



Stage 4 Assessment Booklet 2017

GILGANDRA HIGH SCHOOL CONTACT DETAILS

(PHONE): 6847 2276

(FAX): 6847 1288

(EMAIL): gilgandra-h.school@det.nsw.edu.au

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INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

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

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

What should I be aiming to achieve?

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

What are the responsibilities of students?

Students should:

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

What must I do to have satisfactorily studied a course?

The Board of Studies expects students to have followed the course developed or endorsed by the Board and:

- a. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school (This clause will apply to any students who continually hand in work late, truant or who are absent without justification, as determined by the NSW Department of Education and Communities)
- b. Achieved some or all of the course outcomes
- c. Seriously attempted all assessment tasks.

What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include, but are not limited to: tests; assignments; examinations; practical projects – including the Student Research Project (SRP); in class practicals; skills tasks.

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

You will be given at least two weeks notification for any assessment task. You should regard the dates in this schedule as your notice of a due task.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt of the task is noted.

What will happen if an assessment task is submitted late?

If you feel you have a legitimate reason for the late submission of an assessment task, then you should approach your teacher, where possible, at least two [2] full school days prior to the due date, giving your reasons in writing. Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases only after your class teacher has gained Head Teacher approval. If a student fails to supply adequate documentation and submit the task on the next day of attendance they will be penalised 10% of the total mark per school day. If a student fails to submit the task within five school days of the due date an 'N' notification letter will be sent to their parents/carers.

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

If you have a valid reason for a non-attempt you may be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Head Teacher and/or Deputy Principal. If you do not have a valid reason, you will be awarded a zero for that task.

What are valid reasons?

The law in NSW states that all children between the ages of 6 and 17 years are required to attend school. Sickness or injury, attendance at a special religious ceremony or a serious family situation (e.g. funeral, illness, accident) are satisfactory reasons for non-attendance on the due date of an assessment task. In regards to family holidays, parents should try whenever possible to arrange holidays in school vacation times. If this is not possible and students are on holiday during school time, parents need to apply for an exemption (paperwork available from office) and have that approved by the Principal BEFORE the event. Birthdays, haircuts, trips to Dubbo etc. are not satisfactory reasons for absence from school.

It is up to the students to communicate with their teacher that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group. It is expected that if prior knowledge of an absence is known, such as school sporting events or excursions, the student will submit the task early or make arrangements with the Head Teacher.

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

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

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

It is your responsibility to ask your teacher about any class work which may have been missed or any assessment tasks which may have been notified in your absence.

What happens if I am absent for an assessment task?

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

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

A non-serious attempt will lead to the student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or the use of obscene language, derogatory remarks, obscene diagrams, etc. In a written test or examination, completing just the multiple choice questions is not sufficient; questions from all sections must be attempted. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations.

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

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

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

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

What happens if a teacher wishes to vary the assessment requirements given to me?

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

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

All students will be given a schedule of assessment tasks – they are contained in this booklet. You should retain this document and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice. Task due dates are also printed on the back of the school newsletter.

What happens if my assessment task is not my own work?

Consistent with the Stage 6 (Year 11 and 12) expectations, students must use their own abilities to complete assessment tasks. All tasks are to be a student's own work. Any action taken by a student to gain an unfair advantage or to disadvantage others will be deemed as malpractice. Students who copy the work of others, take time off or truant classes to complete assessment tasks will be considered as having cheated. This will result in a zero mark. Students who allow their work to be copied will also receive a zero mark for that item/section. Unless directed by your teacher (eg. group projects) all tasks are to be your own work. Unauthorised collaboration is malpractice.

Plagiarism is the deliberate copying of another's work without acknowledging the source. It may include copying directly from books, cutting and pasting from the internet, copying another student's work or claiming someone else's work as your own. Quotations from someone else's work must be acknowledged appropriately. Plagiarism is considered malpractice and will also result in a zero mark for that item/section. Please see the bibliography reference sheet attached at the end of this booklet for correct referencing procedures.

STAFF CONTACTS

<u>Principal:</u>	Mr Neal Reed
<u>Deputy Principal:</u>	Mr Joshua Webb
<u>Head Teachers:</u>	
<i>Science</i>	Mrs Suzie Frost
<i>English/HSIE</i>	Mrs Fiona Lambell
<i>Mathematics</i>	Mr Steven Schier
<i>TAS</i>	Mrs Joan Staggs/ Mr Russell Woollams
<i>Support</i>	Mrs Brieahn March
<u>Careers Advisor:</u>	Miss Hayley Ford
<u>Aboriginal Education Officer:</u>	Miss Kimm Naden
<u>Learning and Support Teacher:</u>	Ms Anne Fraser
<u>School Counsellor:</u>	Mrs Lisa Johnson

NSW STAGE 4 AND 5 SYLLABUS INFORMATION

The NSW Education Standards Authority (NESA), formerly known as the Board of Studies, determines the content to be taught in high schools in NSW. Each subject taught has its own syllabus which can be accessed from the NESA website, using the following link. If you require a paper copy please contact your class teacher or the relevant Head Teacher.

http://www.boardofstudies.nsw.edu.au/syllabus_sc/

STAGE 4 (YR 7 & 8) ASSESSMENT SCHEDULE

STAGE 4 YEAR 7 ENGLISH SEMESTER 2 INTERNAL ASSESSMENT PROGRAM 2017

COMPONENTS	TASK 1	TASK 2	TASK 3	WEIGHTINGS %
	DUE Week 6 Term 3	DUE Week 5 Term 4	DUE Week 7 Term 4	
	TASK TITLE Creative writing or story board	TASK TITLE Speech Character Justification	TASK TITLE Class test Persuasion	
Exploring Boundaries Walking the Boundaries (novel)	R/W 15			15
Do You See What I See? The Lion King (film)		S15		15
Consumer Culture (non-fiction, multi-media)			R/W 20	20
TASK VALUE %	15	15	20	50
Specific outcomes assessed by each task	EN4-1A EN4-2A EN4-5C	EN4-1A EN4-8D EN4-9E	EN4-1A EN4-2A EN4-4B EN4-6C EN4-7D	

Stage 4 Course Outcomes

A student:

- responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EN4-1A**
- effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies **EN4-2A**
- uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts **EN4-3B**
- makes effective language choices to creatively shape meaning with accuracy, clarity and coherence **EN4-4B**
- thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose text **EN4-5C**
- identifies and explains connections between and among texts **EN4-6C**
- demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it **EN4-7D**
- identifies, considers and appreciates cultural expression in texts **EN4-8D**
- uses, reflects on and assesses their individual and collaborative skills for learning **EN4-9E**

STAGE 4 LOTE INTERNAL ASSESSMENT PROGRAM 2017

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 10 Term 1	DUE Week 4 Term 2	DUE Week 8 Term 3	DUE Week 5 Term 4	
	TASK TITLE	TASK TITLE Half Yearly Exam	TASK TITLE	TASK TITLE	
My Identity	Poster: Writing				25%
Routines		Role Play: Speaking, Writing, Moving Between Cultures			25%
Social Life			Topic Test: Reading, Writing		25%
Japan: A comparison between the eastern and western world				Yearly Exam: Listening, Reading, Writing	25%
TASK VALUE %					100
Specific outcomes assessed by each task	4.UL.4, 4.MBC.2	4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2	4.UL.1, 4.UL.2, 4.MBC.1	4.UL.1 4.UL.2, 4.UL.3, 4.UL.4, 4.MBC.2	

Stage 4 Course Outcomes

A student:

- 4.MLC.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts
- 4.MLC. 2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of French
- 4.MBC.2 demonstrates knowledge of key features of the culture of French-speaking communities
- 4.UL. 1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 4.UL.3 established and maintains communication in familiar situations
- 4.UL.4 applies a range of linguistic structures to express own ideas in writing

STAGE 4 YEAR 7 MATHEMATICS ASSESSMENT PROGRAM 2017

Semester 2

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8	TASK 9	TASK 10	WEIGHTINGS %
	DUE Week 3 Term 3	DUE Week 4 Term 3	DUE Week 5 Term 3	DUE Week 6 Term 3	DUE Week 8 Term 3	DUE Week 9 Term 3	DUE Week 10 Term 3	DUE Week 1 Term 4	DUE Week 1 Term 4	DUE Week 3 Term 4	
	TASK TITLE Common Task	TASK TITLE Working Mathematically	TASK TITLE Assignment	TASK TITLE Topic Test	TASK TITLE Bookmark	TASK TITLE Working Mathematically	TASK TITLE Topic Test	TASK TITLE Common Task	TASK TITLE Assignment	TASK TITLE Yearly Exam	
Uses appropriate terminology, diagrams and symbols in mathematical contexts.	2	2	5	5	2	2	5	1	5	2	31
Selects and uses appropriate strategies to solve problems.	2	2	5	5	4	2	5	2	5	4	36
Provides reasoning to support conclusions that are appropriate to the context.	1	1	5	5	4	1	5	2	5	4	33
TASK VALUE %	5	5	15	15	10	5	15	5	15	10	100

Stage 4 Course Outcomes

A student:

- develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning
- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

STAGE 4 YEAR 7 SCIENCE ASSESSMENT PROGRAM 2017

Semester 2

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8	TASK 9	TASK 10	TASK 11	TASK 12	WEIGHTINGS %
	DUE Week 6 Term 2	DUE Week 7 Term 2	DUE Week 3 Term 3	DUE Week 3 Term 3	DUE Week 4 Term 3	DUE Week 5 Term 3	DUE Week 8 Term 3	DUE Week 9 Term 3	DUE Week 1 Term 4	DUE Week 2 Term 4	DUE Week 4 Term 4	DUE Week 5 Term 4	
	TASK TITLE Topic Test	TASK TITLE Problem Solving Task	TASK TITLE Common Assignment	TASK TITLE Topic Test	TASK TITLE Bookmark	TASK TITLE Processing Data Task (Yeast)	TASK TITLE Processing Data Task (M.C)	TASK TITLE Student Research Project (SRP) Proposal	TASK TITLE Microscope Practical and Theory Task	TASK TITLE SRP Report Scaffold	TASK TITLE SRP Final Report	TASK TITLE Classwork (cumulative mark – see below)	
Recalls and explains Science information	10			10					10				30
Plans, conducts and analyses scientific investigations individually or in teams									7.5	7.5			15
Identifies problems that can be researched or tested and uses appropriate skills to produce solutions		7.5						7.5					15
Processes information to describe trends, patterns and relationships in data and draws conclusions (includes analysing graphs)						7.5	7.5						15
Bookwork					10								10
Classwork *												5	5
Common Assignment			5					1		2	2		10
TASK VALUE %	10	7.5	5	10	10	7.5	7.5	8.5	17.5	9.5	2	5	100

* The Class Work mark will be calculated by the class teacher and might include class tests, homework, set work done in class, involvement in discussions and questioning.

STAGE 4 YEAR 7 GEOGRAPHY SEMESTER 2 INTERNAL ASSESSMENT PROGRAM 2017

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 4 Term 3	DUE Week 8 Term 3	DUE Week 3 Term 4	DUE Week 6 Term 4	
	TASK TITLE Skills Booklet	TASK TITLE Research Task	TASK TITLE Research Task	TASK TITLE Yearly Exam	
Skills Booklet	20				20
Research Task 1 – Landscapes and Landforms		25	25		50
Research Task 2– Place and Liveability					
Final Examination – Skills, Landscapes and Landforms, Place and Livability				30	30
TASK VALUE %	20	25	25	30	100
Specific outcomes assessed by each task	GE4-7 GE4-8	GE4-1 GE4-2 GE4-4 GE4-5 GE4-7 GE4-8	GE4-1 GE4-3 GE4-4 GE4-6 GE4-7 GE4-8	GE4-1 GE4-2 GE4-3 GE4-4 GE4-5 GE4-6 GE4-7 GE4-8	

Stage 4 Course Outcomes

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

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

GE4-3 explains how interactions and connections between people, places and environments result in change

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

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

GE4-6 explains differences in human wellbeing

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

GE4-8 communicates geographical information using a variety of strategies

STAGE 4 Year 7 MUSIC ASSESSMENT PROGRAM 2017

Semester 2

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 6 Term 3	DUE Week 8 Term 3	DUE Week 10 Term 3	DUE Week 4 Term 4	DUE Week 5 Term 4	DUE Week 6 Term 4	
	TASK TITLE Assignment	TASK TITLE Performance	TASK TITLE Bookmark	TASK TITLE Assignment	TASK TITLE Performance	TASK TITLE Yearly Exam	
Develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques		10%			10%		20%
Develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving							
Develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	20%			20%		30%	70%
Value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening							
TASK VALUE %	20%	10%	10%	20%	10%	30%	100%

Stage 4 Course Outcomes

Knowledge, understanding and skills

- Students will develop knowledge, understanding and skills in the concepts of music through:
 - **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
 - **composing** as a means of self-expression, musical creation and problem solving
 - **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Values and attitudes

- Students will value and appreciate:
 - the aesthetic value of music and the enjoyment of engaging in performing, composing and listening.



**Technology Mandatory – Model Making -
Apron**
Gilgandra High School TAS Department
Year 7

TAS ASSESSMENT SCHEDULE

Time	Task	Practical Projects: 60% Assignments: 20% Bookwork/activities: 10% Theory Tests: 10%	Assessment Component				
			Practical Projects	Assignments	Bookwork	Theory Tests	Total Weighting
Outcomes							
Week 1	Title Page	(to be inserted)			5		5
Week 2	Machine Parts test				10		10
Week 3	Sample		10				10
Week 6	Assignment			20			20
Week 9	Practical - Apron		50				50
Week 10	Evaluation				5		5
			60%	20%	10%	10%	100%



Technology (Mandatory) – Chopping Boards
 Gilgandra High School TAS Department
Year 7 2017

TAS ASSESSMENT SCHEDULE

Time	Task	Practical Projects: 75% Assignments: 0% Bookwork: 25% Theory Exams: 0%	Assessment Component				
			Practical Projects	Assignments	Bookwork	Theory Exams	Total Weighting
		Outcomes					
Week 10	Chopping Board - project		75				75
Week 10	Chopping Board - booklet				25		25
			75%		25%		100%

Technology (Mandatory) Backyard Blitz

Gilgandra High School TAS Department



TAS ASSESSMENT SCHEDULE

Time	Task	Practical Projects: 70% Assignments: 0% Bookwork: 30% Theory Exams: 0%	Assessment Component				
			Practical Projects	Assignments	Bookwork	Theory Exams	Total Weighting
Outcomes							
Term	Week 5	Homework Backyard Task	10				
	Week 10	Backyard Design	50				
	Week 10	Design Booklet			30		
	Week 10	Plant Propagation Research	10				
			70%	0%	30%	0%	100%



Technology Mandatory - FOOD

Gilgandra High School TAS Department

Year 7

TAS ASSESSMENT SCHEDULE

Time	Task	Practical Projects: 60% Theory Tests: 20% Bookwork/activities: 10% Assignment: 10%	Assessment Component				
			Practical Projects	Assignments	Bookwork	Theory Tests	Total Weighting
		Outcomes					
Week 1	Title Page	(to be inserted)			5		5
Week 2	Practical		10				10
Week 3	Practical		10				10
Week 4	Practical		10				10
Week 5	Practical		10				10
Week 6	Practical		10				10
Week 7	Practical		5				5
Week 8	Practical		5				5
Week 9	Practical		10				10
Week 10	Term Test				5	20	25
			60%	10%	10%	20%	100%

STAGE 4 YEAR 7&8 ART ASSESSMENT PROGRAM 2017

Semester 2

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	WEIGHTINGS %
	DUE Week 5 Term 3	DUE Week 9 Term 3	DUE Week 2 Term 4	DUE Week 5 Term 4	DUE Week 6 Term 4	
	TASK TITLE Case Study/ Book Mark	TASK TITLE Completion of Project Work	TASK TITLE Completion of Project Work	TASK TITLE Case Study	TASK TITLE Examination	
Develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames		20	20		5	45
Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames	20	5	5	20	5	55
TASK VALUE %	20	25	25	20	10	100

Stage 4 Course Outcomes

A student:

Knowledge, understanding and skills

- Students will develop knowledge, understanding and skills:
- to **make artworks** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames.
-

Values and attitudes

- Students will value and appreciate:
- their engagement in the practice of the visual arts and understand how the visual arts, as a field of practice and understanding, is subject to different interpretations.

Year 8

STAGE 4 YEAR 8 ENGLISH INTERNAL ASSESSMENT PROGRAM 2017

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	WEIGHTINGS %
	DUE Week 6 Term 1	DUE Week 9 Term 1	DUE Week 5 Term 2	DUE Week 5 Term 3	DUE Week 9 Term 3	DUE Week 7 Term 4	
	TASK TITLE Creative Representation	TASK TITLE Listening	TASK TITLE Book review	TASK TITLE Speech	TASK TITLE Essay	TASK TITLE Yearly Exam	
Introduction to Shakespeare	V/R 20					R/W 5	25
Novel Hitler's Daughter		L 10	R/W 15			R/W 5	30
Poetry/Picture Book Appropriation unit				S 10			10
Film/Multimedia The Blind Side					R/W 25	R/W 10	35
TASK VALUE %	20%	10%	15%	10%	25%	20%	100
Specific outcomes assessed by each task	EN4-1A EN4-6C EN4-4B	EN4-2A EN4-8D EN4-5C	EN4-1A EN4-3B EN4-9E	EN4-2A EN4-7D EN4-8D	EN4-4B EN4-5C EN4-6C	EN4-7D EN4-3B EN4-9E	

R- Reading

W- Writing

V/R- Viewing/Representing

L- Listening

S- Speaking

Stage 4 Course Outcomes

A student:

- responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EN4-1A**
- effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies **EN4-2A**
- uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts **EN4-3B**
- makes effective language choices to creatively shape meaning with accuracy, clarity and coherence **EN4-4B**
- thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose text **EN4-5C**
- identifies and explains connections between and among texts **EN4-6C**
- demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it **EN4-7D**
- identifies, considers and appreciates cultural expression in texts **EN4-8D**
- uses, reflects on and assesses their individual and collaborative skills for learning **EN4-9E**

STAGE 4 YEAR 8 MATHEMATICS ASSESSMENT PROGRAM 2017

Semester 2

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8	WEIGHTINGS %
	DUE Week 3 Term 3	DUE Week 5 Term 3	DUE Week 6 Term 3	DUE Week 9 Term 3	DUE Week 9 Term 3	DUE Week 2 Term 4	DUE Week 7 Term 4	DUE Week 3 Term 4	
	TASK TITLE Common Task	TASK TITLE Topic Test	TASK TITLE Assignment	TASK TITLE Bookmark	TASK TITLE Topic Test	TASK TITLE Common Task	TASK TITLE Yearly Exam	TASK TITLE Topic Test	
Uses appropriate terminology, diagrams and symbols in mathematical contexts.	2	4	5	4	4	2	5	4	30
Selects and uses appropriate strategies to solve problems.	2	8	5	3	8	2	5	8	41
Provides reasoning to support conclusions that are appropriate to the context.	1	8	5	3	8	1	5	8	39
TASK VALUE %	5	20	15	10	20	5	15	20	100

Stage 4 Course Outcomes

A student:

- develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning
- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

STAGE 4 YEAR 8 SCIENCE ASSESSMENT PROGRAM 2017

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8	TASK 9	TASK 10	TASK 11	TASK 12	WEIGHTINGS %
	DUE Week 9 Term 2	DUE Week 10 Term 2	DUE Week 3 Term 3	DUE Week 4 Term 3	DUE Week 5 Term 3	DUE Week 6 Term 3	DUE Week 9 Term 3	DUE Week 10 Term 3	DUE Week 4 Term 4	DUE Week 4 Term 4	DUE Week 6 Term 4	DUE Week 7 Term 4	
	TASK TITLE Student Research Project (SRP) Proposal	TASK TITLE Coal Seam Gas poster Task	TASK TITLE Sustainable Ecosystems Common Test	TASK TITLE SRP Report Scaffold	TASK TITLE Making Valid Conclusions Task	TASK TITLE SRP Final Report	TASK TITLE Filtering Practical Task	TASK TITLE Bookmark	TASK TITLE Earth's Resources Common Assignment	TASK TITLE Mixing and Separating Common Test	TASK TITLE Classwork (cumulative mark – see below)	TASK TITLE Yearly Exam	
Recalls and explains Science information			10							10		10	30
Plans, conducts and analyses scientific investigations individually or in teams				5			5					5	15
Identifies problems that can be researched/tested and uses relevant skills to produce solutions	5		5		5								15
Communicates using appropriate scientific language, text types and representations to a given audience. (includes drawing graphs)		5				5						5	15
Bookwork								10					10
Classwork *											5		5
Common Assignment	1			2		2			5				10
TASK VALUE %	6	5	15	7	5	7	5	10	5	10	5	20	100

* The Class Work mark will be calculated by the class teacher and might include class tests, homework, set work done in class, involvement in discussions and questioning.

STAGE 4 YEAR 8 GEOGRAPHY SEMESTER 2 INTERNAL ASSESSMENT PROGRAM 2017

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTINGS %
	DUE Week 5 Term 3	DUE Week 8 Term 3	DUE Week 3 Term 4	DUE Week 6 Term 4	
	TASK TITLE Skills Task	TASK TITLE Research Task	TASK TITLE Research Task	TASK TITLE Yearly Exam	
Skills Task	20				20
Research Task 1 – Global Inequalities Research Task 2– Climate Change		25	25		50
Final Examination – Skills, Global Inequalities, Global Issues (Access to fresh Water, Climate Change, Threatened Habitats.				30	30
TASK VALUE %	20	25	25	30	100
Specific outcomes assessed by each task	4.1 4.2 4.3 4.4	4.2 4.3 4.4 4.7 4.9	4.4 4.3 4.5 4.7 4.8	4.1 4.2 4.3 4.4 4.5 4.7 4.8 4.9 4.10	

Stage 4 Yr 8 Course Outcomes

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.4 uses a range of geographical tools
- 4.5 demonstrates a sense of place about global environments
- 4.7 identifies and discusses geographical issues from a range of perspectives
- 4.8 describes the interrelationships between people and environments
- 4.9 describes differences in life opportunities throughout the world
- 4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.



**AGRICULTURAL TECHNOLOGY
ASSESSMENT SCHEDULE**

Time	Task	Practical Work: 30% Book Work: 20% Assignment: 20% Yearly Exam: 30%	Assessment Component				
			Weekly Practical	Book Work	Assignment Task	Yearly Exams	Total Weighting
		Outcomes					
Term 1 Week 10	Practical work	4.4.1, 4.4.2, 4.4.3, 4.5.1, 4.6.1	Average from weekly practical lessons: 30%	20	20	30	30
Term 2 Week 8	Book Work	4.52, 4.62, 4.42					
Term 3 Week 5	Assignment Task	4.4.1, 4.4.3, 4.4.6, 4.4.2					
Term 4 Week 5	Yearly Exam	4.4.1, 4.4.2, 4.4.3, 4.5.1, 4.6.1, 4.5.2, 4.6.2, 4.4.2					
				20	20	30	100%

Semester 2

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	WEIGHTINGS %
	DUE Week 6 Term 3	DUE Week 8 Term 3	DUE Week 10 Term 3	DUE Week 4 Term 4	DUE Week 5 Term 4	
	TASK TITLE Assignment	TASK TITLE Performance	TASK TITLE Bookmark	TASK TITLE Assignment	TASK TITLE Half-Yearly Exam	
<ul style="list-style-type: none"> Develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques 		10%				10%
Develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving				30%		30%
Develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	20%				30%	50%
Value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening						
TASK VALUE %	20%	10%	10%	30%	30%	100%

Stage 4 Course Outcomes

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills in the concepts of music through:

- **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **composing** as a means of self-expression, musical creation and problem solving
- **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Values and attitudes

Students will value and appreciate:

- the aesthetic value of music and the enjoyment of engaging in performing, composing and listening.



**Technology Mandatory – Products -
Shorts**
Gilgandra High School TAS Department
Year 8

TAS ASSESSMENT SCHEDULE

Time	Task	Practical Projects: 60% Assignments: 20% Bookwork/activities: 10% Theory Tests: 10%	Assessment Component				
			Practical Projects	Assignments	Bookwork	Theory Tests	Total Weighting
Outcomes							
Week 1	Title Page	(to be inserted)			5		5
Week 2	Machine Parts test				10		10
Week 3	Sample		10				10
Week 6	Assignment			20			20
Week 9	Practical - Shorts		50				50
Week 10	Evaluation				5		5
			60%	20%	10%	10%	100%



Technology (Mandatory) – Fantastic Plastic
 Gilgandra High School TAS Department
Year 8 2017

TAS ASSESSMENT SCHEDULE

Time	Task	Practical Projects: 75% Assignments: 0% Bookwork: 25% Theory Exams: 0%	Assessment Component				
			Practical Projects	Assignments	Bookwork	Theory Exams	Total Weighting
Outcomes							
Week 5	2D Graphic Designs		25				25
Week 8	3D Graphic Designs		25				25
Week 9	3D Printed Designs		25				25
Week 10	Fantastic Plastic - booklet				25		25
			75%	0%	25%	0%	100%



Technology (Mandatory) – Wind Chimes
 Gilgandra High School TAS Department
Year 8 2017

TAS ASSESSMENT SCHEDULE

Time	Task	Practical Projects: 75% Assignments: 0% Bookwork: 25% Theory Exams: 0%	Assessment Component				
			Practical Projects	Assignments	Bookwork	Theory Exams	Total Weighting
		Outcomes					
Week 10	Wind chimes - project		75				75
Week 10	Wind chimes - booklet				25		25
			75%		25%		100%



Technology Mandatory PROMOTIONAL DESIGN

Gilgandra High School TAS Department
Year 8

TAS ASSESSMENT SCHEDULE

Time	Task	Practical Projects: 60% Theory Tests: 20% Bookwork/activities: 10% Assignment: 10%	Assessment Component				
			Practical Projects	Assignments	Bookwork	Theory Tests	Total Weighting
Outcomes							
Week 1	Title Page	(to be inserted)			5		5
Week 2	Practical		10				10
Week 3	Practical		10				10
Week 4	Practical		10				10
Week 5	Practical		10				10
Week 6	Assignment/Practical			10			10
Week 7	Practical		5				5
Week 8	Practical		5				5
Week 9	Practical		10				10
Week 10	Term Test				5	20	25
			60%	10%	10%	20%	100%

WRITING A BIBLIOGRAPHY

A **bibliography** is a list of resources you have used in your research.

The aim of a bibliography is:

- To show where you obtained information and acknowledge your sources
- To allow your readers to find this information if they need to

HOW TO WRITE A BIBLIOGRAPHY FOR BOOKS

- Author (surname first, followed by first name or initials)
- Title of publication (underlined, or using Italics)
- Publishing company
- Place of publication (usually a town or city)
- Year of publication

This information can usually be found on the first two pages of a book.

Examples: (note punctuation):

Marotta, Helen, Examining Rules and Laws, South Melbourne: Macmillan, 1996

Author: Surname first, then initial or first name
Title underlined or in italics
Place of publication
Publisher
Year of publication

Dungworth, R. and Wingate, P., *The Usborne Book of Famous Women*, London: Usborne, 1996

ARTICLES IN BOOKS, NEWSPAPERS, MAGAZINES etc.

- Author's name (as above)
- Title of article (in inverted commas)

For articles in books:

- The title of the book and publication details (as above)

For articles in newspapers, magazines, journals:

- The title of newspaper, magazine or journal; date or volume number; page(s)

Examples:

Davis, L., "Rights Replacing Needs" in Hauritz, M., Justice for People with Disabilities, Sydney: Federation Press, 1998

O'Malley, Chris, "Apocalypse Not", *Time*, 15 June, 1998, pp.14-18

Busfield, Wendy, "VCE Switch", *Herald Sun*, 17 June, 1998, p. 2

PAMPHLETS

For pamphlets, you should include at least:

- The name of the organisation producing the pamphlet
- Title
- Date of publication

Example: Office of Fair Trading and Business Affairs, Tenants: Understanding your Rights and Responsibilities, nd.

AUDIOVISUAL SOURCES

For sources such as videos, you should provide:

- The Production Company (usually found on the label)
- Title
- Date of production. If you can't find the production date, the convention is to put 'nd' (not dated)

Examples: Video Education Australia, *The Small Business Case Files, Part 1*, nd.

The Science Show, 3 AR, 02-07-88 (Entire program)

"Incidence of Employment", Four Corners, ABC 19-08-96 (Segment of program)

(Adult Literacy) Sixty Minutes, GTV 9, 10-07-88 (If no formal title is supplied, the writer may supply a title in brackets)

MATERIAL FROM THE INTERNET

The Internet is relatively new as a research source, so conventions for citing material may vary. It is suggested that you include:

- Surname and name of author (if provided)
- Title of work (if provided)
- The web site address or E-mail address
- The date on which you visited the site or collected the information (in brackets)

The author, if identified, may be found at the beginning or the end of online information

The "electronic address" of the resource should appear exactly as it does online

Examples: (Web site): "Boots for Hiking", <http://www.blundstone.com.au> (collected 14/7/98)

(E-mail address): jstone@morris.edu.au (collected 19/6/97)