<tr>
<td>Task 1</td>
<td>Research task</td>
</tr>
<tr>
<td>Task 2</td>
<td>Topic test</td>
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History

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<tbody>
<tr>
<td>Task 1</td>
<td>Research presentation</td>
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<td>Task 2</td>
<td>Topic test</td>
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Languages

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<tr>
<td>Task 1</td>
<td>Topic test</td>
</tr>
<tr>
<td>Task 2</td>
<td>Language task</td>
</tr>
<tr>
<td>Task 3</td>
<td>Topic test</td>
</tr>
<tr>
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<td>Language test</td>
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Mathematics

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Music

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</tr>
<tr>
<td>Task 2 Move, Explore and Compose</td>
<td>Term 2 Week 2</td>
</tr>
<tr>
<td>Task 3 Research task: Recognising Risk</td>
<td>Term 3 Week 7</td>
</tr>
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<td>Task 4 Movement, Skill and Performance</td>
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Science

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<tr>
<td>Task 1 Research and Model making</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Task 2 Knowledge and Understanding task</td>
<td>Term 2 Week 4</td>
</tr>
<tr>
<td>Task 3 Science Fair project</td>
<td>Term 3 Week 2</td>
</tr>
<tr>
<td>Task 4 Data Processing task</td>
<td>Term 3 Week 7</td>
</tr>
<tr>
<td>Task 5 Knowledge and Understanding task</td>
<td>Term 4 Week 2</td>
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Technology

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