



YEAR 8 2017
CURRICULUM AND ASSESSMENT
INFORMATION BOOKLET

INFORMATION FOR PARENTS AND STUDENTS

Young women
of integrity
and purpose

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CURRICULUM (YEAR 8 2017)

The PLC Curriculum in Years 7 and 8 follows the NSW Education Standards Authority (NESA) requirements to complete mandatory subjects for the Record of School Achievement (RoSA).

Year 8 students will study:

Subject	P/cycle	Subject	P/cycle
English	8	Design and Technology	6
Mathematics	9	Visual Arts	6
Science	8	PDHPE	4
History	7	Christian Studies	2
Languages (Two) or Literacy and/or Numeracy Support	4+4		
			Total 58

Stage 5 Years 9 and 10 (2018-2019)

This year students will choose 3 elective subjects to complete their program of study for the RoSA in Years 9 and 10. In Years 9 and 10 all PLC students study the Core subjects and 3 elective subjects. The elective subjects are categorised as shown in the table below:

	NESA Courses	Cambridge (CIE) Courses	PLC Sydney Courses
Subjects	Chinese* French Italian Japanese Latin <i>(Students should have studied these languages in Year 8 if they wish to study them in Years 9 and 10)</i> <i>*This course is not directed at Background Speakers.</i>	Cambridge Physics/Chemistry	Philosophy and Belief
	Design and Technology Textiles Technology	Cambridge History	
	Drama Music Visual Arts	Computer Science	Vivid Text
	Commerce Geography Elective History Elective	Global Perspectives	
	Physical Activity and Sports Studies	Physical Science	

ASSESSMENT 2017

At PLC we follow an outcomes – based approach to assessment and reporting, which is the direction recommended by the NSW Education Standards Authority.

In an outcomes-based assessment/reporting framework:

- Syllabuses define Learning Outcomes - giving focus to **teaching** programs.
- Outcomes articulate what students are expected to have achieved at the end of a teaching program - giving focus to student **learning**.
- Assessment Tasks are designed to measure **student achievement** of the Outcomes.
- Student achievement is reported in terms of the expected Outcomes.

Standards (Level of Achievement)

- Students demonstrate achievement of Outcomes at various levels (Standards).
- Describing these Standards assists student learning and gives greater meaning to reporting.

PLC COURSE OUTCOMES

Each NESA Syllabus defines Learning Outcomes. Schools use these when designing their own Teaching/Assessment programs. Listed in this booklet are the Outcomes for each Year 8 course on which students will be assessed for reporting purposes during 2017.

PLC Levels of Achievement

The following levels of achievement are applied to describe student achievement:

Excellent Marks (85% - 100%)

- Demonstrates thorough knowledge and understanding with excellent application of skills and processes in both familiar and new situations

High Marks (70% - 84%)

- Demonstrates good knowledge and understanding with substantial application of skills and processes in most familiar and some new situations

Satisfactory Marks (55% - 69%)

- Demonstrates sound knowledge and understanding with some ability to apply skills and processes

Fundamental Marks (40% - 54%)

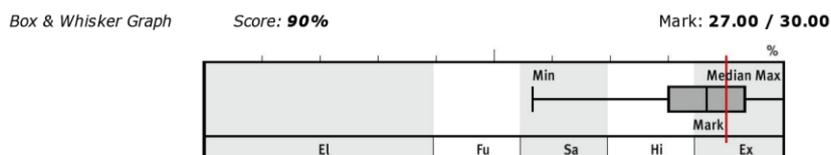
- Demonstrates basic knowledge and understanding with limited ability to apply skills and processes

Elementary Marks (below 40%)

- Demonstrates elementary knowledge and understanding in few areas of content with very limited ability to apply skills and processes

Performance relative to the cohort is reported in the following ways:

- **Task Feedback on the portal includes:**
 - Rank in task e.g. 27/112
 - A Box and Whisker Graph e.g.



- The Annual Report includes the number/cohort achieving each standard e.g.
Number/Cohort: Ex: 23/112 Hi: 52/112 Sa: 26/112 Fu: 9/112 El: 2/112

YEAR 8 ASSESSMENT AND REPORTING 2017

Assessment Tasks:

- Each course will schedule and administer a variety of assessment tasks throughout the academic year.
- The tasks are designed to assess student achievement for specific learning outcomes and contribute to the course mark which is reported in the annual academic report.
- Each task will be “weighted” according to significance. The Semester 2 Examinations and tasks in Semester 2 will have a greater weighting than Semester 1 tasks.
- There will be formal Semester 1 Examinations for English, Mathematics and Science.

Task Notification:

- Assessment schedules will be published on the Assessment Calendar via the Portal to enable access by both students and parents.
- The details of each task, including the weighting, will be able to be viewed on the Portal. The formal Task Notification will be attached. It is very important to read the Task Notification.
- The Task Notification will provide essential information including:
 - Task outline and structure
 - Outcomes to be assessed
 - Any required preparation
 - Submission details if applicable
- On occasion, classes may sit/submit tasks during their scheduled lessons. In such cases, the date published on the Portal will be the earliest date. All specific times will be included in the formal Task Notification.
- The Task Notification will be available at least 2 weeks prior to the scheduled time of the assessment task.

Task Feedback:

- Task feedback will be published, generally within 3 term weeks, via the Portal to enable access by both students and parents.
- The task feedback will include:
 - Raw marks and rank.
 - Cohort feedback which includes examiners' comments outlining strengths and weaknesses with a focus on how to improve future performance.
 - A 'box and whisker' graph which indicates student performance relative to both the cohort and the PLC Levels of Achievement (A → E).
- The task feedback is designed to:
 - Inform more fully the level of individual and cohort performance.
 - Enhance transparency for students and parents.
 - Provide specifics to enable rational, reflective discussions.
 - Augment the development of our students as reflective learners.
 - Boost future assessment performance.

Semester 1 Summary Academic Reports:

- Semester 1 Reports will include:
 - A compilation of task results (% Mark and Level of Achievement) for all courses.
 - A list of Co-curricular Activities undertaken.
 - The Head of Year's Comment.
- The Semester 1 Report will be published to the Portal as a pdf file before the end of Term 2. The file is downloadable and can be easily printed.
- If you are unable to access the Portal and wish to have a printed copy of your daughter's Semester 1 Report sent to you, please contact the Curriculum office on 9704 5674.

Annual Academic Reports:

- Annual Academic Reports will include:
 - A Course Mark, Level of Achievement, Learning Attitudes and Teacher Comment for each course.
 - A list of Co-curricular Activities undertaken.
 - The Head of Year's Comment and overall Position in Year.
- The Annual Academic Report will be published to the Portal as a pdf file before Speech Day.
- If you are unable to access the Portal and wish to have a printed copy of your daughter's Annual Academic Report sent to you, please contact the Curriculum office on 9704 5674.

"Mapped" marks

- After an examination students will receive a "raw" mark which they need to check and confirm on the portal. Generally, this raw mark will contribute to the course mark which is reported in the annual academic report.
- The Head of Faculty (in consultation with the Head Teacher Curriculum) will then decide if the range of marks for the whole group appropriately reflects the "standards" we have set. If necessary, raw marks will then be statistically adjusted to ensure that marks appropriately reflect the standard.
- The purpose of the mapping is to ensure consistency of understanding of what the marks mean in terms of student performance.

Illness and Misadventure for Assessment Tasks

There may be times during the year when illness or some other circumstance (classified as a misadventure) prevents a student from sitting or submitting a completed task on the due date. If this does occur, the following steps should be followed:

If a student is absent on the day of a task, a parent or guardian should notify the Head of Faculty, Head Teacher Curriculum or Head of Year; in addition to the normal absentee process.

- Students should provide a parental note to their teacher when they return to school.
- Students should be prepared to sit the task on their return to school, without further notice. The general rule is: If a student is well enough to be at school, they are considered well enough to sit an assessment task.
- If the task is to be submitted, students should submit the task (even if incomplete) on the due date (digitally if absent from school).

It is important, wherever possible, for students to sit/submit assessment tasks because it:

- Provides an indication of academic progress.
- Enables students to reflect on performance in conjunction with constructive feedback and respond in a way to improve future performance.
- Assists students to cultivate a pragmatic approach toward assessment tasks.
- Empowers students through the self-management of their learning and the development of resilience.

Student Performance

Student performance in assessment tasks may vary for a multitude of reasons throughout the year. This is to be expected. Some tasks may suit the specific attributes of a student more than others and levels of preparation may be a contributing factor. There may be no apparent reason for a student under-performing in one task (i.e. a student may just have a 'bad day at the office'). If this does occur, it is not cause for over concern.

For all tasks, we encourage students to reflect on their performance in conjunction with the task feedback and analyse areas of strength and/or weakness. As a part of this process, students should complete the Task Reflection on the Portal when they confirm their task result. Students should then work, with their teachers, to address areas of need and continue to strive for improvement.

CHRISTIAN STUDIES

Course Outline:		Assessment Outcomes:	
Terms 1-4	<p>Bible Skills, Big Questions and Living Wisely in God's World</p> <p>Structure of the Bible Bible research skills, with a focus on the Gospel of Luke</p> <p>This year's lessons will be built around hands-on experience with the New International Version of the Bible (NIV).</p> <p>Throughout the year, students will interact with sections of the Bible and the questions raised by their study of these texts.</p>	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> understand the structure and use of the Bible demonstrate mastery of Bible skills demonstrate their ability to respond in an honest and reasoned manner to questions raised by their study of the Biblical texts 	
Assessment Tasks:			
No.	Task Description	Outcomes Assessed	Weighting (%)
1	Semester 2 Examination	All	100

DESIGN AND TECHNOLOGY

Course Outline:		Assessment Outcomes:	
Year 8 will complete 3 design projects throughout the year. Within each area products will be designed to meet a specific design brief. A portfolio will be used to document the processes involved such as research and investigation, idea development, planning, production and evaluation of the designs.		Students will be assessed on their ability to:	
Unit 1 Weeks 1A-15A	Industrial Design A study of the work of David Trubridge and Surya Graf will be used as inspiration for designing a freestanding clock. Skills will be developed in the cutting, joining, laminating, sanding and oiling of plywood and the cutting, moulding, joining and shaping of plastics.	<ul style="list-style-type: none"> demonstrate effective and appropriate research techniques communicate creative design ideas and produce innovative design solutions select appropriate resources and manage time effectively to produce a quality design project display competence in using equipment and techniques to produce a quality design project evaluate design ideas and justify decisions throughout the design process select and use appropriate computer applications to develop a design project 	
Unit 2 Weeks 16B-10A	Graphic Promotional Design A study of the impact of cultural diversity and food photography will be used as inspiration for the designing of marketing materials for a food festival. Skills are developed in graphic promotion and food photography. Food product design skills will be addressed through food preparation, presentation and recipe design techniques.		
Unit 3 Weeks 11B-19A	Fashion Accessories Design A study of the fashion designer Alannah Hill and 1960's fabric patterns will be used as inspiration for decorative textile design applications. A contemporary clutch purse or bag will be designed and created. Skills will be developed in fabric decoration, following pattern instructions, cutting and basic textile construction techniques.		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Inspiration Task Designer research task	4.1.3,4.2.1,4.2.2,4.6.1	10
2	Design Project One Industrial design-Fashion accessories design-Promotional design	4.1.1,4.1.2,4.1.3,4.2.1,4.2.2,4.3.1,4.3.2,4.5.1,4.5.2	30

Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
3	Design Project Two Industrial design-Fashion accessories design-Promotional design	4.1.1,4.1.2,4.1.3,4.2.1,4.2.2,4.3.1,4.3.2,4.5.1,4.5.2	40
4	Semester 2 Examination	4.1.2,4.1.3,4.2.1,4.2.2,4.4.1,4.6.1,4.6.2	20

ENGLISH

Course Outline:		Assessment Outcomes:	
Term 1	<p>Poetry: The Rattle Bag- This unit focuses on the close analysis of poetic form and feature from different countries and times.</p> <p>Classic Literature: Animal Farm - This unit is a close study of a classic novel.</p>	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • respond to and compose texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • effectively use a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies • use and describe language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts • make effective language choices to creatively shape meaning with accuracy, clarity and coherence • think imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts • identify and explain connections between and among texts • demonstrate understanding of how texts can express aspects of their broadening world and their relationships within it • identify, consider and appreciate cultural expression in texts • use, reflect on and assess their individual and collaborative skills for learning 	
Term 2	<p>Shakespeare: Romeo & Juliet - Students will explore the context Shakespeare's world and a close investigation of Romeo and Juliet.</p>		
Term 3	<p>Contemporary Literature: Navigating the Human Condition - Students will explore a variety of contemporary fiction and feature films where authentic real life stories reveal struggles and challenges.</p> <p>Core Texts: Wonder- R J Palacio, Trash- Andy Mulligan, When You Reach Me- Rebecca Stead, Replay- Sharon Creech, See you at Harry's- Jo Knowles</p>		
Term 4	<p>Non Fiction: Media Campaign - What's My Ecological Cause? In small groups students select and research an ecological cause. They develop speeches, pamphlet, film, blog, radio presentations to develop a campaign.</p> <p>Short Stories: Crime Students develop skills in creative writing while focusing on the crime fiction genre.</p>		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Speech	4B, 5C, 6C, 7D	15
2	Semester 1 Examination	1A, 3B, 4B, 5C, 7D, 8D	20
3	Writing Portfolio	1A, 2A, 3B, 4B, 5C, 6C, 7D, 8D	35
4	Semester 2 Examination	2A, 3B, 4B, 5C, 6C, 7D, 8D, 9E	30

HISTORY

Course Outline:		Assessment Outcomes:	
Term 1	The Ancient to the Modern World: <ul style="list-style-type: none"> Investigating the Ancient Past The Mediterranean World - Egypt 	Students will be assessed on their ability to: <ul style="list-style-type: none"> describe the nature of history and archaeology and explain their contribution to an understanding of the past describe major periods of historical time and sequences events, people and societies from the past describe and assess the motives and actions of past individuals and groups in the context of past societies describe and explain the causes and effects of events and developments of past societies over time identify the meaning, purpose and context of historical sources use evidence from sources to support historical narratives and explanations identify and describe different contexts, perspectives and interpretations of the past locate, select and organise information from sources to develop an historical inquiry use a range of historical terms and concepts when communicating an understanding of the past select and use appropriate oral, written, visual and digital forms to communicate about the past 	
Term 2	The Ancient to the Modern World: <ul style="list-style-type: none"> Investigating the Ancient Past The Asian World - China 		
Term 3	The Ancient to the Modern World: <ul style="list-style-type: none"> The Western and Islamic World – Medieval Europe Expanding Contacts – The Black Death 		
Term 4	The Ancient to the Modern World: <ul style="list-style-type: none"> Expanding Contacts – The Black Death Japan under the Shoguns 		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Research and Written Submission on <i>Investigating the Past</i>	HT4.1, HT4.8, HT4.9, HT4.10	20
2	In-class Test	HT4.2, HT4.3, HT4.4, HT4.9	30
3	Semester 2 Examination	HT4.2, HT4.3, HT4.4, HT4.5, HT4.6, HT4.7, HT4.8, HT4.9	50

LANGUAGES

CHINESE

Course Outline:		Assessment Outcomes:	
Term 1	Chinese New Year Customs and food, Presentations My Birthday What is the date? What day is it today? Today is my birthday	Students will be assessed on their ability to: <ul style="list-style-type: none"> comprehend a range of spoken language comprehend a range of written texts write sentences and paragraphs using correct structures respond orally to set phrases and questions 	
Term 2	My Daily Routine What are you doing? What time is it? What's your daily routine? You are late! Revision		
Term 3	My Home Where are they? House plan, What happened? Xiaoming's Sunday Clothing What are they wearing? How do they fit? What clothes are there? What should I wear?		
Term 4	Shopping At the shop/market/clothes shop Revision		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Listening	4.UL.1	10
2	Speaking	4.UL.3	10
3	Reading and Writing skills	4.UL.2, 4.UL.4	30
4	Semester 2 Examination - Listening, Speaking, Reading and Writing skills	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4	50

FRENCH

Course Outline:		Assessment Outcomes:	
Term 1	Unit 10 Talking about school subjects, giving instructions and orders Unit 11 Talking about daily and weekly routines Unit 12 Asking for and giving directions, identifying places in a French town	Students will be assessed on their ability to:	<ul style="list-style-type: none"> comprehend a range of spoken language comprehend a range of written texts write sentences and paragraphs using correct structures respond orally to set phrases and questions demonstrate an awareness of French culture
Term 2	Unit 12 Continued Unité de culture Paris Project Unit Chez moi Describing your home and your bedroom, housing in France Unité de culture 3 French in the Pacific		
Term 3	Unit 13 Buying and selling things in shops, asking for and giving prices Unit 14 Asking for and giving information about the weather, talking about seasons		
Term 4	Unit 15 Talking about future plans, talking about leisure activities Unit 16 Planning a celebration, expressing opinions, arranging to go to the cinema, talking about your favourite TV programs		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Reading and Writing skills	4.UL.2, 4.UL.4	25
2	Listening and Speaking skills	4.UL.1, 4.UL.3	25
3	Semester 2 Examination - Listening, Speaking, Reading and Writing skills	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4	50

ITALIAN

Course Outline:		Assessment Outcomes:	
Term 1	<p>Chapter 1: Meeting people, greetings, introducing self and others, asking and saying how you are, numbers 1–100, Italy and its geography, days of the week; <i>Carnevale</i></p> <p>Chapter 2: Expressing likes and dislikes, school life in Italy, school subjects, the team you go for, <i>Calcio</i>: soccer, talking about ages and birthdays talking about <i>onomastico</i>: name day, telling the date, numbers 100 and beyond, doing sums</p>	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> comprehend spoken language which has been practised in class comprehend written texts which contain familiar language write sentences using correct structures respond orally to set phrases and simple questions demonstrate awareness of culture 	
Term 2	<p>Chapter 3: Family, identifying family members, telling time, the 24 hour clock, adjectives, describing yourself, describing family members, describing people/friends, describing objects, Latin influence on the Italian language, family celebrations</p> <p>Chapter 4: Animals/pets, talking about animals, describing animals, saying where they live, colours, indicating how many animals there are, songs: modern classic, pop, rap</p>		
Term 3	<p>Chapter 5: Musical instruments, sport, saying whether you play a musical instrument, saying whether you play a sport, introduction to verbs, making plans for free time</p>		
Term 4	<p>Chapter 6: Countries, cities, nationalities and languages, telling where a person is born, explaining how often things are done, asking if someone is free</p> <p>Cultural Activities: Italian Music, Italian Film, etc</p>		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Culture Project: Mask and Map Research Task	4.MBC.2	20
2	Listening, Reading and Writing skills	4.UL 1, 4UL 2, 4UL 4	30
3	Semester 2 Examination - Listening, Speaking, Reading and Writing skills	4.UL.1 4.UL.2 4.UL.3 4.UL.4	50

JAPANESE

Course Outline:		Assessment Outcomes:	
Term 1	Introduction of new writing systems, focusing on Hiragana recognition Greeting, farewelling, modes of address and self-introductions Numbers up to 20 Age and telephone numbers Likes and dislikes Culture: Hinamatsuri and Children's Day	Students will be assessed on their ability to: <ul style="list-style-type: none"> comprehend spoken language which has been practised in class comprehend written texts containing familiar language write sentences using correct structures respond orally to set phrases and simple questions demonstrate awareness of differences between Western and Japanese cultures 	
Term 2	Focus on Hiragana sound changes and writing Japanese map and geography Talking about where people are from and where they live Family and Pets Counting people Birthdays Describing family members and pets Family life in Japan and Australia		
Term 3	Focus on Hiragana contracted sounds and other writing rules School year level and school subjects Days of the week and timetables Comparison between school in Australia and Japan Food likes/dislikes and eating etiquette		
Term 4	Sports I like/dislike Sports I can/can't play Traditional and Contemporary Sports in Japan Christmas and New Year Celebrations in Japan		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Reading and Listening skills	4.UL.2, 4.UL.1	25
2	Speaking skills	4.UL.3	12.5
3	Writing skills	4.UL.4	12.5
4	Semester 2 Examination - Listening, Speaking, Reading and Writing skills	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4	50

LATIN

Course Outline:		Assessment Outcomes:	
Term 1	<p>Stage 1 – Caecilius and his Family</p> <ul style="list-style-type: none"> Word order plus the nominative singular Pompeii: Caecilius' household; houses in Pompeii <p>Stage 2 – In villa</p> <ul style="list-style-type: none"> Nominative and accusative singular, plus sentence patterns Pompeii: daily life and food <p>Stage 3 – Negotium</p> <ul style="list-style-type: none"> Nominative and accusative of 1st, 2nd and 3rd declensions Pompeii: town life and business 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> translate familiar passages of Latin into good English comprehend simple written texts recognise and analyse grammatical features demonstrate knowledge of ancient Roman culture 	
Term 2	<p>Stage 4 – In foro</p> <ul style="list-style-type: none"> 1st and 2nd person singular present, including the verb 'to be' The forum at Pompeii <p>Stage 5 – In theatro</p> <ul style="list-style-type: none"> Nominative plural plus 3rd person plural present The theatre at Pompeii 		
Term 3	<p>Stage 6 – Felix</p> <ul style="list-style-type: none"> Imperfect and perfect in 3rd person singular and plural, plus the verb 'to be' Slaves and freedmen <p>Stage 7 – Cena</p> <ul style="list-style-type: none"> Accusative + verb (i.e. nominative omitted) plus perfect tense variations Roman beliefs about life after death 		
Term 4	<p>Stage 8 – Gladiatores</p> <ul style="list-style-type: none"> Accusative plural plus superlative adjectives The amphitheatre and gladiatorial shows 		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Prepared Translation and Grammar	4.UL.1, 4.UL.2, 4.UL.3, 4.MLC.1, 4.MLC.2, 4.MBC.1	30
2	Culture Project	4.MBC.1, 4.MBC.2	10
3	Comprehension	4.UL.1, 4.MBC.1	10
4	Semester 2 Examination - Prepared Translation, Grammar, Comprehension & Cultural Response	All outcomes	50

MATHEMATICS

Course Outline:		Assessment Outcomes:	
Term 1	Algebraic techniques Percentages Linear Equations and simple quadratic equations	Students will be assessed on their ability to: <ul style="list-style-type: none"> simplify and factorise algebraic expressions, including fractions understand and apply percentages formulate and solve linear equations and simple quadratic equations use and apply Pythagoras' Theorem calculate area of plane shapes and composite figures. Converting units in area. graph and interpret linear relationships on the number plane identify congruent figures, stating relevant conditions for triangles understand and apply ratios and rates construct, read and interpret graphs, tables, charts and statistical information calculate volume of right prisms and cylinders collect and analyse statistical data 	
Term 2	Pythagoras' Theorem Area including conversion of units Linear relationships		
Term 3	Congruence plane shapes and triangles Ratio and Rates		
Term 4	Data Collection and Representation Volume Single variable Data Analysis		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Semester 1 Examination	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-5NA, MA4-10NA, MA4-16MG	40
2	Semester 2 Examination	MA4-1WM, MA4-2WM, MA4-3WM, MA4-13MG, MA4-11NA, MA4-17MG, MA4-7NA, MA4-19SP	60

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Outline:		Assessment Outcomes:	
Term 1	Healthy Matters Athletics	Students will be assessed on their ability to: 4.1 describe and analyse the influences on a sense of self 4.2 identify and select strategies that enhance their ability to cope and feel supported 4.3 describe the qualities of positive relationships and strategies to address the power of abuse 4.4 demonstrate and refine movement skills in a range of contexts and environments 4.5 combine the features and elements of movement composition to perform in a range of contexts and environments 4.6 describe the nature of health and analyse how health issues may impact on young people 4.7 identify the consequences of risk behaviours and describe the strategies to minimise harm 4.8 describe how to access and assess health information, products and services 4.11 select and use communication skills and strategies clearly and coherently in a range of new and challenging situations	
Term 2	Drugs – Risk and Reality Invasion Games		
Term 3	Risky Business Rhythmic Gymnastics		
Term 4	First Aid Bronze Star (Lifesaving Award)		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Assignment	4.6, 4.7, 4.8, 4.12	20
2	Practical (Athletics)	4.4, 4.5	25
3	Practical (Rhythmic Gymnastics)	4.4, 4.5, 4.11, 4.13	25
4	Semester 2 Examination	4.1, 4.2, 4.3, 4.6, 4.7, 4.8	30

SCIENCE

Course Outline:		Assessment Outcomes:	
Term 1	<p>House Rules This unit explores energy transformations, heat transfer and climate change. Students develop their research and group work skills.</p> <p>Emergency Room (ER) Students study the major systems of the body and the related chemical reactions.</p>	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> work scientifically by questioning and predicting, planning investigations, conducting investigations, processing and analysing data and information, problem solving and communicating demonstrate knowledge and understanding of the Physical World demonstrate knowledge and understanding of Earth and Space demonstrate knowledge and understanding of the Living World demonstrate knowledge and understanding of the Chemical World demonstrate an understanding about the nature, development, use and influence of science 	
Term 2	<p><i>Emergency Room (ER) continued</i></p> <p>Coal on Trial Students follow the path of coal from formation to the power station as a means of studying rocks and minerals and electricity.</p>		
Term 3	<p><i>Coal on Trial continued</i></p> <p>It's Elemental Students will investigate the properties of elements, compounds and mixtures.</p>		
Term 4	<p>Examination Review- an opportunity for differentiated learning to master content and skills not evident in the examination.</p> <p>The Ecologist Students will learn about ecosystems and in particular plants. They will explore the close relationship between Indigenous Australians and the land.</p> <p>Christmas Matters Chemistry knowledge is expanded using Christmas themed experiments.</p>		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Student Research Project	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	20
2	Practical	SC4-6WS, SC4-7WS, SC4-8WS, SC4-4-9WS, SC4-11PW, SC4-13ES, SC4-14LW, SC4-16CW, SC4-17CW	20
3	Research and Test	SC4 4-9WS , SC4 4-9WS, SC4 4-13ES, SC4-17CW	20
4	Examination: The examination is divided into two papers, the Common Paper, completed by all students, and an additional paper. Students in S1 and S2 attempt an Extension Paper and students in S3-S6 will attempt a Standard Paper. Performance in the Standard and Extension Papers will be moderated, using the Common Paper, to produce an overall mark.	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW	40

VISUAL ARTS

Course Outline:		Assessment Outcomes:	
Unit 1	<p>Units of Work: Students will complete all three units but not in this order.</p> <p>Mythical Vessels (Collage & Ceramics) This program provides a sequence of learning opportunities for students to develop clay hand-building skills and to explore sculptural art practices from a range of cultures. Works investigated originate from Ancient Greek, Chinese, African, Indigenous Australian and contemporary sources. Students research and design three dimensional works with drawing and collage before constructing the form with coils and modelled additions.</p>	<p>Students will be assessed on their ability to:</p> <p>Making</p> <p>4.1 use a range of strategies to explore different artmaking conventions and procedures to make artworks</p> <p>4.2 explore the function of and relationships between artist – artwork – world – audience</p> <p>4.3 make artworks that involve some understanding of the frames</p> <p>4.4 recognise and use aspects of the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>4.5 investigate ways to develop meaning in their artworks</p> <p>4.6 select different materials and techniques to make artworks</p> <p>Critical & Historical Study</p> <p>4.7 explore aspects of practice in critical and historical interpretations of art</p> <p>4.8 explore the function of and relationships between the artist – artwork – world – audience</p> <p>4.9 begin to acknowledge that art can be interpreted from different points of view</p> <p>4.10 recognise that art criticism and art history construct meanings</p>	
Unit 2	<p>The Secret Life of Objects (Drawing & Painting) This program provides a sequence of learning opportunities for students to gain an understanding about the genre of still-life and develop skills in drawing and acrylic painting. Students investigate objects through observational drawing in pencil, ink and charcoal and study still-life paintings by artists from the Renaissance to the current day. Students will apply an understanding of post-modernism through appropriating an iconic painting in their work.</p>		
Unit 3	<p>Imprint (Printmaking & Photo media) Within this unit, students develop a knowledge and understanding of printmaking and consider its significance within Eastern and Western art traditions. Students will compose and produce a linocut edition. Students will develop subject matter from interior and exterior views generated from digital photographs. Digital images will be cropped and enhanced in Adobe Photoshop to create a dynamic linocut composition.</p>		
Assessment Tasks:			
No.	Task Description	NESA Syllabus Outcomes Assessed	Weighting (%)
1	Practical Body of Work and VAPD	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	30
2	Written Art Critical and Historical In-class Task	4.7, 4.8, 4.9, 4.10	10
3	Practical Body of Work and VAPD	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	30
4	Art Critical and Historical Examination	4.7, 4.8, 4.9, 4.10	30