



# Coonabarabran High School

## Assessment Handbook Year 8 2024

Student/Parent Information

## **ASSESSMENT**

Assessment is the bridge between teaching and learning. It is an integral aspect of a student's education as it allows the teacher to judge where the student is at with their learning and to plan for where to from here to grow knowledge and skills.

This booklet outlines the formal assessment tasks that students in Year 8 will undertake this year. Along with these formal tasks, ongoing, informal assessment of learning takes place in our classrooms each and every day.

A few related matters:

- (i) Assessment tasks will be given to students at least TWO weeks in advance of the due date.
- (ii) All students are expected to make a genuine attempt at the task. Classroom teachers are the best source of support and guidance.
- (iii) Assessment tasks will be posted on our website.
- (iv) If an extension is required, an application must be made to the teacher before the due date (refer sample extension form within).
- (v) In fairness to students who complete tasks on time, late submissions (without arranged extensions) will be penalised by a reduction of 10 % per day for up to 5 days. Following 5 days a zero mark will be awarded.
- (vi) Hand in assessment tasks should be accompanied by a cover sheet which declares that the work is solely that of the student (refer sample cover sheet within). These sheets are also available on our website.

## HOMEWORK

Homework is also a valuable educational tool. It allows students to practise, extend and consolidate their classroom learning. Homework provides training in planning and time management and develops a range of skills in identifying and using information resources. It also assists students to establish a habit of study, concentration and self-discipline.

The three main types of homework:

- Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.
- Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons.
- Extension assignments – encouraging students to pursue knowledge individually and creatively.

Homework will be set and completed on a regular basis in most subjects. While it is expected that students in Years 7 and 8 should complete approximately 1 hour of homework per school day, the amount will vary between subjects and at different times throughout the year. It is expected that all set homework will be completed.

Homework diaries are useful to develop students' organisational skills and time management, and to improve home-school communication in the junior years.

Finally...

Assessment tasks and homework both strengthen student knowledge and skills. If students require any support, apart from their teacher, our wonderful **Study Centre** which operates Monday to Thursday each week until 4.45pm in our Library, is a highly supportive resource.

<b>English</b>
<b>Course Overview</b>

The study of English aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators. Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences.

Students will engage in a range of units including:

- Novel Study: Black Cockatoo
- Writing Unit
- Hero's Journey
- Film Study: Raya and the last Dragon
- A Taste of Shakespeare

<b>Assessment Schedule</b>
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Task	Weight	Date Due
Novel Study Assessment Task	20%	Term 1
Half Yearly Examination	20%	Term 2
Hero's Journey Assessment Task	20%	Term 2
Film Study Assessment Task	20%	Term 3
Yearly Examination	20%	Term 4

## Mathematics

### Course Overview

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Students study Number, Patterns & Algebra, Data, Measurement, Space and Geometry. Within each of these strands they will cover a range of topics including:

Working with Numbers  
Fractions and Percentages  
Algebra  
Pythagoras' Theorem  
Area and Volume  
Geometry  
Investigating data  
Equations  
Ratio's, rates and time  
Probability  
Congruent figures  
Graphing linear functions.

### Assessment Schedule

Task	Weight	Date Due
Term 1 Test	10%	Term 1
Half-Yearly Examination	20%	Term 2
Term 3 Test	20%	Term 3
Assignment	10%	Term 3
Yearly Examination	30%	Term 4
Topic tests, bookwork, homework.	5%	Terms 1&2
Topic test, bookwork,homework	5%	Terms 3 &4

# SCIENCE

## Course Overview

During the Year 8 Science course students will study the topics:

- Body Systems
- Classifying Matter
- Energy Transformations
- Plant Systems (including Student Research Project)
- Health
- Physical and Chemical Changes
- Ecosystems
- Earth's Resources

Students are given the opportunity to develop Working Scientifically skills through regular, active participation in a range of collaborative and individual hands-on practical experiences, including at least one substantial student research project (SRP). The Working Scientifically strand is embedded in each topic and involves students in the processes of: questioning and predicting, planning investigations, conducting investigations, processing and analysing data and information, problem solving and communicating.

## Assessment Schedule

Task	Weight	Date Due
Physical and Chemical Change – Practical/skills test	20%	Term 1
Research Task – Body systems brochure	20%	Term 2
Student Research Project	25%	Term 3
Yearly Stations Test	25%	Term 4
Classwork / Book Work	10%	Throughout the year

## HSIE

### Course Overview

Human Society and its Environment is the study of how humans interact with the world, how societies operate and how they are changing. Through the study of history and geography, students develop the skills to prepare them to actively and responsibly participate as informed citizens in the contemporary world. In HSIE students will learn to, synthesise and analyse complex information from a variety sources, apply geographical skills to the physical and human environment, and convey their knowledge and understanding in a variety of formats.

In Year 8 History and Geography, your child will participate in the following units of study:

- Medieval Europe
- Water in the World
- Japan under the Shoguns
- Interconnections
- Aboriginal and Indigenous Peoples, Colonisation and Contact History

### Assessment Schedule

Task	Weight	Date Due
Medieval Europe Presentation	15%	Term 1
Half Yearly Examination	20%	Term 2
Water in the World Bajau Extended Response	20%	Term 2
Japan under the Shoguns Source Analysis	15%	Term 3
Yearly Examination	30%	Term 4

## PD/H/PE

### Course Overview

The study of PD/H/PE in 7 – 10 aims to enable students to develop the:

- Knowledge
- Understanding
- Skills
- Values
- Attributes

To lead and promote healthy, safe and active lives

### Assessment Schedule

Units	Weight	Date Due
Fit 4 Life/Body Systems	12.5 %	Term 1
Cross Country/Athletics	12.5 %	Term1
Hockey	12.5 %	Term 2
Paddock to Plate (Nutrition)	12.5 %	Term 2
Communication / Relationships / Sexy Safety (Sexual Health)	25 %	Term 3 and 4
Gymnastics	12.5%	Term 3
T Ball/Softball	12.5%	Term 4



## MANDATORY TECHNOLOGY – Agriculture and Food Technologies

### Course Overview

Students attend three Food Technology lessons as well as three Agriculture Technology Lessons per fortnight. In the Agriculture component, build on their knowledge of plant production from Year 7 with the continuation of vegetable gardens which will form part of their assessment. Animal production is introduced to the students with the focus on the major livestock industries of Australia. Practical activities which involve animal handling will be in the form of monitoring growth in young animals and training livestock for competitions. Students will be assessed on their participation and safe working practices which they exhibit through the course.

*Eat the rainbow* integrates content from Agriculture and Food Technologies. It includes practical food preparation lessons using fresh produce and practical tasks centred on preparing and cooking nutritious recipes. Students explore how the characteristics and properties of food determine preparation techniques for healthy eating. The research task requires students to investigate their nutritional needs as an adolescent, planning and preparing meals in response to these needs. The unit of work provides opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.

### Assessment Schedule

Task	Weight	Date Due
<b>AG COMPONENT</b>		
Vegetable Garden project	10%	Ongoing
Safety	20%	Ongoing
Handling animals	50%	Ongoing
Product Development	20%	Weeks 5/6
<b>FOOD TECH COMPONENT</b>		
Cooking practical lessons	60%	Ongoing
Safety Test	10%	Week 1
Research Task	30%	End of Term

## **MANDATORY TECHNOLOGY – Digital Technologies**

### **Course Overview**

The Digital technologies unit focuses on teaching students the basics of coding through working in Minecraft. Students explore the concepts of events, coordinates, variables, conditionals, functions, iteration and arrays through various coding activities in Minecraft. Students complete a weekly quiz to test their knowledge about the concepts covered each week and complete a final coding project at the end of term. They also complete activities in Grasshopper, an online educational coding website, to further reinforce coding concepts.

### **Assessment Schedule**

<b>Task</b>	<b>Weight</b>	<b>Date Due</b>
Weekly quizzes	30%	Week 10
Grasshopper activities	20%	Week 10
Final Minecraft coding project	50%	Week 10

## MANDATORY TECHNOLOGY – Engineered Systems

### Course Overview

In the Engineering Systems component the students explain how force, motion and energy can be used in systems, machines and structures. They investigate characteristics and properties of a range of materials, develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects. The students will use a supplied kit to design and construct a robot capable of carrying out a prescribed task. Students will also make a quality timber project using tools safely and with reference to the processes using their knowledge of forces and levers.

#### Outcomes

##### A student:

- designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP
- plans and manages the production of designed solutions TE4-2DP
- selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP
- explains how force, motion and energy are used in engineered systems TE4-8EN
- explains how people in technology related professions contribute to society now and into the future TE4-10TS

### Assessment Schedule

Task	Weight	Date Due
1. Design development	30%	Ongoing
2. Safety	10%	Ongoing
3. Design Project	60%	Week 10

## **MANDATORY TECHNOLOGY – Materials Technologies**

### **Course Overview**

The Materials Technologies context focuses on the application of specialist skills and techniques utilising Metal. Students develop knowledge and understanding of the characteristics and properties of a range of metal materials through research, experimentation and practical investigation, and through the manufacturing of products which satisfy identified needs and opportunities. Throughout the unit, students will have the opportunity to:

- Investigate the characteristics and properties of a range of metals
- Select from a range of materials, components, tools, equipment and processes to develop design solutions
- Experiment with a range of appropriate techniques to produce a design solution
- Generate and communicate the development of design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques, for example sketches and drawings
- Use appropriate project management processes when working both individually and collaboratively to coordinate the production of a designed solution
- Select and justify the safe use of tools and equipment used to create a design solution.

### **Assessment Schedule**

<b>Task</b>	<b>Weight</b>	<b>Date Due</b>
Design Development	30%	Week 2
Safety	10%	Week 8
Design Project	60%	Week 10

<b>Music</b>		
<b>Course Overview</b>		
<p>Music is a compulsory course in Years 7 and 8, and elective from Year 9 onwards. In Music, students learn about the concepts of music in the context of three areas:</p> <ul style="list-style-type: none"> <li>• Performing</li> <li>• Listening</li> <li>• Composing</li> </ul> <p>The concepts of Music are as follows: Tone Colour, Texture, Pitch, Duration, Dynamics and Expressive Techniques and Structure. In the performance component in Year 8, students choose an instrument they wish to focus on learning. They can choose between a wide range of instruments, including piano, guitar, ukulele, flute, clarinet, trumpet, trombone and saxophone. Students learn basic rhythmic patterns in class drumming exercises. Students explore different topics and genres of Music and compose and perform within those genres. Students explore Blues and Rock n Roll music and compose and perform a 12 Bar Blues. Students explore the genre of Film Music and perform a piece from a film. Students have the opportunity to perform individually and as a group.</p>		
<b>Assessment Schedule</b>		
<b>Task</b>	<b>Weight</b>	<b>Date Due</b>
12 Bar Blues Composition	10%	Term 1
Film Music Performance	15%	Term 2
Film Music Soundtrack Assignment	10%	Term 2
Listening Assignment	15%	Term 3
End of Year Examination	20%	Term 4
Group Performance	20%	Term 4

<b>SUPPORT UNIT</b>
<b>Course Overview</b>
<p>Assessment is a significant part of subjects in the Support Unit.</p> <p>Teachers assess student needs for learning during every period and make adjustments for each student. At the end of each unit and Term teachers use specific assessment documents that indicate what learning has taken place. Evidence of learning is also collected for a portfolio.</p>

<b>Visual Arts – Year 8</b>		
<b>Course Overview</b>		
<p>The Visual Arts (Mandatory) course provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world. Students will learn to make and interpret artworks through the exploration of a variety of forms, viewpoints and approaches.</p> <p>Students will study Visual Arts throughout Year 8. Students are assessed throughout the course on their understanding of knowledge, skills and abilities in both practical and theoretical tasks. Each assessment task counts toward the final mark and informs their outcome achievement.</p>		
<b>Assessment Schedule</b>		
<b>Task</b>	<b>Weight</b>	<b>Date Due</b>
Indigenous Art	25%	Term 1
Designed Objects and Appropriation	25%	Term 2
Pop Art	25%	Term 3
PIP	25%	Term 4



# COONABARABRAN HIGH SCHOOL

## ASSESSMENT COVER SHEET AND DECLARATION (YEARS 7-10)

SUBJECT: \_\_\_\_\_

DUE DATE: \_\_\_\_\_

TASK NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

### Declaration of Original Work

The purpose of this declaration is to remind you that all work you submit must be your own work and must not be plagiarised from other sources or copied from another student.

- \* This declaration must be completed and submitted with the assessment task.
- \* Sign only if you understand what you have read. Ask a teacher, parent or carer/guardian if you need help to understand what plagiarism and academic misconduct is.

### **DECLARATION**

- \* The work that I have submitted is my own work and has not been submitted for assessment before;
- \* I have kept a copy of this assessment and all relevant notes and reference material that I used in the production of the assessment;
- \* I have given references for all sources of information that are not my own, including the words, ideas and images of others.
- \* I have read and understood the School's policy on assessment and academic honesty\* and that this task complies with those policies.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**COONABARABRAN HIGH SCHOOL**  
**YEAR 7-10 COURSE ASSESSMENT TASK**  
**APPLICATION FOR EXTENSION/ POSTPONEMENT**

NAME: \_\_\_\_\_ YEAR: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

ASSESSMENT TASK: \_\_\_\_\_

DUE DATE: \_\_\_\_\_ DATE OF APPLICATION: \_\_\_\_\_ NOW DUE: \_\_\_\_\_

REASON FOR APPLICATION:

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Student's Signature: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

Subject Teacher: \_\_\_\_\_