



HASTINGS
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

YEAR 8 ASSESSMENT BOOKLET 2021

PORT MACQUARIE CAMPUS

Hastings Secondary College, Port Macquarie Campus

Year 8 Course Outline and Assessment Book

Introduction

The purpose of this document is to provide parents and students a broad outline of the course content students will be studying and a summary of the marks allocated for the formal assessment of student achievement in each course.

Deputy Principal

Mr Geoff Duck

Year 7 Advisors

Ms Erin Perkins

Ms Cassie Stirton

Faculty Head Teachers

CAPA	Mrs Karen Noble
English	Ms Jo Southon
HSIE	Mr Chris Fitzpatrick
Learning Support	Mr Heath Pett
Mathematics	Ms Lyndell Hatch
PDHPE	Mr Damien Huens
Science	Ms Lisa Hall
TAS	Mr Andrew McManus
Wellbeing	Ms Kim Burton

Term Dates for Students

Term 1 commences	Friday 29 th January
Term 1 concludes	Thursday 1 st April (10 weeks)
Term 2 commences	Tuesday 19 th April
Term 2 concludes	Friday 25 th June (10 weeks)
Term 3 commences	Tuesday 20 th July
Term 3 concludes	Friday 17 th September (10 weeks)
Term 4 commences	Tuesday 5 th October
Term 4 concludes	Thursday 16 th December (11 weeks)

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NESA Requirement for the Record of School Achievement

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). It is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

English: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. **Mathematics:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. **Science:** Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies: Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.

Personal Development, Health and Physical Education: Our mandatory 300-hour course to be completed.

This integrated course is to be studied in each of Years 7–10.

More information can be found at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

Assessments

Types of Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Hastings Secondary College, we use a variety of assessment strategies to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Students may participate in a variety of formal and informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, and classwork) in a calendar year.

Formative Assessment

Formative assessment (sometimes referred to as **assessment for learning** or **assessment as learning**) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. It usually occurs throughout the teaching and learning process to clarify student learning and understanding. It also encourages students as their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Summative Assessment

Summative assessment assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at defined key points or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

The General Capabilities



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

All students in year 7 will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

Notification of tasks

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover.

Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

Students are always responsible for finding out work missed in your subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

Submission of Tasks

The student must present the task to the class teacher, subject head teacher or nominated teacher at the beginning of the lesson on the due date. Do not assume the due time is negotiable; it is absolute.

At the time the student will sign the assessment task registration.

Students are always responsible for finding out work missed in your subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

Students who are absent on the day must follow late submission procedures and may incur a penalty or be awarded a zero.

Electronic submission of assessment tasks

Students must ensure that any devices (e.g. USB storage) and software are operable on standard school equipment. It is the student's responsibility to check this before submission.

Illness and misadventure provisions

The school is sympathetic to the student with physical or emotional problems, as well as other circumstances that could make the completion of an assessment task difficult. However, in fairness to all students, the correct procedure must be followed in all cases where an extension of time is requested.

The application must be made on the official College illness and misadventure form no later than the end of the school day on the due date, except in special cases. When a student is absent and unable to contact the school on the due date, an application must be submitted on the first day the student returns to school.

Applications must be supported by valid reasons that will be considered by the teacher and faculty head teacher concerned. If there is concern about the validity of an application, the principal, or deputy principal will be consulted and a medical certificate may be required.

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure claim.

The following circumstances are examples of situations where considerations cannot be given

- routine medical appointments
- driving tests, social visits or too tired
- illness without a doctor's/medical certificate or other appropriate supporting documentation
- misadventure without reasonable proof
- misreading of the times or instructions given

Hastings Secondary College

APPLICATION FOR ILLNESS and MISADVENTURE

Assessment tasks are a compulsory and a necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures**.

An application for misadventure form is to be completed **ONE week prior to absence or if the situation is unforeseen, collected on the first day the student returns to school and completed within 3 school days.**

Student Name: _____ Date: _____

Task: _____ Subject: _____

Due Date: _____

Year Group (please circle): Year 7 Year 8 Year 9 Year 10

CIRCUMSTANCES (Tick a box):

- Illness/Misadventure School Business

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

Doctors Certificate Attached: **YES/NO** (Doctors Certificate **MAY** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: _____ Head Teacher Signature: _____

Parent/Guardian Signature: _____ Student Signature: _____

Student needs to complete the task on the first day or first subject specific period back from absence.

- Has the task been complete? YES NO: Date to be completed _____
Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal

OFFICE USE ONLY

Application for Misadventure Panel Decision

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence YES/NO

Has the task been completed? YES/NO

Outcome and Recommendation

- Zero
- Estimate
- Alternative Task
- Other

Head Teacher: _____ Date: _____

Non-serious attempts

Tasks completed or submitted in a course that are, in the professional judgment of a teacher, not meeting even a basic/elementary level of achievement of the course outcomes or show a non-genuine attempt can be regarded as a non-serious attempt, and registered as a zero '0' mark.

Students who make a non-serious attempt will be required to re-do/complete the task to a standard that meets the course outcomes as required by NESAs. However, the mark awarded for the re-submission of the task will not be included in the final assessment mark.

The head teacher may be involved in making a final decision in the case of a non-serious attempt.

Late submission of assessment tasks

The due date for each faculty's assessment tasks will be established in advance and communicated to students. Faculties will co-operate in the setting of reasonable schedules of tasks.

All tasks will be assigned an official due date. Unless specified otherwise all hand-in tasks are to be submitted at the beginning of that subject's lesson.

Students are to attend school for the entire day that an assessment task is due or scheduled and follow their normal timetabled lessons. Non-attendance or partial attendance will result in penalties being applied, unless there are extenuating circumstances.

Absence from an assessment task conducted at school

Students will not be allowed to sit for an in-class task or test before the due date unless it is deemed by the head teacher to be an extreme case. Unless circumstances are extenuating, it is expected that students will notify the head teacher of their absence prior to the date of the task.

The student must provide evidence that the absence was/is unavoidable (e.g. medical certificate).

Under these circumstances the head teacher concerned may

- accept the task
- allow the missed task to be undertaken
- allow a substitute task to be undertaken
- allow the award of an estimate for the task
- award zero marks for the assessment task if the reason for the absence is unacceptable
- grant an extension

School-based activities

Students involved in school-based activities such as representative sport, work placement etc. must contact the teacher or relevant head teacher prior to the due date if special consideration or alternative arrangements are required.

Notice of foreseeable absences must be brought to the attention of the class teacher and subject head teacher prior to the assessment task due date, who will advise the student on their options.

Students are permitted to submit tasks prior to the due date in these situations as long as this is agreed upon by the teacher. It is the students' responsibility to plan around foreseeable absences.

Penalties for non-completion or non-submission of assessment tasks i) Non-completion in-school tasks and examinations

Zero marks will be awarded for that task unless an illness/misadventure form has been submitted and approved. An 'N' award warning letter will be sent by the school indicating a new date by which the task needs to be completed.

Non-submission of hand-in tasks

If a student does not apply for an extension and submits a hand-in assessment task late, a 10% penalty per day, up to a maximum of five days, including weekends will apply. After five days a zero mark will be awarded. (The 10% penalty will be based on the weight of the assessment task, e.g. a task weighted at 20% will be penalised by two marks out of 20 for each day late).

Student Responsibilities

It is the student's responsibility to:

- complete all assigned work to the best of his/her ability;
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back; and
- demonstrate through effort and achievement, he/she has met the requirements of the course.

School Reports

The school will provide two reports throughout the year; the first at the completion of Semester One and the other at the completion of Semester Two. The reports will reflect the students' efforts and outcomes achieved throughout the year.

Checklist for homework

I have done my homework when I:

- complete all the work I did not finish in lessons
- complete assignments or tasks set by the teacher
- study all the notes I have taken
- list questions to ask teachers about work I do not understand
- commit to memory the things I am expected to learn
- study the parts of my textbooks / handouts that relate to classwork
- learn and understand any handouts provided in lessons
- prepare myself for exams / tests / assessments
- do some reading every day
- check my diary to make sure I completed all my homework
- pack my bag for tomorrow / check timetable and equipment
- average more than the minimum time per day over the week.

Study program guidelines

Year 8 students should complete a minimum of 1 hour a day, 5 days a week of home study and revision.

Important Dates

Tuesday 23rd March – Parent Teacher Evening

Half Yearly Reports issued – June/July

Yearly Reports issued – December

At the commencement of the year, students will be given assessment schedules for each course. These schedules are guidelines that indicate the number of tasks, due week/s and the nature of the task/s, along with assessment weightings. Students will be given two (2) weeks notification in writing before each assessment task is due to be completed. This notification will occur in class. Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed of any change. Where possible, two (2) weeks notice will be given.

ENGLISH – Year 8

Course Outline

The study of English in Year 8 aims to develop students' knowledge, understanding, appreciation and enjoyment of English and to develop their skills as effective communicators.

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Narrative & Reflection	25%	Term 1 Week 8
Task 2 – Speech (written)	25%	Term 2 Week 8
Semester 2		
Task 3 – Essay	25%	Term 3 Week 8
Task 4 - Examination	25%	Term 4 Week 5
Yearly Course Total	100%	

Resources

Drawn from all modes (Reading, Writing, Representing and Speaking and Listening), as well as a wide variety of media, including print (e.g. novel, poetry, article), audio (e.g. radio, performance, songs) and visual (e.g. pictures, posters) or any combination of these (e.g. television, magazines, websites).

FARMERS MARKET – Year 8

Course Outline

Students will work on the school farm learning a number of practical skills associated with Agriculture. They will manage their own vegetable garden enterprise as well as develop skills in animal handling working with a variety of animals including; Poultry, Cattle, Goats Rabbits and Fish.

Assessment Tasks	Weightings	Date
Semester 1		
Garden assessment	25%	Term 1 and 2
Animal handling capabilities	25%	
Semester 2		
Garden assessment	25%	Term 1 and 2
Animal handling capabilities	25%	
Yearly Course Total	100%	

Resources

A range of texts and resources will be made available to students.

HSIE: HISTORY – Year 8

Course Outline

- The Ancient World
- The Ancient to the Modern World

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Medieval World	25%	Term 1 Week 9
Task 2 – Vikings	25%	Term 2 Week 9
Semester 2		
Task 1 – Research Task: Polynesia: Empathy and source analysis	25%	Term 3 Week 9
Task 2 – Shogunate Japan	25%	Term 4 Week 5
Yearly Course Total	100%	

Resources

A range of texts will be made available to students.

LANGUAGE - JAPANESE (100 Hr) – Year 8

Course Outline

Students will learn to interact in Japanese using basic phrases and sentences about themselves and others.

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 - Exchange Program Introduction 1. Written Application 2. Zoom Interview	20%	Term 1 Week 6
Task 2 - Introductory email to my host family	20%	Term 2 Week 6
Semester 2		
Task 3 - Film Creation	30%	Term 3 Week 6
Task 4 - Create a flyer promoting a Japanese festival	30%	Term 4 Week 4
Yearly Course Total	100%	

Resources

In class work booklets will be used, as well as online resources.

MATHEMATICS – Year 8

Course Outline

Students will study topics from the three core strands of Mathematics as outlined in the NSW NESA syllabus of Measurement and Geometry, Number and Algebra and Statistics and Probability. The skills and processes of working mathematically will be embedded into each of these strands.

Assessment Tasks	Weightings	Date
Semester 1		
Common Test 1	10%	Term 1 Week 7
Half Yearly Examination	25%	Term 2 Week 5
Project	10%	Term 2 Week 9
Class work	15%	Throughout the semester
Semester 2		
Common Test	15%	Term 3 Week 6
Yearly Examination	25%	Term 4 Week 5
Yearly Course Total	100%	

Resources

A range of textbooks, worksheets and online materials will be made available to the students.

MUSIC – Year 8

Course Outline

History of Rock and Roll 50's, 60's, 70's, 80's, 90's, 2000's
Australian Music
Keyboard/Guitar/instrumental skills
Aural and composition activities

Assessment Tasks	Weightings	Date
Semesters 1 & 2		
Task 1 - Research Task	20%	Term 1 Week 6 & Term 3 Week 6
Task 2 - Performance Task	20%	Term 1 Week 9 & Term 3 Week 9
Task 3 - Composition and Theory Task	30%	Term 2 Week 5 & Term 4 Week 5
Task 4 - Performance	30%	Term 2 Week 7 & Term 4 Week 7
Yearly Course Total	100%	

Resources

The school will provide the students with their complete textbook requirements as part of the Music contribution fee.

Instruments are provided for the students' use whilst at school.

Headphones are required at students' expense.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) – Year 8

Course Outline

PDHPE focuses on developing the student's capacity to enhance personal health and wellbeing, enjoying an active lifestyle, maximising movement potential and advocating lifelong health and physical activity.

Assessment Tasks	Weightings	Date
Semester 1		
Mental Health Task	10%	Term 1 Week 8
Practical Skill and Effort Grade	30%	Cumulative, marks allocated at the end of each practical lesson and totalled at the end of the Semester.
Semester 2		
Healthy Food Habits	10%	Term 3 Week 8
Practical Skill and effort Grade	30%	Cumulative, marks allocated at the end of each practical lesson and totalled at the end of the Semester.
End of Course Examination	20%	Term 4 Week 6
Yearly Course Total	100%	

Resources

Student workbooks
 Google classroom
 Classroom Handouts, worksheets and activities

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) – Practical Marks Matrix

Students will receive a mark out of ten for each practical lesson to formulate their overall practical assessment marks for each semester. The marks will be divided into a practical skills mark and cooperative learning/teamwork/effort mark (refer to the table below for marking guidelines).

Criteria	Consistently	Usually	Sometimes	Rarely	Never/Absent
Cooperative Learning Skills/Effort <ul style="list-style-type: none"> ● Strives to do well/self motivated (planning, decision-making, participation) ● Interacts positively with other students (interacting, problem solving, communicating, decision-making, sportsmanship) ● Follows teacher’s directions (decision-making, planning, problem solving) 	5	4	3	1 - 2	0
Practical Skills <ul style="list-style-type: none"> ● Demonstrates a range of motor skills ● Refines movement skills in different situations ● Strives to improve and/or maintain motor skills ● Contributes to the performance of others – participates to the best of their abilities 	5	4	3	1 - 2	0

SCIENCE – Year 8

Course Outline

Science is the study of how and why things work and is taught using a variety of practical activities and digital technologies. Students have continued to explore their world in a practical context.

Topics studied in Year 8 include:

SEMESTER 1

Matter

Elements & Compounds

Living Organisms

Rocks

Forces

Chemical Changes

Assessment Tasks	Weightings	Date
Semester 1		
Term 1 – Practical Task	25%	Term 1 Week 7
Term 2 – Semester 1 Examination	25%	Term 2
Semester 2		
Term 3 – Research Assignment	25%	Term 3 Week 5
Term 4 – Semester 2 Examination	25%	Term 4
Yearly Course Total	100%	

Resources

A variety of resources will be available to the students.

TECHNOLOGY MANDATORY – Year 8

Course Outline

In Stage 4 (Years 7 & 8) students will complete a number of design projects in the following areas of study.

Digital Technologies
Material Technologies
Engineered systems
Agriculture and Food technologies

Assessment Tasks	Weightings	Date
Each Semester two context areas will be assessed by:		
Design Projects/Practical Skills	70%	Semester 1: Term 1 Week 9 & Term 2 Week 5
Folio/Research Tasks	20%	Semester 2: Term 3 Week 9 & Term 4 Week 5
Classroom observations	10%	Ongoing
Yearly Course Total	100%	

Resources

No prescribed textbook. A range of handouts and supplementary materials will be supplied to students.

VISUAL ARTS – Year 8

Course Outline

Students will participate in a varied range of artmaking experiences designed to develop their skills in both artmaking and understanding artworks. Students work as artists in making both two-dimensional and three-dimensional forms as they gain independence and competence.

Assessment Tasks	Weightings	Date
Semesters 1		
Task 1 – Body of Work	50%	Term 1 Week 10
Task 2 – Written Task	30%	Term1 Week 10
Task 3 – Home Learning Task	20%	Term 1 Week 10
Semesters 1		
Task 1 – Body of Work	50%	Term 3 Week 10
Task 2 – Written Task	30%	Term 3 Week 10
Task 3 – Home Learning Task	20%	Term 3 Week 10
Yearly Course Total	100%	

Resources

Students are required to provide an A4 portfolio with plastic sleeves.
All other materials and resources are provided

YEAR 8 ASSESSMENT CALENDAR PORT MACQUARIE CAMPUS 2021

TERM 1 2021	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Music, Japanese (100Hr)
Week 7	Mathematics, Science
Week 8	English, PDHPE
Week 9	HSIE - History, Music, Technology Mandatory
Week 10	Visual Arts
Week 11	
TERM 2 2021	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Mathematics, Music, Technology Mandatory
Week 6	Japanese (100Hr)
Week 7	Music
Week 8	English
Week 9	HSIE - History, Mathematics
Week 10	
TERM 3 2021	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Science
Week 6	Mathematics, Japanese (100Hr), Music
Week 7	
Week 8	English, PDHPE
Week 9	HSIE - History, Music, Technology Mandatory
Week 10	Visual Arts
TERM 4 2021	
Week 1	
Week 2	
Week 3	
Week 4	Japanese (100Hr)
Week 5	English, HSIE - History, Mathematics, Music, Technology Mandatory
Week 6	PDHPE
Week 7	Music
Week 8	
Week 9	
Week 10	
Week 11	