ASSESSMENT INFORMATION

YEAR 8

2024

PICTON HIGH SCHOOL

PHS Assessment Policy (7-10)

Assessment procedures (Years 7-10)

Missed Assessment Tasks
If a student knows it is inevitable that they will miss or has missed an assessment task, they should contact their class teacher immediately after the fact is known. Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate class teacher of this matter prior to the published date.

Illness, Injury or Misadventure
Students must attend school on the date of a task or date the task is due. If a student is sick and cannot attend or an unforeseen situation or emergency arises, an 'Illness and Misadventure' application should be completed and presented to the class teacher on the first day of return to school or, if possible, prior to the original submission date. If a student fails to complete a task due to illness/misadventure and the class teacher considers the student has a valid reason, an extension may be granted or a grade may be awarded based on a substitute task.

If the task is an in-class task, where possible, students will be provided with an alternative task when they return to school. If it is not possible to provide a substitute task or an extension, the class teacher will consult with the Head Teacher to seek a resolution. **The Head Teacher may also refer an appeal directly to the Deputy Principal for review. Students with prolonged absences should follow the same procedure.**

Where there is no valid reason for not completing an assessment task, the school will enact their student discipline and management policies. This may include the student being required to complete the outstanding assessment during lunch times with their relevant teacher and/or Head Teacher, an assessment warning letter and/or phone call home being completed, the student being required to attend the Tuesday afternoon Study Centre or other disciplinary consequences as decided upon by the teacher and Head Teacher of the faculty. These disciplinary actions are designed to give the student every opportunity to meet outcomes and gain a grade which reflects their true ability.

If a teacher is absent on the day an assessment task is due/scheduled to take place, it will be the responsibility of the Head Teacher to implement their faculty policy processes for staff absences. This may include re-scheduling the task to another date or assisting another staff member to administer the assessment successfully.

Hand in tasks
Hand in tasks must be submitted **before 9:00am** on the due date to the class teacher or faculty Head Teacher unless specified differently on the official assessment notification for that particular task. If a class teacher is absent on the day a task is due, students must ensure the task is submitted to the faculty Head Teacher. A student can seek an extension of time to submit the task by completing the appropriate appeals form (illness/misadventure or change of due date). Students seeking an extension of time for an assessment for any reason other than those associated with illness and misadventure must submit 'Request for change of due date' appeals form in advance of the due date before the extension can be considered. The class teacher will only grant an extension of time if:

- the student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
- the extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted. Students are not to assume the extension of time will be granted. If the class teacher has not granted an extension of time, and the assessment task is not submitted or submitted after the due date, consequences according to the Student Management Policy and Assessment Policy will be enacted. In exceptional circumstances, an extension of time may be granted after the original due date.

An extension of time will not be granted if:

- the reason offered is deemed unacceptable
- no reason is offered
- the student did not lodge a written application for an extension of time with the appropriate teacher prior to the due date.

Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

Examinations

Students may be required to sit formal examinations. These may be completed in a timetabled examination week in an examination setting (such as the hall) or may be completed in class at any time (as outlined in a subject's assessment schedule). Any student who fails to sit an examination during the specified examination period will be required to complete an 'Illness and Misadventure' form and submit this on the first day they return to school. If appropriate documentation is not provided, the school will issue consequences in accordance with the Student Management Policy. If students feel that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Malpractice in Assessment Tasks

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- a student being in possession of a mobile phone during an assessment task
- using material directly from books, journals, CDs or the Internet without reference
- building on the ideas of another person without reference to the source
- copying, buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, a parent, coach or expert has contributed substantially
- using words, ideas, designs or workmanship of others in practical and performance tasks
- paying someone to write or prepare material
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice (e.g. giving a student a copy of your assessment task even if you tell them to change the words).

Issues of malpractice need to be investigated by the Head Teacher of the respective course. The **Head Teacher** will:

- advise the student(s) of the lodgment of the issue.
- provide the student(s) with an opportunity to address the issue
- plan a course of action and communicate this to the student, the student's parents and the class teacher.

If the malpractice is proven, the Head Teacher will enact consequences from the Student Management Policy and processes from the Assessment Policy. This may include being required to complete the class again, including during lunch breaks or in the Study Centre on Tuesday afternoons. Students are made aware that sharing their task with other students prior to it being submitted may be considered as malpractice and lead to disciplinary consequences for this student also.

Non serious attempts

If a student's attempt at a particular task results in a seriously low grade, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgment.

Students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to all set tasks and experiences provided in the course by the school.

If a teacher deems that a student has made a non-serious attempt at a task, the student will be required to resubmit/re attempt the task. This may take place during their own time (i.e. lunch time) at school or the student may be permitted to work on the task at home; this will be decided upon by the classroom teacher and/or Head Teacher of the faculty. Students may also face consequences according to the Student Management Policy. If a student believes that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Starting at Picton High School after the Assessment Program has begun

Students who enrol after the assessment program in their subjects has begun will be required to do all further tasks in the program. To help allocate the most appropriate grades at the end of the reporting period, a student's performance on these tasks will be compared to descriptors on the Common Grade Scale.

Additional consequences for late submission

To ensure equity, students who submit work late without successful documentation will be deemed ineligible to receive academic commitment awards at the annual Presentation evening as one criteria of these awards is consistently following course requirements. Students may also place their position on the Rewards Excursions in jeopardy as they will not have demonstrated consistent application throughout the year. Report comments may also refer to late or non-submission of tasks. Technology breakdowns are not a valid or acceptable excuse for late or non-submission of tasks.

Request for change of due date for assessment task

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name:_____ Year: _____

Subject:_____

Description of Task: _____

Due Date (As advertised): _____

REASON – For change from due date of assessment task: _____

_____

_____

_____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

_____

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

Alternative Arrangements:

_____

_____

_____

Teacher Signature: _____Date: _____

Assessment appeal form

Student's Name: _____

Date: _____

Subject: _____

Teacher's Name: _____

Please give details of the reason for the appeal:

_____

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Action Taken:

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Name:

_____

Signed:_____ **Date:** _____

Subjects for Year 8 2024

English

Mathematics

Science

HSIE

Personal Development, Health & Physical Education

Music

Home Economics (Technology Mandatory)

Humanities (Enrichment class only)

IBL

Please check the Picton High School website to keep updated.
Assessment tasks are uploaded to the website approximately two weeks before they are due under the following tabs:

- Assessment tasks
- Assessment and reporting
- Year 8 assessment tasks

The tasks will remain on the site until the end of the school year.

YEAR 8 ASSESSMENT DUE DATES 2024		English	Mathematics	Science	HSIE	PDHPE	Music	Home Economics (Mandatory Technology)
TERM 1 2024								In class assessments
Week 1	Thur 1 Feb – Fri 2 Feb							
Week 2	5 Feb – 9 Feb							
Week 3	12 Feb – 16 Feb							
Week 4	19 Feb – 23 Feb							
Week 5	26 Feb – 1 Mar							
Week 6	4 Mar – 8 Mar							
Week 7	11 Mar – 15 Mar	X				X		
Week 8	18 Mar – 22 Mar		X			X		
Week 9	25 Mar – Thur 28 Mar			X		X		
Week 10	Tue 2 Apr – Fri 5 Apr				X	X	X	
Week 11	8 Apr – 12 Apr							
TERM 2 2024								
Week 1	Tue 30 Apr – 3 May							
Week 2	6 May – 10 May							
Week 3	13 May – 17 May						X	
Week 4	20 May – 24 May							
Week 5	27 May – 31 May		X					
Week 6	3 Jun – 7 Jun							
Week 7	Tue 11 Jun – 14 Jun			X		X		
Week 8	17 Jun – 21 Jun					X		
Week 9	24 Jun – 28 Jun					X		
Week 10	1 Jul – 5 July	X				X		
TERM 3 2024								
Week 1	Tue 23 Jul – 26 Jul							
Week 2	29 Jul – 2 Aug							
Week 3	5 Aug – 9 Aug							
Week 4	12 Aug – 16 Aug							
Week 5	19 Aug – 23 Aug							
Week 6	26 Aug – 30 Aug		X					
Week 7	2 Sep – 6 Sep	X			X			
Week 8	9 Sep – 13 Sep			X		X		
Week 9	16 Sep – 20 Sep					X		
Week 10	23 Sep – 27 Sep					X	X	
TERM 4 2024								
Week 1	Mon 14 Oct – 18 Oct							
Week 2	21 Oct – 25 Oct							
Week 3	28 Oct – 1 Nov							
Week 4	4 Nov – 8 Nov			X				
Week 5	11 Nov – 15 Nov		X		X			
Week 6	18 Nov – 22 Nov							
Week 7	25 Nov – 29 Nov							
Week 8	2 Dec – 6 Dec							
Week 9	9 Dec – 13 Dec							
Week 10	16 Dec – Wed 18 Dec							

Please note: Exams XX
Enrichment class grids are not included on this page

YEAR 8 ASSESSMENT TASK GRID 2024

SUBJECT: ***ENGLISH***

TASK	SYLLABUS OUTCOMES										
COURSE	**EN4-1A**	**EN4-2A**	**EN4-3B**	**EN4-4B**	**EN4-5C**	**EN4-6C**	**EN4-7D**	**EN4-8D**	**EN4-9E**	**METHOD OF SUBMISSION**	**DUE DATE**
Advertising		X			X			X		take home	Term 1 Week 7
Close Study of Text	X		X				X			take home	Term 2 Week 10
The Director's Chair				X		X			X	take home	Term 3 Week 7

Outcomes: A student

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

YEAR 8 ASSESSMENT TASK GRID 2024

SUBJECT: ***MATHEMATICS***

TASK	SYLLABUS OUTCOMES																
METHOD OF SUBMISSION	**MA4-1WM**	**MA4-2WM**	**MA4-3WM**	**MA4-5NA**	**MA4-6NA**	**MA4-7NA**	**MA4-8NA**	**MA4-10NA**	**MA4-11NA**	**MA4-12MG**	**MA4-13MG**	**MA4-14MG**	**MA4-16MG**	**MA4-19SP**	**MA4-20SP**	**MA4-21SP**	**DUE DATE**
Open Book Task	X	X	X	X	X												Term 1 Week 8
In class task	X	X	X			X	X	X	X								Term 2 Week 5
Research task	X	X	X				X	X	X	X	X	X	X				Term 3 Week 6
In class task	X	X	X											X	X	X	Term 4 Week 5

Outcomes: A student

MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events

YEAR 8 ASSESSMENT TASK GRID 2024

SUBJECT: *SCIENCE*

TASK	SYLLABUS OUTCOMES															
COURSE	**SC4-4WS**	**SC4-5WS**	**SC4-6WS**	**SC4-7WS**	**SC4-8WS**	**SC4-9WS**	**SC4-10PW**	**SC4-11PW**	**SC4-12ES**	**SC4-13ES**	**SC4-14LW**	**SC4-15LW**	**SC4-16CW**	**SC4-17CW**	**METHOD OF SUBMISSION**	**DUE DATE**
Data Processing	X		X	X	X	X			X	X					In Class	Term 1 Week 9
Practical Task			X	X	X	X							X	X	In Class	Term 2 Week 7
Integrated Science/PDHPE task (Changes in Me)				X		X					X	X			Hand In	Term 3 Week 8
Data Processing Task			X	X	X		X	X	X	X	X	X	X	X	In Class	Term 4 Week 4

Outcomes: A student

SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems.
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
SC4-10PW	describes the action of unbalanced forces in everyday situations.
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction.
SC4-15LW	explains how new biological evidence changes people's understanding of the world.
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life.

YEAR 8 ASSESSMENT TASK GRID 2024

SUBJECT: ***HSIE***

TASK	SYLLABUS OUTCOMES											
COURSE	**HT4.2**	**HT4.4**	**HT4.5**	**HT4.7**	**GE4.2**	**GE4.3**	**GE4.4**	**GE4.5**	**GE4.6**	**GE4.8**	**METHOD OF SUBMISSION**	**DUE DATE**
Viking Task	X	X	X	X							Hand in	Term 1 Week 10
Portfolio Task	X	X			X	X	X		X		In class	Term 3 Week 7
Semester 2 Examination					X	X		X		X	In class	Term 4 Week 5

Outcomes: A student

HT4.2	describes major periods of historical time and sequences events, people and societies from the past
HT4.4	describes and explains the causes and effects of events and developments of past societies over time
HT4.5	identifies the meaning, purpose and context of historical sources
HT4.7	identifies and describes different contexts, perspectives and interpretations of the past
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 issue
GE4.5	discusses management of places and environments for their sustainability
GE4.6	explains differences in human wellbeing
GE4.8	communicates geographical information using a variety of strategies

YEAR 8 ASSESSMENT TASK GRID - 2024

SUBJECT: *PDHPE*

TASK		SYLLABUS OUTCOMES												
COURSE		**PD 4.1**	**PD 4.2**	**PD 4.3**	**PD 4.4**	**PD 4.5**	**PD 4.6**	**PD 4.7**	**PD 4.8**	**PD 4.9**	**PD 4.10**	**PD 4.11**	**METHOD OF SUBMISSION**	**DUE DATE**
SEMESTER 1	Eat right, Live strong							X	X				Take Home	Term 1 Week 8
	Leisure and Recreation				X	X						X	In Class	Term 1 Weeks 7-10
SEMESTER 2	Changes in Me (Cross KLA – Science)	X					X			X			Take Home	Term 3 Weeks 8-9
	Invasion Games				X	X					X	X	In Class	Term 3 Weeks 9-10

Outcomes: A student	
PD4.1	examines and evaluates strategies to manage current and future challenges
PD4.2	examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others
PD4.3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4.4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4.5	transfers and adapts solutions to complex movement challenges
PD4.6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4.7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4.8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4.9	demonstrates self-management skills to effectively manage complex situations
PD4.10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4.11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

YEAR 8 ASSESSMENT TASK GRID 2024

SUBJECT: *MUSIC*

TASK	SYLLABUS OUTCOMES													
COURSE	**4.1**	**4.2**	**4.3**	**4.4**	**4.5**	**4.6**	**4.7**	**4.8**	**4.9**	**4.10**	**4.11**	**4.12**	**METHOD OF SUBMISSION**	**DUE DATE**
Research Task							X	X		X	X		In Class	Term 1 Week 10
Performance	X	X	X									X	In Class	Term 2 Week 3
Film Composition				X	X	X			X			X	In Class	Term 3 Week 10

Outcomes: A student

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

YEAR 8 ASSESSMENT TASK GRID - 2024

SUBJECT:
HOME ECONOMICS
(Mandatory Technology)

TASK	SYLLABUS OUTCOMES								
COURSE	**TE4-1DP**	**TE4-2DP**	**TE4-3DP**	**TE4-4DP**	**TE4-5AG**	**TE4-6FO**	**TE4-9MA**	**TE4-10TS**	**DUE DATE**
Fun with Fabric – Bunting Flags Folio	X		X				X	X	Based on class rotation – all work done in class
Fabulous Produce – Garden bed folio	X	X			X				Based on class rotation – all work done in class
Food Glorious Food – Hamburger heaven folio and website		X	X	X		X			Based on class rotation – all work done in class

N.B This course runs on a rotation schedule. Each student will participate in each rotation at various times throughout the year. All assessment work is completed in class time – please see individual tasks when handed out by teacher/school website.

Outcomes: A Student

TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements then in a general-purpose programming language
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

YEAR 8 ENRICHMENT ASSESSMENT TASK GRID - 2024

SUBJECT: *HUMANITIES*

TASK	**TASK 1: VISUAL ESSAY TASK**			**TASK 2: PORTFOLIO TASK**			**TASK 3: NONFICTION/MUSEUM TASK**		
HUMANITIES	OUTCOMES			OUTCOMES			OUTCOMES		
English History	EN4-1A HT4.1 HT4.10	EN4-2A HT4.5	EN4-4B HT4.6	EN4-6C EN4.9 HT4.2	EN4-5C HT4.4	EN4-7C HT4.8	EN4-2A HT4.3 HT4.10	EN4.3B HT4.6	EN4-8D HT4-7
Method of Submission	Submitted in Class			Submitted in Class			Submitted in Class		
DUE DATE	TERM 1 WEEK 10			TERM 2 WEEK 10			TERM 4 WEEK 2		

ENGLISH / HISTORY
Outcomes - A student:

EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C	identifies and explains connections between and among texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning
HT4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	describes major periods of historical time and sequences events, people and societies from the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	describes and explains the causes and effects of events and developments of past societies over time
HT4-5	identifies the meaning, purpose and context of historical sources
HT4-6	uses evidence from sources to support historical narratives and explanations
HT4-7	identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	locates, selects and organises information from sources to develop an historical inquiry
HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

YEAR 8 ENRICHMENT ASSESSMENT TASK GRID - 2024

SUBJECT:
STEM

TASK	**TASK 1:** **SCIENTIFIC SKILLS AND COSMIC SYSTEMS**		**TASK 2:** **PAST LANDSCAPES AND EARTH'S FORMATIONS**		**TASK 3:** **MATERIALS AND THEIR USES**	
STEM	**OUTCOMES**		**OUTCOMES**		**OUTCOMES**	
	MA4-15MG, MA4-17MG, MA4-18MG, MA4-21SP, MA4-20SP, MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA, MA4-10NA, MA4-11NA	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-12ES, SC4-13ES	MA4-2WM, MA4-3WM, MA4-6NA, MA4-14MG	SC4-13ES, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS	MA4-2WM, MA4-7NA, MA4-9NA, MA4-11NA	SC4-15CW, SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS
METHOD OF SUBMISSION	Submitted in Class		Submitted in Class		Submitted in Class	
DUE DATE	Term 2 Week 6		Term 3 Week 6		Term 3 Week 10	

English / History
Outcomes - A student:

MATHEMATICS

MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning

SCIENCE

SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems.
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
SC4-10PW	describes the action of unbalanced forces in everyday situations.
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction.
SC4-15LW	explains how new biological evidence changes people's understanding of the world.
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life.

YEAR 8 INQUIRY TASK GRID 2024																			SUBJECT: IBL Humanities
Term	**Term 1:** *I Came, I saw, I Conquered*				**Term 2:** *You are what you have?*			**Term 3:** *Home is Where the Imagination is*					**Term 4:** Scrolls and Screens			
Inquiry Task	*Invasion or Progress?*				*How Do We Measure Success?*			*Our Places*					*Is Our Past Greater Than Our Future*			
Humanities	**OUTCOMES**				**OUTCOMES**			**OUTCOMES**					**OUTCOMES**			
English	EN4-1A	EN4-3B		EN4-7D	EN4-2A	EN4-5C	EN4-8D	EN4-1A		EN4-7D		EN4-8D	EN4-4B	EN4-6C		EN4-9E
HSIE	HT4.4	HT4.6	HT4.7	HT4.10	GE4.3	GE4.4	Ge4.5	GE4.6	GE4.1	GE4.5	GE4.7	GE4.8	HT4.3	HT4.8	HT4.9	HT4.10
WEIGHTING	30%				30%			30%					10%			
DUE DATE	Term 1, Week 10				Term 2, Week 10			Term 3, Week 10					Term 4, Week 10			

ENGLISH

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

HSIE

HT4.1	describes the nature of history and archaeology and explains their contribution to an understanding of the past.
HT4.2	describes major periods of historical time and sequences events, people and societies from the past.
HT4.5	identifies the meaning, purpose and context of historical sources.
HT4.6	uses evidence from sources to support historical narratives and explanation.
HT4.9	uses a range of historical terms and concepts when communicating an understanding of the past.
HT4.10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past
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.
GE4.6	explains differences in human wellbeing.
GE4.8	communicates geographical information using a variety of strategies.

YEAR 8 INQUIRY TASK GRID 2024													Subject: IBL STEM
Term	**Term 1: Scissors, Paper, Spock**				**Term 2: We're all in this together**				**Term 3: To infinity and beyond?**				
Inquiry Question	*Where to now?*				*All things are equal.*				*Superhuman.*				
STEM	**OUTCOMES**				**OUTCOMES**				**OUTCOMES**				
Maths	MA4-1WM	MA4-3WM	MA4-19SP	MA4-12MG	MA4-1WM	MA4-2WM	MA4-3WM	MA4-12MG	MA4-1WM	MA4-3WM	MA4-7NA	MA4-19SP	
Science	SC4-12ES	SC4-7WS	SC4-9WS		SC$-17CW	SC4-9WS			SC4-15LW	SC4-7WS	SC4-9WS		
WEIGHTING	**40%**				**30%**				**30%**				
DUE DATE	TERM 1, WEEK 10				TERM 2, WEEK 10				TERM 3, WEEK 10				

MATHEMATICS

MA4-4NA	compares orders and calculates with integers, applying a range of strategies to aid computation.
MA4-5NA	operates with fractions, decimals and percentages.
MA4-7NA	operates with ratios and rates, and explores their graphical representation.
MA4-8NA	generalises number properties to operate with algebraic expressions.
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations.
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles.
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles and converts between units of area.
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones.
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines.
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays.
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.
MA4-2WM	applies appropriate mathematical techniques to solve problems.
MA4-3WM	recognises and explains mathematical relationships using reasoning.

SCIENCE

SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems.
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
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