



YOUNG HIGH SCHOOL

YEAR 8 ASSESSMENT GUIDE

2021

An information guide for parents and students in Yr 8



YOUNG HIGH SCHOOL

Campbell Street
(Locked Bag 8008)
Young NSW 2594

Phone: 02 6382 1166

EVERY STUDENT MATTERS
Opportunity Diversity Inclusivity

YEAR 8 ASSESSMENT SCHEDULE 2020

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1			Graphics		English	Music Visual Arts Commerce *IT-Timber *IT-Metal *IST	PDHPE Sports Studies	Maths/ Science Food Tech	Drama *Graphics *Textiles *Technology Agriculture	Music *Visual Arts *IST	
Term 2	Commerce		Visual Arts Sports Studies	Music PDHPE	English Drama Agriculture *Graphics *IT-Metal *IST *Textiles	HSIE Commerce Food Tech *IT-Timber *Visual Arts *Technology		Maths/ Science	HSIE		
Term 3			*Graphics		English PDHPE *Multimedia	Music Visual Arts *IT-Metal *IT-Timber	Dance Sports Studies	Marine & Aqua Maths/ Science Food Tech	Music *Graphics Agriculture *Technology	*Visual Arts *Multimedia	
Term 4			HSIE Visual Arts PDHPE Sports Studies	Marine & Aqua Music	English Dance Graphics *IT-Metal *Multimedia	HSIE *Visual Arts *IT-Timber Food Tech	*Technology Maths/ Science Agriculture				

Please Note: The Asterisk * denotes an ongoing project to be submitted that has been worked on in class time.

CONTENTS

INTRODUCTION.....	5
YEAR 8 ENGLISH.....	7
YEAR 8 MATHEMATICS & SCIENCE.....	8
YEAR 8 HSIE.....	9
YEAR 8 PDHPE.....	10
YEAR 8 TECHNOLOGY.....	11
YEAR 8 AGRICULTURE.....	12
YEAR 8 COMMERCE.....	13
YEAR 8 DANCE.....	14
YEAR 8 DRAMA.....	15
YEAR 8 FOOD TECHNOLOGY.....	16
YEAR 8 INDUSTRIAL TECHNOLOGY - GRAPHICS.....	17
YEAR 8 INDUSTRIAL TECHNOLOGY - METAL.....	18
YEAR 8 INDUSTRIAL TECHNOLOGY - MULTIMEDIA.....	19
YEAR 8 INDUSTRIAL TECHNOLOGY - TIMBER.....	20
YEAR 8 INFORMATION SOFTWARE TECHNOLOGY.....	21
YEAR 8 MARINE & AQUACULTURE TECHNOLOGY.....	22
YEAR 8 MUSIC.....	23
YEAR 8 SPORT STUDIES.....	24
YEAR 8 TEXTILES TECHNOLOGY.....	25
YEAR 8 VISUAL ARTS.....	26
YOUNG HIGH SCHOOL ASSESSMENT TASK SPECIAL CONSIDERATIONS.....	27
YOUNG HIGH SCHOOL STUDENT APPEAL FORM.....	29

INTRODUCTION

The following material is provided for the information of students at Young High School and their parents/caregivers regarding assessment tasks, school requirements and the NSW Education Standards Authority (NESA) requirements for satisfactory course completion.

1. WHAT ARE ASSESSMENT TASKS?

Assessment tasks are designed to measure your performance in meeting the objectives of each course. The assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, projects, and school examinations. The type of assessment tasks used will vary from course to course, and will be those considered most appropriate for measuring student achievement of the syllabus objectives. At this school, students will be required to complete a number of assessment tasks in each course. Schools are required to assess each student's actual performance, not their potential performance. Thus, assessment marks cannot be modified to take into account possible effects of illness or absences for other reasons.

2. HOW WILL I KNOW WHAT TASKS I NEED TO COMPLETE?

The assessment program for each course is outlined in this booklet. This program indicates when the tasks are scheduled, the percentage each task contributes to the overall assessment, and the type of task involved. Precise details about each task will be provided to you, by the class teacher, as the time for each task approaches. If you are absent when these details are given to the class as a whole, then it is your responsibility to obtain this information from the teacher.

3. IS IT POSSIBLE TO GAIN ZERO FOR AN ASSESSMENT TASK?

It is possible for a student to score zero for an assessment task. Some of the situations are listed here: the standard of work submitted is such that no marks are awarded; the task is of an ongoing nature and is not completed and submitted by the scheduled date; you are absent when an assessment task is done and have no legitimate reason for being absent; you are guilty of some form of malpractice in relation to the completion of the task.

4. WHEN AND TO WHOM DO I HAND IN MY ASSESSMENT TASKS?

In cases where the assessment task requires you to hand in material, the material must be handed to the class teacher during class or if no class is scheduled on the day it is to be handed in by 3:20 pm to the class teacher or the appropriate Head Teacher and a receipt will be issued. It is not sufficient to ask that the material be placed on the class teacher's desk. It is the student's responsibility to obtain and retain the receipt.

5. WHAT HAPPENS IF I AM ABSENT FROM SCHOOL WHEN AN ASSESSMENT TASK IS SCHEDULED?

If you are absent from school on the day an assessment task is done, or is due to be handed in, the following procedures apply. Notes, indicating reasons for absence, should be signed by your parent or guardian.

- a. If you know in advance that you will be absent from school on the day that an assessment task is to be done, or is due to be handed in, then a note should be brought to the class teacher indicating the reason for the absence. The task must then be submitted **before** the due date.

This should be done as early as possible so that appropriate alternative arrangements can be made for in class assessment tasks.

- b. If you are absent from school on the day an assessment task is to be done or is due to be handed in you will be awarded zero. If you have a valid reason for missing this scheduled date then an Assessment Task Special Consideration Form must be completed, indicating the reason for not completing the task at the set time. This should be submitted to the class teacher on the first day you return to school together with a medical certificate or a statutory declaration. (This is in addition to the note brought for roll purposes.)
- c. Should our records show that you are consistently absent from school on the day on which an assessment task is to be done, or is due to be handed in, or on days preceding the day on which an assessment task is to be done, or is due to be handed in, even where notes for the absences are supplied, you and your parents will be advised in writing that further occurrences without a medical certificate may be treated as deliberate malpractice, and lead to a zero mark.
- d. If you feel that you have been unfairly treated, there is a process to enable you to appeal against the decision. To do this you must complete the Student Appeal Form and submit it, along with your reasons for appealing, in writing to the Deputy Principal.

6. WHAT HAPPENS IF I WANT EXTRA TIME TO COMPLETE AN ASSESSMENT TASK?

Should you have a valid reason for requesting this extension you need to complete an Assessment Task Special Consideration Form detailing your reasons for the request.

This request is to be made **at least two days** before the due date. If an extension has been requested and granted, any late submission of assessment tasks after the extension date will receive zero marks. Extensions of time can only be given by the Head Teacher.

7. WHAT HAPPENS IF I DO NOT SUBMIT AN ASSESSMENT TASK ON THE DUE DATE, AND I AM AT SCHOOL THAT DAY?

There will be a sliding scale for lateness, the first day will result in a 10% reduction, second day 30%, third day 50% and after this time a mark of zero will be awarded.

8. WHAT HAPPENS IF I BELIEVE MY WORK HAS NOT BEEN FAIRLY MARKED?

If for any reason you disagree with the marks awarded for a particular assessment task, then you should discuss this with your teacher at the time the mark is made known to you. Should this discussion fail to resolve the matter then you should complete a Student Appeals Form and consult with the Head Teacher concerned. When required, the Principal (or delegate) will become involved and make a determination either individually or via an Assessment Panel convened by the Principal and consisting of the Principal, the Deputy Principal, and a Head Teacher from outside of the faculty involved. The ruling of this panel will be final.

9. CAN TIMES FOR ASSESSMENT TASKS BE CHANGED?

The schedule of assessment tasks included in this booklet attempts to spread the tasks throughout the available time. Under exceptional circumstances and through consultation with the Principal, a teacher may alter this schedule. Students cannot appeal or request the schedule to be changed.

10. DO ALL TASKS GIVEN IN THE COURSE COUNT TOWARDS THE FINAL ASSESSMENT?

Some tasks which are given may not count towards the actual assessment. However parents may be informed of your failure to complete tasks whether they form part of the assessment program or not. Often these "non- assessable" tasks are used by teachers to allow you to develop the skills required to better complete your assessment tasks.

11. LIFE SKILLS ASSESSMENT

Students undertaking Life Skills courses are assessed on an ongoing basis. While they do not attempt explicit assessment tasks they are required to meet NESA requirements for course completion as previously outlined.

CORE SUBJECTS & ELECTIVES

YEAR 8 ENGLISH

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Documentary Study (Viewing and Representing Task)	Term 1 Week 5	25%	4-1A, 4-2A, 4-7D
Task 2	Poetry Study (Listening Task)	Term 2 Week 5	25%	4-2A, 4-6C, 4-7D, 4-8D, 4-3B

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Fiction Study (Speaking Task)	Term 3 Week 5	25%	4-1A, 4-4B, 4-5C
Task 4	Novel Study (Reading and Writing)	Term 4 Week 5	25%	4-1A, 4-3B, 4-5C, 4-9E

COURSE OUTCOMES

Outcome	Description
4.1A	Responds to and composes texts for understanding, interpretation, critical analysis and pleasure
4.2A	Uses a range of processes for responding to and composing texts
4.3B	Uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts
4.4B	Makes informed language choices to shape meaning with accuracy, clarity and coherence
4.5C	Draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts
4.6C	Makes connections between and among texts
4.7D	Demonstrates understanding that texts express views of their broadening world and their relationship within it
4.8D	Identifies, considers and appreciates cultural expression in texts
4.9E	Uses, reflects on and assesses individual and collaborative skills for learning

YEAR 8 MATHEMATICS & SCIENCE

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Portfolio	Term 1 Week 8	25%	MA4-4NA, MA4-11NA, MA4-16MG - SC4-7WS, SC4-9WS, SC4-10PW, SC4-11PW
Task 2	Portfolio	Term 2 Week 8	25%	MA4-9NA, MA4-14MG, MA4-21SP - SC4-6WS, SC4-14LW, SC4-15LW

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Portfolio	Term 3 Week 8	25%	MA4-9NA, MA4-11NA, MA4-19SP - SC4-9WS, SC4-16CW, SC4-17CW
Task 4	Portfolio	Term 4 Week 7	25%	MA4-10NA, MA4-18MG - SC4-10PW, SC4-12ES, SC4-14LW, SC4-16CW

COURSE OUTCOMES

Outcome	Description - 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
MA4-4NA	Compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	Operates with fractions, decimals and percentages
MA4-6NA	Solves financial problems involving purchasing goods
MA4-7NA	Operates with ratios and rates, and explores their graphical representation
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-9NA	Operates with positive integer and zero indices of numerical bases
MA4-10NA	Uses algebraic techniques to solve simple linear 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
MA4-15MG	Performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	Collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	Analyses single sets of data using measures of location and range
MA4-21SP	Represents probabilities of simple and compound events
Outcome	Description - 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 HSIE

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Portfolio Task - Polynesia & Water in the World	Term 2 Week 6	30%	HT4-2, HT4-6, GE4.1, GE4.2, GE 4.7,
Task 2	Semester Quiz	Term 2 Week 9	20%	HT4-1 HT4-7 HT4-9, GE 4.5, GE 4.6, GE 4.7

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Portfolio Task - Medieval Europe & Interconnections	Term 4 Week 3	30%	HT4-3 HT4-6 HT4-8 HT4-10, GE 4.4, GE4.6, GE 4.7, GE 4.8
Task 4	Semester Quiz	Term 4, Week 6	30%	HT4-2 HT4-4 HT4-5, GE 4.5, GE 4.6

COURSE OUTCOMES

Outcome	Description - Geography
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 the 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.
Outcome	Description - History
H4.1	Describes the nature of history and archaeology and explains their contribution to an understanding of the past
H4.2	Describes major periods of historical time and sequences events, people and societies from the past
H4.3	Describes and assesses the motives and actions of past individuals and groups in the context of past societies
H4.4	Describes and explains the causes and effects of events and developments of past societies over time
H4.5	Identifies the meaning, purpose and context of historical sources
H4.6	Uses evidence from sources to support historical narratives and explanations
H4.7	Identifies and describes different contexts, perspectives and interpretations of the past
H4.8	Locates, selects and organises relevant information from sources to develop an historical inquiry
H4.9	Uses a range of historical terms and concepts when communicating an understanding of the past
H4.10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

YEAR 8 PDHPE

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Global Citizens	Term 1 Week 7	15%	4.3
Task 2	Relationships Portfolio	Term 2 Week 4	15%	4.10
Task 3	Practical Observation: • Lifestyle Activities • Initiative Games	Ongoing	20%	4.4, 4.5

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 4	Health Influences Task	Term 3 Week 5	20%	4.6, 4.7
Task 5	Team Project Portfolio	Term 4 Week 3	30%	4.1, 4.7, 4.8,

COURSE OUTCOMES

Outcome	Description
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	Recognizes 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 TECHNOLOGY

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Design Project Unit 1	Term 1 Week 9	25%	TE4-1DP, TE4-2DP, TE4-10TS plus the outcomes that relate to the specific technology of the unit.
Task 2	Design Project Unit 2	Term 2 Week 6	25%	TE4-1DP, TE4-2DP, TE4-10TS plus the outcomes that relate to the specific technology of the unit.

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 3	Design Project Unit 3	Term 3 Week 9	25%	TE4-1DP, TE4-2DP, TE4-10TS plus the outcomes that relate to the specific technology of the unit.
Task 4	Design Project Unit 4	Term 4 Week 7	25%	TE4-1DP, TE4-2DP, TE4-10TS plus the outcomes that relate to the specific technology of the unit.

NOTE: THE DESIGN PROJECTS FOR EACH TASK WILL BE FROM ONE OF THE FOLLOWING TECHNOLOGY CONTEXT AREAS; AGRICULTURE AND FOOD TECHNOLOGIES, DIGITAL TECHNOLOGIES, ENGINEERED SYSTEMS OR MATERIALS TECHNOLOGIES. THEY MAY BE DIFFERENT FOR EACH CLASS.

COURSE OUTCOMES

Outcome	Description	Ag & Food Technology	Digital Technology	Engineering Systems	Materials Technology
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 them 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	✓			
TE4-7DI	Explains how data is represented in digital systems and transmitted in networks		✓		
TE4-8EN	Explains how force, motion and energy are used in engineered systems			✓	
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 AGRICULTURE

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Skills Assessment	Ongoing	40%	AG4-4, AG4-7, AG4-13, AG4-14
Task 2	Assignment: Farm Machinery	Term 1 Week 9	30%	AG4-6, AG4-7, AG4-12
Task 3	Test: Sheep Production	Term 2 Week 5	30%	AG4-1, AG4-2, AG4-6

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Skills Assessment	Ongoing	40%	AG4-4, AG4-7, AG4-13, AG4-14
Task 2	Assignment: Farm Machinery	Term 3 Week 9	30%	AG4-6, AG4-7, AG4-12
Task 3	Test: Sheep Production	Term 4 Week 7	30%	AG4-1, AG4-2, AG4-6

COURSE OUTCOMES

Outcome	Description
AG4-1	Describes a range of plant species and animal breeds used in agricultural enterprises
AG4-2	Outlines the interactions within and between agricultural enterprises and systems
AG4-3	Identifies and explains interactions between the agricultural sector and Australia's economy, culture and society
AG4-4	Implements responsible production of plant and animal products
AG4-5	Identifies how agricultural products are used in industry and by consumers
AG4-6	Identifies and uses skills to manage the interactions within plant production enterprises
AG4-7	Identifies and uses skills to manage the interactions within animal production enterprises
AG4-8	Examines the impact of past and current agricultural practices on agricultural sustainability
AG4-9	Identifies aspects of profitability, technology, sustainability and ethics that impact on management decisions
AG4-10	Implements and appreciates the application of animal welfare guidelines to agricultural practices
AG4-11	Undertakes controlled experiments in agricultural contexts
AG4-12	Communicates experimental data using a range of information and communication technologies
AG4-13	Follows safety and hygiene instructions when using chemicals, tools and agricultural machinery in accordance with Workplace Health and Safety requirements
AG4-14	Demonstrates plant and/or animal management practices safely and in collaboration with others

YEAR 8 COMMERCE

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Literacy Task	Term 1 Week 6	30%	4.1, 4.2, 4.4, 4.5, 4.8
Task 2	Research Assignment	Term 2 Week 1	30%	4.1, 4.2, 4.4, 4.6, 4.7 4.9
Task 3	Semester Exam	Term 2 Week 6	40%	4.1, 4.2, 4.3, 4.4, 4.5, 4.8

COURSE OUTCOMES

Outcome	Description
4.1	Uses appropriate terminology in consumer, financial, business, legal and employment contexts
4.2	Describes the rights and responsibilities of individuals within consumer, financial, business, legal and employment contexts
4.3	Identifies the role of the law in society
4.4	Identifies key factors affecting commercial and legal decisions
4.5	Identifies options for solving commercial and legal problems and issues
4.6	Uses a range of plans designed to solve commercial and legal problems and issues
4.7	Selects and organises commercial and legal information from a variety of sources
4.8	Communicates commercial and legal information using a variety of forms
4.9	Works independently and in teams to meet goals within specified timelines

YEAR 8 DANCE

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Safe Dance Presentation	Term 3 Week 7	20%	4.1.1, 4.1.3, 4.4.1
Task 2	Auditory Stimulus task:	Term 4 Week 5	40%	4.1.1, 4.2.1 4.2.2, 4.3.1.
Task 3	Practical Observation: • Centre and Floor Routine • Class Performance	Ongoing	40%	4.1.1, 4.1.2, 4.1.3

COURSE OUTCOMES

Outcome	Description
4.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances
4.1.2	Demonstrates aspects of the elements of dance in dance performance
4.1.3	Demonstrates and understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances
4.2.1	Identifies and explores aspects of the elements of dance in response to a range of stimuli
4.2.2	Composes dance movement, using the elements of dance, that communicates ideas
4.3.1	Describes dance performances through the elements of dance
4.3.2	Identifies that dance works of art express ideas
4.4.1	Values and appreciates their involvement as a dance performer, composer and audience member and show how their involvement contributes to lifelong learning

YEAR 8 DRAMA

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Dramatic Form Performance & Analysis	Term 1 Week 9	50%	4.1.1, 4.1.2, 4.3.1
Task 2	Group Performance	Term 2 Week 5	50%	4.1.3, 4.1.4, 4.2.1

COURSE OUTCOMES

Outcome	Description
4.1.1	Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
4.1.2	Improvises and playbuilds through group-devised processes
4.1.3	Devises and enacts drama using scripted and unscripted material
4.1.4	Explores a range of ways to structure dramatic work in collaboration with others
4.2.1	Uses performance skills to communicate dramatic meaning
4.2.2	Experiments with performance spaces and production elements appropriate to purpose and audience
4.2.3	Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning
4.3.1	Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
4.3.2	Recognises the function of drama and theatre in reflecting social and cultural aspects of human experiences
4.3.3	Describes the contribution of individuals and groups in drama using relevant drama technology

YEAR 8 FOOD TECHNOLOGY

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Food and Nutrition Booklet	Term 1 Week 8	20%	FT4-2, FT4-3, FT4-5, FT4-7
Task 2	Research Task	Term 2 Week 6	20%	FT4-7, FT4-8, FT4-9, FT4-12
Task 3	Semester Practical NOTE: Marked on an ongoing basis throughout the semester with a final mark determined in Term 2 Week 6	Ongoing	60%	FT4-1, FT4-2, FT4-5, FT4-10, FT4-11

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Food and Nutrition Booklet	Term 3 Week 8	20%	FT4-2, FT4-3, FT4-5, FT4-7
Task 2	Research Task	Term 4 Week 6	20%	FT4-7, FT4-8, FT4-9, FT4-12
Task 3	Semester Practical NOTE: Marked on an ongoing basis throughout the semester with a final mark determined in Term 4 Week 6	Ongoing	60%	FT4-1, FT4-2, FT4-5, FT4-10, FT4-11

COURSE OUTCOMES

Outcome	Description
FT4-1	Demonstrates hygienic handling of food to ensure a safe and appealing product
FT4-2	Describes and manages the risks of injury and WHS issues associated with handling food
FT4-3	Lists the basic components of a variety of foods
FT4-4	Describes changes which occur during processing, preparation and storage of food
FT4-5	Applies appropriate methods of food preparation
FT4-6	Relates the nutritional value of foods to health
FT4-7	Identifies the factors that influence food habits and relates them to food choices
FT4-8	Collects, interprets and uses information from a variety of sources
FT4-9	Communicates ideas and information using a range of media and appropriate terminology
FT4-10	Uses appropriate techniques and equipment for a variety of food -specific purposes
FT4-11	Plans, prepares, presents and evaluates practical food activities
FT4-12	Outlines the influence of technology and society on food supply
FT4-13	Recognises the impact of food and related activities on the individual, society and the environment

YEAR 8 INDUSTRIAL TECHNOLOGY - GRAPHICS

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Project 1: Freehand Drawings	Term 1 Week 3	10%	GT4-1, GT4-5,
Task 2	Practical Project 2: Pictorial Drawings including CAD	Term 1 Week 9	50%	GT4-2, GT4-3, GT4-4, GT4-5, GT4-6,
Task 3	Practical Project 3: Orthogonal Drawings including CAD	Term 2 Week 5	40%	GT4-6, GT4-7, GT4-8, GT4-9, GT4-10

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Project 1: Freehand Drawings	Term 3 Week 3	10%	GT4-1, GT4-5,
Task 2	Practical Project 2: Pictorial Drawings including CAD	Term 3 Week 9	50%	GT4-2, GT4-3, GT4-4, GT4-5, GT4-6,
Task 3	Practical Project 3: Orthogonal Drawings including CAD	Term 4 Week 5	40%	GT4-6, GT4-7, GT4-8, GT4-9, GT4-10

COURSE OUTCOMES

Outcome	Description
GT4-1	Uses freehand sketches to interpret and visualise objects
GT4-2	Selects and uses a range of presentation techniques suitable to a variety of audiences
GT4-3	Recognises the application of a range of drawings in conveying information
GT4-4	Interprets and produces a range of drawings
GT4-5	Completes drawings within specified time frames
GT4-6	Applies elementary graphics conventions, standards and procedures in graphical communications
GT4-7	Understands and uses digital drafting technologies
GT4-8	Works in a responsible and safe manner
GT4-9	Recognises and responds to workplace hazards
GT4-10	Relates classroom experiences to industrial and commercial applications

YEAR 8 INDUSTRIAL TECHNOLOGY - METAL

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Project 1: Coat Rack or similar	Term 1 Week 6	30%	IND4-1, IND4-2, IND4-3, IND4-6,
Task 2	Practical Project 2: Plant Holder or similar	Term 2 Week 5	70%	IND4-1, IND4-2, IND4-3, IND4-6, IND4-7

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Project 1: Coat Rack or similar	Term 3 Week 6	30%	IND4-1, IND4-2, IND4-3, IND4-6,
Task 2	Practical Project 2: Plant Holder or similar	Term 4 Week 5	70%	IND4-1, IND4-2, IND4-3, IND4-6, IND4-7

COURSE OUTCOMES

Outcome	Description
IND4-1	Identifies and applies fundamental WHS principles when working with tools, materials and machines
IND4-2	Applies a design process in the modification of projects
IND4-3	Identifies and uses a range of hand and machine tools to produce quality practical projects
IND4-4	Selects and uses a range of relevant materials for specific purposes
IND4-5	Selects and uses communication techniques when designing, making and evaluating projects and ideas
IND4-6	Participates in collaborative work practices in the learning environment
IND4-7	Applies skills, processes and materials to a variety of contexts and projects
IND4-8	Evaluates products in terms of functional use and aesthetics
IND4-9	Identifies a range of technologies and their intended uses
IND4-10	Describes the impact of technology on society, the environment and cultural issues locally and globally

YEAR 8 INDUSTRIAL TECHNOLOGY - MULTIMEDIA

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Cartoons and Comics (or similar)	Term 3 Week 5	30%	IND4-2, IND4-3, IND4-4
Task 2	Digital Image Manipulation (or similar)	Term 3 Week 10	40%	IND4-2, IND4-3, IND4-4, IND4-9
Task 3	Movie Creation (or similar)	Term 4 Week 5	30%	IND4-2, IND4-3, IND4-4, IND4-6, IND4-9,

COURSE OUTCOMES

Outcome	Description
IND4-1	Identifies and applies fundamental WHS principles when working with tools, materials and machines
IND4-2	Applies a design process in the modification of projects
IND4-3	Identifies and uses a range of digital tools to produce quality practical projects
IND4-4	Selects and uses a range of relevant materials for specific purposes
IND4-5	Selects and uses communication techniques when designing, making and evaluating projects and ideas
IND4-6	Participates in collaborative work practices in the learning environment
IND4-7	Applies skills, processes and materials to a variety of contexts and projects
IND4-8	Evaluates products in terms of functional use and aesthetics
IND4-9	Identifies a range of technologies and their intended uses
IND4-10	Describes the impact of technology on society, the environment and cultural issues locally and globally

YEAR 8 INDUSTRIAL TECHNOLOGY - TIMBER

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Project 1: Teapot stand or similar	Term 1 Week 6	30%	IND4-1, IND4-2, IND4-3, IND4-6,
Task 2	Practical Project 2: Utility Stool or similar	Term 2 Week 6	70%	IND4-1, IND4-2, IND4-3, IND4-6, IND4-7

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Project 1: Teapot stand or similar	Term 3 Week 6	30%	IND4-1, IND4-2, IND4-3, IND4-6,
Task 2	Practical Project 2: Utility Stool or similar	Term 4 Week 6	70%	IND4-1, IND4-2, IND4-3, IND4-6, IND4-7

COURSE OUTCOMES

Outcome	Description
IND4-1	Identifies and applies fundamental WHS principles when working with tools, materials and machines
IND4-2	Applies a design process in the modification of projects
IND4-3	Identifies and uses a range of hand and machine tools to produce quality practical projects
IND4-4	Selects and uses a range of relevant materials for specific purposes
IND4-5	Selects and uses communication techniques when designing, making and evaluating projects and ideas
IND4-6	Participates in collaborative work practices in the learning environment
IND4-7	Applies skills, processes and materials to a variety of contexts and projects
IND4-8	Evaluates products in terms of functional use and aesthetics
IND4-9	Identifies a range of technologies and their intended uses
IND4-10	Describes the impact of technology on society, the environment and cultural issues locally and globally

YEAR 8 INFORMATION SOFTWARE TECHNOLOGY

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Image / Video Manipulation	Term 1 Week 6	30%	4.1.2, 4.2.2, 4.2.3, 4.5.1, 4.5.2
Task 2	3D Modeling and Design	Term 1 Week 10	30%	4.1.1, 4.1.2, 4.2.1
Task 3	Coding Project	Term 2 Week 5	40%	4.1.1, 4.2.1, 4.2.1, 4.2.2, 4.2.3, 4.5.3

COURSE OUTCOMES

Outcome	Description
4.1.1	Recognises and uses software programs that are suitable for specific tasks
4.1.2	Identifies and demonstrates appropriate use of a range of hardware
4.2.1	Identifies and uses problem-solving processes when creating solutions
4.2.2	Designs, produces and evaluates appropriate solutions to a range of problems
4.2.3	Justifies decisions made when creating information and software technology solutions
4.3.1	Describes ethical practices used when dealing with information and software technology
4.3.2	Describes ethical practices used when dealing with data and information
4.4.1	Describes a range of past, current and emerging information and software technologies
4.5.1	Identifies the benefits of collaborative work practices when completing a task
4.5.2	Documents ideas and solutions for targeted audiences
4.5.3	Identifies key roles and responsibilities of people in the field of information and software technology

YEAR 8 MARINE & AQUACULTURE TECHNOLOGY

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Personal Interest Project	Term 3 Week 8	50%	7.1, 7.2 + others relevant to project
Task 2	Aquaculture Project	Term 4 Week 4	50%	3.1, 3.2, 5.1, 5.2, 7.1

COURSE OUTCOMES

Outcome	Description
1.2	Identifies and describes the components of some marine ecosystems
2.1	Investigates attitudes towards the marine environment as a fisheries resource
2.2	Investigates some of the effects human activity has had on the native fish stocks
3.1	Identifies the nature and scope of aquaculture
3.2	Investigates plant and animal species suitable for aquaculture
4.1	Relates to the ocean and its life forms with a respectful and caring attitude
4.2	Demonstrates sound and responsible judgement in their personal use of the marine environment
5.1	Selects, organises, assembles, uses, dismantles, cleans and stores equipment appropriately
5.2	Interprets and follows instructions with accuracy
6.1	Identifies employment opportunities in aquaculture, marine and maritime industries
6.2	Investigates the opportunities to join volunteer marine- based service organisations
7.1	Selects and presents the results of appropriate research from a variety of sources

YEAR 8 MUSIC

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Composition	Term 1 Week 6	40%	4.1, 4.3
Task 2	Aural	Term 1 Week 10	30%	4.5, 4.9
Task 3	Performance	Term 2 Week 4	30%	4.8, 4.10

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Composition	Term 3 Week 6	40%	4.1, 4.12
Task 2	Aural	Term 3 Week 9	30%	4.5, 4.9
Task 3	Performance	Term 4 Week 4	30%	4.8, 4.10

COURSE OUTCOMES

Outcome	Description
4.1	Performs in a range of musical styles demonstrating an understanding of musical concepts
4.5	Notates compositions using traditional and/or non-traditional notation
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

YEAR 8 SPORT STUDIES

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Cultural Games	Term 1 Week 7	25%	5.2, 5.3, 5.4
Task 2	Scenario Analysis Assessment	Term 2 Week 3	25%	5.1, 5.5, 5.8
Task 3	Practical Skill Assessment:	Ongoing	50%	5.6, 5.7, 5.9, 5.10

SEMESTER TWO

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Cultural Games Assessment	Term 3 Week 7	25%	5.2, 5.3, 5.4
Task 2	Scenario Analysis Assessment	Term 4 Week 3	25%	5.1, 5.5, 5.8
Task 3	Practical Skills Assessment:	Ongoing	50%	5.6, 5.7, 5.9, 5.10

COURSE OUTCOMES

Outcome	Description
5-1	Discuss factors that limit and enhance the capacity to move and perform
5-2	Analyses the benefits of participation and performance in physical activity and sport
5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
5-4	Analyses physical activity and sport from personal, social and cultural perspectives
5-5	Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
5-6	Evaluates the characteristics of enjoyable participation and skilful performance
5-7	Works collaboratively with others to enhance participation, enjoyment and performance
5-8	Displays management and planning skills to achieve personal and group goals
5-9	Performs movement skills with increasing proficiency
5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

YEAR 8 TEXTILES TECHNOLOGY

SEMESTER ONE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Practical Project 1: Woven Garment or similar	Term 1 Week 9	50%	TEX4-9, TEX4-10, TEX4-11
Task 2	Practical Project 2: Knit Garment or similar	Term 2 Week 5	50%	TEX4-5, TEX4-9, TEX4-10, TEX4-11

COURSE OUTCOMES

Outcome	Description
TEX4-1	Describes the properties and performance of textile items
TEX4-2	Suggests appropriate uses for a variety of fabrics, yarns and fibres
TEX4-3	Describes the creative process of design used in the work of textile designers
TEX4-4	Generates design ideas for textile items
TEX4-5	Uses methods of colouration and decoration of textile items
TEX4-6	Describes historical, cultural and contemporary perspectives that influence textile design, construction and use
TEX4-7	Identifies factors affecting consumer demand, selection and use of textiles
TEX4-8	Uses appropriate technology to document, communicate and present design and project work
TEX4-9	Selects and manipulates a range of textile materials
TEX4-10	Uses techniques and equipment safely in the production of quality textile projects
TEX4-11	Demonstrates skill in the production of textile projects to completion
TEX4-12	Identifies aspects of quality in the design and construction of textile items

YEAR 8 VISUAL ARTS

SEMESTER ONE COURSE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Critical Historical Research	Term 1 Week 6	20%	4.7, 4.9
Task 2	Painting Task	Term 1 Week 10	40%	4.3, 4.5 4.6
Task 3	Critical and Historical Research	Term 2 Week 3	10%	4.8, 4.10
Task 4	Print Making	Term 2 Week 6	30%	4.1, 4.2, 4.4

SEMESTER TWO COURSE

	Task Description	Scheduled For	Contribution to Final Assessment	Outcomes Assessed
Task 1	Critical Historical Research	Term 3 Week 6	20%	4.7, 4.9
Task 2	Painting Task	Term 3 Week 10	40%	4.3, 4.5 4.6
Task 3	Critical and Historical Research	Term 4 Week 3	10%	4.8, 4.10
Task 4	Print Making	Term 4 Week 6	30%	4.1, 4.2, 4.4

COURSE OUTCOMES

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



YOUNG HIGH SCHOOL ASSESSMENT TASK SPECIAL CONSIDERATIONS

APPLICATION FOR SPECIAL CONSIDERATION.....

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately the situation is known. For requests which require an extension of time this form must be submitted as soon as the requirement is known but at least two days prior to the due date. For absence on the date of a task this form must be submitted on your first day of return. This form must be completed and returned to the Head Teacher of the subject affected.

STEP ONE:

1. Name: _____ Year: _____ Care Class: _____

2. Course: _____ Teacher: _____

3. Assessed Task:

4. Due Date: _____ / _____ / _____

5. Reason for this application:

☐ Absence

☐ Non-Completion

☐ Under-achievement

Due to:

☐ Illness

☐ Accident / Misadventure

☐ Procedure

Details: Attach supporting documents such as medical certificates.

If the reason is a confidential or personal issue, the signature and endorsement of the Principal, Deputy Principal or Counsellor may be substituted for details in this part.

(Medical Certificate from _____ (Doctor) Attach a copy)

We have referred to the Year 8 Assessment Guidelines Booklet in preparation of this appeal.

_____ / _____ / _____

STEP TWO:

Subject / Faculty: _____ / _____

1. Class Teacher's Recommendation:

☐ Supported

☐ Not Supported

STEP THREE:

Decision:

☐ Extension of time without Penalty

New Completion Date: _____ / ____

/ ☐

☐ Set a Substitute Task (to be completed for demonstration of outcomes)

New
/ ____ / ____

Completion Date:

☐ Estimate Given based on evidence

Insufficient cause demonstrated - Zero Marks awarded

Head Teacher's Comments:

Signature of student

Signature of Head Teacher

STEP FOUR:

Right of Appeal:

A student has the right of appeal if they feel aggrieved by the decision made in Step 3. To appeal this decision the student must present a written response stating the grounds for appeal.

AND this form to:

Year 12: Principal:

Year 7-11: Deputy Principals:

Review of Appeal Decision:

☐

☐

Supported

Not Supported

/ ____ / ____



YOUNG HIGH SCHOOL STUDENT APPEAL FORM

APPLICATION FOR AN APPEAL ON A GRADING DECISION.....

STEP ONE:

1. Name: _____ Year: ____ Care Group: _____

2. Course: _____ Teacher: _____

3. Assessed Task:

Details: Attach supporting documents

We have referred to the Year 8 Assessment Guidelines Booklet in preparation of this appeal.

Signature of student

____ / ____ / ____
Date

Signature of Parent / Guardian

STEP TWO:

The student must present this written response stating the grounds for appeal to:

Year 12: Principal:

Year 7-11: Deputy Principal:

Review of Appeal Decision:

☐ Supported

☐ Not Supported

Signature of Senior Executive

____ / ____ / ____
File Date



YOUNG HIGH SCHOOL

Campbell Street
(Locked Bag 8008)
Young NSW 2594

Phone: 02 6382 1166

Fax: 02 6382 1960

Email: young-h.school@det.nsw.edu.au

www.young-h.schools.nsw.edu.au

Find us on 