



Sydney
Secondary
College
Leichhardt

SYDNEY SECONDARY COLLEGE LEICHHARDT

YEAR 8 ASSESSMENT INFORMATION 2024

Quality, Opportunity, Diversity



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INTRODUCTION

This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All school staff will support students in their learning or help inform decisions and overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

- Classroom Teachers
- Moomba Teachers (to be used like Mentors)
- Head Teachers of all Faculties
- Year Advisers: Ms Rebekah Cullen and Mr Clinton Ngo
- Head Teacher Wellbeing: Ms Janine Ahie (Relieving)
- Deputy Principal Year 8: Mrs Sally Bury
- Head Teacher Learning and Enhancement: Ms Cher Ellis
- Aboriginal Education Officer: Ms Danielle Maslen
- Careers Adviser: TBA
- School Counsellors: Ms Libby Ahearn, Ms Jenny Zaman, Ms Kathy Hooper
- Student support officer: Ms Eloise Griffiths
- Principal: Mrs Tracey Casey

Students should feel confident to seek their advice and guidance should questions or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisers. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mrs Tracey Casey
Principal

SSC Leichhardt Campus Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

Assessment of Learning (summative assessment) - assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Usually occurs at defined key points during a unit of work 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 depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment for Learning (formative assessment) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as Learning occurs when students are 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 for new learning.

Sydney Secondary College Leichhardt Campus is expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievement) of the outcomes in a range of different task types
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report assessments (satisfactorily completion and grades for Year 10) to the NSW Education Standards Authority NESA.

SSC Leichhardt Campus will develop

- **assessment programs/schedules** that inform students of the
 - number of tasks
 - type of tasks
 - mark value/weighting
 - due dates
- **assessment notifications** ("generally at least two weeks' written notice") that inform students of:
 - the scope of the assessment task
 - the form of the assessment task
 - the timing and duration of the task

- the outcomes being assessed
- the marking guidelines/criteria
- **malpractice procedures that inform students of**
 - what malpractice is
 - the penalty if malpractice is proven
- **procedures for maintaining secure records of all marks awarded for assessment tasks**
 - all marks to be stored in the faculty *Sentral* mark book
- **procedures for submission of assessments**
 - campuses may accept submissions using electronic systems such as MS Teams, one note, email or paper submissions. Technology failures will not be a valid excuse for late submission.
- **procedures for late submission and request for extension**
 - penalties will be imposed for late submissions of assessment tasks, if an Illness/Misadventure Application is not accepted by the campus/school. Parents will be informed in writing when a zero mark is awarded.
- **procedures for student absence from tasks and prolonged absences**
 - students will complete the task immediately on return to school at a time arranged with the head teacher/ classroom teacher
 - tasks will be completed, where possible, in isolation from the class cohort
 - In prolonged approved absence an estimate may be given
- **procedures for non-attempt, non-serious attempt and non-submission of an assessment task**
 - non-attempt concerns if there is no evidence of academic engagement with the task
 - non-serious attempt concerns where students write frivolous or objectionable material
 - non-submission concerns the failure to submit a task for marking
 - a zero mark will be awarded for non-attempt, non-serious attempt and non-submission of an assessment task
- **procedures for disability provisions**
 - **Principals** have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks including examinations. Provisions are provided to ensure that students with a disability are able to access and respond to a task. Campuses should consider implementing disability provisions based on recommendations from their Learning Support Team

Years 7-9

This is a formal assessment item. Absence due to illness, funeral, family situation, etc. must be supported by a medical certificate or documentation from parents/carers, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school.

Penalties for unacceptable late submission and non-attempt of assessment are as follows: One day late- 10% of total mark; Two days late- 20% of total mark; Three days late- 30% of total mark; Four days late- 40% of total mark; Five days late- 50% of total mark; More than five days late- mark of zero. If the work has not been submitted after a week the student/s involved will re-attempt the task to meet course outcomes.

If plagiarism is evident an automatic mark of zero will be given and the student/s involved will re-attempt the assessment.

If the assessment is a serious non-attempt or non-attempt noted by both the Teacher and Head Teacher the student will receive zero and will re-attempt the assessment in order to

meet course outcomes. Any form of malpractice and misadventure will also result in parental contact by the respective teacher and student/s involved in the **malpractice may be further supported through the 'Leichhardt Way' behaviour support process.**

Technology issues are not generally accepted as a suitable excuse for late submission.

Assessment for Learning Principles and Practices

At Sydney Secondary Leichhardt Campus, we have adopted the NESAs *Assessment for Learning Principles* as the foundation for our assessment practice. It is the responsibility of all teachers at SSCL to familiarise themselves with this document and have a clear understanding of the practical implications for the development, design and preparation of any assessment tasks.

Formative and summative assessment practices give students an opportunity to demonstrate what they know, understand, and can do at a given point in time. These *Assessment for Learning Principles and Practices* must be incorporated into learning at SSCL. They underpin our belief that quality assessment is a critical part of the learning process.

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practises:

- **Emphasises the interactions between learning and manageable assessment strategies that promote learning.** In practice this means:
 - Teachers reflect on the purposes of assessment and on their assessment strategies;
 - Assessment activities allow for demonstration of learning outcomes;
 - Assessment is embedded in learning activities and informs the planning of future learning activities;
 - Teachers use assessment to identify what a student can already do;
 - The quantity of assessment tasks should be sufficient to ensure that students can demonstrate what they know and can do, ensuring that we do not over assess;
 - Consideration must be given to the number of tasks students are required to complete at that time;
 - All assessment tasks MUST go to the Head Teacher for checking;
 - A minimum of two weeks' notification is required for all formal tasks;
 - Holiday breaks cannot be included as part of the (minimum) two-week assessment notification of time;
 - No task is to be undertaken or submitted in the week leading up to examinations (unless negotiated with all students in the course);
 - No task is to be undertaken or submitted in the week after holidays, unless there has been at least two weeks' notice prior to the holidays.

- **Clearly expresses for the students and teacher goals of the learning activity.** In practice this means:
 - Students understand the learning goals and the criteria that will be applied to judge the quality of their achievement;
 - The task must include the assessment criteria;
 - Students receive feedback that helps them make further progress;
 - Students to complete a submission cover sheet;
 - The task MUST be placed on the SSCL assessment proforma.

- **Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.** In practice this means:

- Teachers use tasks that assess, and therefore encourage, deeper learning
 - The assessment activity and criteria will allow for students to access all marking ranges;
 - Feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement;
 - Assessment is an integral component of the teaching and learning process rather than being a separate activity;
 - Students to be awarded an A-E grade based on the standards and course performance descriptors (where applicable; marks are acceptable where applicable);
 - The task may include an explicit literacy and/or numeracy component where appropriate.
- **Provides ways for students to use feedback from assessment.** In practice this means:
 - Feedback is directed to the achievement of standards and away from comparisons with peers;
 - Feedback is clear and constructive about strengths and weaknesses;
 - Feedback is individualised and linked to opportunities for improvement;
 - Feedback must be timely, explicit, and constructive offering guidance for future improvement
 - All tasks must be returned to students within two weeks from the date of submission. This does include school holidays, so a task submitted in the last week or term must be returned the first week of the next term.
- **Helps students take responsibility for their own learning.** In practice this means:
 - Assessment includes strategies for self and peer assessment emphasising the next steps needed for further learning;
 - A copy of the task must be uploaded onto Edmodo (and/or One Note) on the day it is distributed.
- **Is inclusive of all learners.** In practice this means:
 - Assessment against standards provides opportunities for all learners to achieve their best;
 - There are no group marks, students MUST be marked independently on individual components;
 - Assessment activities are free of bias.

Leichhardt Campus School Reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

- Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement by adding together the marks for the assessment tasks and teacher judgement using the common grade scale for each course.
- Progress in the learning outcomes will be indicated using the Common Grade Scale:

Achievement Scale	Achievement Description
Outstanding Achievement	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound Achievement	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

- Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

Student Progress Interviews will be held in the school hall on the following dates:

- Year 7- 19 June 2024
- Year 8- 03 July 2024
- Years 9 & 10 – 24 July 2024

Grade Point Average and College Learning plan

In 2021 Sydney Secondary College implemented a College Learning Plan (CLP) to support all students to individually reflect on their academic progress, supporting students to set goals in identified areas of growth in response to their semester reports.

Students will be given a presentation in core class groups on their scheduled day to enable them to contextualise their report and complete a self reflection activity using their individual subject grades, 'Commitment to Learning' descriptors and teacher comments. A Grade point average will be calculated from the students semester report grades for every subject.

After the initial presentation and self reflection the following MOOMBA period will have a coaching session with their Moomba teacher or a wellbeing team member to review the grade point average, set goals and strategies to achieve these goals. Student's grade point average, goals and strategies for success will be recorded in a College Learning Plan in Sentral and will facilitate an ongoing conversation for all students and teachers focused on student identified areas of improvement.

Students will be notified at school of the arrangements for each session.

Dates for College Learning Plan mentoring for Year 8 are:

Term 2 Week 9 and Term 3 Week 1- June 26 and July 24

Term 4 Week 9 and 10 – December 11 and 18



Sydney Secondary College

Balmain, Leichhardt,
Blackwattle Bay

Student Name: _____

Year: _____ Semester: _____

College Learning Plan
Student Reflection Sheet
Leichhardt Campus

1. My College Grade Average (CGA)

- Outstanding = A = 5 points
- High = B = 4 points
- Sound = C = 3 points
- Basic = D = 2 points
- Limited = E = 1 point

Subject	Grade	Points
Total number of points =		
My CGA =		
<i>(total points ÷ number of subjects)</i>		

2. My areas of strength and areas for growth

Areas of strength
Areas for growth

S	M	A	R	T
 SPECIFIC What do I want to accomplish?	 MEASURABLE How will I know when it is accomplished?	 ACHIEVABLE How can the goal be accomplished?	 REALISTIC Does this seem worthwhile?	 TIMEBOUND When can I accomplish this goal?

3. My 2 draft SMART goals for this Semester

Draft goal #1	Draft goal #2

SECTION BELOW IS TO BE COMPLETED DURING YOUR COACHING SESSION



My SMART goals for Sem __, _____	How I will achieve these
1.	
2.	



Assessment illness/misadventure form

This form must be submitted before 8.50am to the appropriate Head Teacher (for in class exams or hand in assessment tasks) or Deputy Principal (for formal end of year exams) **on the day you return to school** (email is acceptable). Please attach any supporting documentation, including medical certificate for illness. **This form is also available on the school website and in hard copy.**

Student name: _____ Year: _____

Subject and Class Teacher: _____

Title of task: _____

Original due date of task: _____

Applications may be in respect of (please select one option):

(A) **illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in an assessment (e.g., influenza, an asthma attack, a cut hand). OR

(B) **misadventure** – that is, any other event beyond the student’s control which allegedly affected the student’s performance in an assessment (e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment period (e.g., a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the Principal.

Note: A student who has suffered an injury such as a broken writing arm immediately before an assessment (e.g., test) will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during an assessment period
- matters avoidable by the student (e.g., misreading of timetable; misinterpretation of examination paper).

Parent/caregiver signature: _____ Date: _____

Student signature: _____ Date: _____

This application process is as per NESA expectations and standards. This form, once completed, will be placed in the student’s central file.

Head Teacher/Deputy Principal Use Only:

Supporting evidence (attached): Yes No

Special consideration accepted: Yes No

Action taken: _____

Head Teacher/Deputy Principal signature: _____ Date: _____

Task (tick box)	
<input type="checkbox"/>	Hand in
<input type="checkbox"/>	In-Class task
<input type="checkbox"/>	Examination period
<input type="checkbox"/>	Speech/performance
<input type="checkbox"/>	Other _____

Assessment planning calendar Term 1 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3 12 Feb						
Week 4 19 Feb						
Week 5 26 Feb						
Week 6 4 Mar						
Week 7 11 Mar				NAPLAN	NAPLAN	NAPLAN
Week 8 18 Mar		NAPLAN catchup				
Week 9 25 Mar						Good Friday
Week 10 2 Apr		Easter Monday				
Week 11 8 Apr						Last day Term 1

Assessment planning calendar Term 2 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 29 Apr		School Development Day				
Week 2 6 May						
Week 3 13 May						
Week 4 20 May						
Week 5 27 May						
Week 6 3 Jun						
Week 7 10 Jun		Kings Birthday				
Week 8 17 Jun						
Week 9 24 Jun						
Week 10 01 Jul						Last day Term 2

Assessment planning calendar Term 3 2024

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 22 Jul		School Development Day				
Week 2 29 Jul						
Week 3 5 Aug						
Week 4 12 Aug						
Week 5 19 Aug						
Week 6 26 Aug						
Week 7 2 Sep						
Week 8 9 Sep						
Week 9 16 Sep						
Week 10 23 Sep						Last day Term 3

Assessment planning calendar Term 4 2024

YEAR 8 ASSESSMENT INFORMATION

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 14 Oct						
Week 2 21 Oct						
Week 3 28 Oct						
Week 4 4 Nov						
Week 5 11 Nov						
Week 6 18 Nov						
Week 7 25 Nov						
Week 8 2 Dec						
Week 9 9 Dec						
Week 10 16 Dec				Last day students Term 4	School Development Day	School Development Day

**YEAR 8 ENGLISH
ENGLISH FACULTY
HT CONTACT: Ms Stephanie Ward**

COURSE OUTLINE

By the end of Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. Students develop their ability to respond in the form of a critical essay and demonstrate understanding of how composers use language to develop messages across a range of texts.

A balance between explicit teaching and learning of literacy and student led approaches help to develop critical and creative thinking skills and skills in collaboration.

Task No.	Task	Description	Weighting	Outcomes to be Assessed	Date
1	Listening Test Song Lyrics & Slam Poetry	In class assessment – students listen to a poem and a song and respond to a series of questions under exam conditions.	30%	EN4-3B EN4-5C EN4-6C EN4-7D	Term 1 Week 9
2	Speaking Visual Literacy	In class assessment – students create an additional page for a picture book and present their work demonstrating their visual literacy skills.	30%	EN4-2A EN4-3B EN4-5C	Term 2 Week 7
3	Critical Essay	In class assessment – students write a critical essay showing their understanding of how the composer has developed themes in their studied novel	40%	EN4-1A EN4- 4B EN4-5C	Term 3 Week 9

ASSESSMENT SCHEDULE

COURSE OUTCOMES

Outcome	Description
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 GEOGRAPHY

HSIE FACULTY

HT contact: Ms Siobhan Christie (relieving)

COURSE OUTLINE

In term 1, students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people’s perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

In term 2, students investigate the connections people have to places across a range of scales. They examine what shapes people’s perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Due Date
1	Skills and Content Test: in class assessment	Water in the World Geography Skills: assessment of geographical skills, knowledge and understanding and communication	60% GK 25% GS 20% GC 15%	GE4-1 GE4-2 GE4-7 GE4-8	Term 1 Week 10
2	Group Presentation: online submission/ in class presentation	Interconnections: Students create a presentation about the impacts of tourism	40% GK 15% GS 10% GC 15%	GE4-3 GE4-4 GE4-5 GE4-7 GE4-8	Term 2 Week 6

COURSE OUTCOMES

Outcomes	Description
GE4-1	Locates and describes the diverse features and characteristics of a range of places and environments
GE4-2	Describes processes and influences that form and transform places and environments
GE4-3	Explains how interactions and connections between people, places and environments result in change
GE4-4	Examines perspectives of people and organisations on a range of geographical issues
GE4-5	Discusses management of places and environments for their sustainability
GE4-6	Explains differences in human wellbeing
GE4-7	Acquires and processes geographical information by selecting and using a variety of geographical tools for inquiry
GE4-8	Communicates geographical information using a variety of strategies

YEAR 8 HISTORY
HSIE FACULTY
HT contact: Ms Siobhan Christie (relieving)

COURSE OUTLINE

In term 3, students study the fall of the Roman Empire and the development of medieval and early modern societies. Students investigate the rise and consolidation of the Vikings. Students analyse a range of sources when studying the social and political features of Viking society. Students also investigate the impacts of Europeans on the peoples of the New World.

In term 4, students investigate the impacts of the Spanish conquest of the Americas, focusing on the Aztec Empire. Students study medieval Japanese history and the evolution of Japanese life and culture under the Shoguns.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Due Date
1	Cultural Report: in class assessment	The Vikings: research a question on Vikings and craft an essay.	60% HK 30% HS 10% HC 20%	HT4-3 HT4-4 HT4-6 HT4-8 HT4-9 HT4-10	Term 3 Week 8
2	Museum Exhibit: hand in artifact in class/ online submission of analysis	Spanish Conquest and The Americas: create and label an Aztec artifact. Submit an analysis of the artifact showing their knowledge and understanding and contribution to historian's	40% HK 10% HS 20% HC 10%	HT4-5 HT4-6 HT4-7 HT4-9	Term 4 Week 2

COURSE OUTCOMES

Outcome	Description
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 MATHEMATICS
MATHEMATICS FACULTY
HT contact: Mr Mahmut Yanar

COURSE OUTLINE

The aim of this course is for students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. In class, students will solve problems in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Teachers will highlight the connections between the areas of mathematics and other disciplines to foster students' appreciation of mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes assessed	Due Date
Semester 1					
1	Maths Online	Online tasks to be completed on a weekly basis	10%		Term 1 week 4 to Term 2 week 4
2	Topic Test 1 and 2	Working with Numbers Algebra	20%	MA4-6NA MA4-8NA	Term 1 week 5 Term 1 week 8
3	Semester 1 Examination	Examination based on topics studied during term 1	20%	MA4-5NA MA4-6NA MA4-8NA MA4-9NA MA4-1WM	Term 2 week 3
Semester 2					
1	Maths Online	Online tasks to be completed on a weekly basis	10%		Term 2 week 5 to Term 4 week 2
2	Topic Tests 3 and 4	Area and Volume Ratios Rates and Time	20%	MA4-13MG MA4-7NA	Term 2 week 7 Term 3 week 2
3	Semester 2 Examination	Examination based on topics studied during terms 2 and 3	20%	MA4-3WM MA4-10NA MA4-11NA MA4-17MG	Term 4 week 2

COURSE OUTCOMES

Outcome	Description
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams & 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 units
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, 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 MODERN LANGUAGES
LANGUAGES FACULTY
HT contact: Ms Yasmin Bhamjee**

COURSE OUTLINE

The *Modern Languages K-10 Syllabus* is organised as a framework that can be used to teach any modern language in New South Wales. A modern language refers to any language that is currently in use. Students learn to interact, understand and create texts in the target language; reflect on and understand their own and others' languages, cultures and identity and develop an interest in and enjoyment of language learning. In Year 8, language students engage in the study of either French or Chinese to understand, interact and create in the target language in English as they become effective communicators by developing linguistic competency and intercultural capability.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Due Date
1	Me and my circle / My best selfie Reading Comprehension: in class assessment	Understand –Read and respond to a range of texts. <i>Checkpoints:</i> Create - Write a text in target language. Interact – Exchange information about each other in target language	15%	ML4- UND01	Term 1 Week 10
			10%	ML4-CRT01	Week 6
			5%	ML4-INT01	Week 8
2	A day in my life Multimodal Presentation: A School Day online submission	Create -Multimodal presentation: voiceover/ images/ captions. <i>Checkpoints:</i> Interact – interview another student asking about their school day. Understand – Listening comprehension	15%	ML4-CRT01	Term 2 Week 9
			10%	ML4-INT01	Week 4
			10%	ML4-UND01	Week 7
3	Let the celebration begin Interact - Role play/ script paired conversation in class assessment	Interact - Discussion about attending a cultural event in targeted language. <i>Checkpoints:</i> Understand –Reading comprehension. Create - Write a script in target language.	15%	ML4-INT01	Term 3 Week 9
			10%	ML4-UND01	Week 4
			10%	ML4-CRT01	Week 7

COURSE OUTCOMES

Outcome	Description
ML4-INT- 01	exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
ML4-UND-01	interprets and responds to information, opinions and ideas in texts to demonstrate understanding
ML4-CRT-01	creates a range of texts for familiar communicative purposes by using culturally appropriate language

YEAR 8 MUSIC
CREATIVE & PERFORMING ARTS FACULTY
HT CONTACT: Mr James Raxworthy

COURSE CONTENT

Students will study the concepts of Music through the learning experience of performing, composing and listening. Students will learn this within the topics of: Music of another Culture, Jazz and the Blues, The History of Rock.

Students extend their learning about music in the selected topics through:

- *Performing* as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques using keyboards, voice and guitars.
- *Composing* as a means of self-expression, musical creation and problem solving
- *Listening* as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

ASSESSMENT SCHEDULE

Task no	Task	Description	Weighting	Outcomes Assessed	Due Date Semesterised	Due Date Stretched
1	Performance	In class: Perform a piece on the guitar and keyboard	30%	4.1, 4.2	S1 Term 1 Week 5	Term 1 Week 9
					S2 Term 3 Week 5	
2	Listening	In class: Music of a Culture Listening Test	35%	4.8, 4.12	S1 Term 1 Week 10	Term 2 Week 5
					S2 Term 3 Week 9	
3	Composition	Online submission: 12 Bar Blues Soundtrap Composition	35%	4.4, 4.6	S1 Term 2 Week 3	Term 3 Week 6
					S2 Term 4 Week 3	

COURSE OUTCOMES

Outcome	Description
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 composing
4.6	experiments with different forms of technology in the composition process
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

YEAR 8 PDHPE
PDHPE FACULTY
HT contact: Mr Michael Parker

COURSE OUTLINE

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practice, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

ASSESSMENT SCHEDULE

Task no.	Task	Description	Weighting	Outcomes	Due Date
1	Multimodal presentation	Hand in - Live and Prosper: Create a game using a multimodal presentation	40%	PD4-4, PD4-6, PD4-8	Term 1 Week 10
2	Physical Literacy	In class - Invasion Games: Physical Literacy movement assessment	30%	PD4-5, PD4-11	Term 3 Week 4
3	Research analysis	Hand in/ in class - In Harmony research analysis	30%	PD4-3, PD4-6	Term 3 Week 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	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 SCIENCE
SCIENCE FACULTY
HT contact: Ms Voula Georgelos

Course Content:

The aim of the Year 8 science program is to develop students:

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science related problems and issues.
- knowledge, understanding of and skills in applying the processes of Working Scientifically
- knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Due Date
1	Heart Rate Depth Study	Independent research and investigation task focusing on the circulatory system Hard copy, at home task.	35%	SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Term 1 Week 8
2	Practical Assessment	Independent practical assessment on physical and chemical change. In-class, hard copy task.	30%	SC4-6WS, SC4-7WS, SC4-9WS	Term 2 Week 9
3	Yearly Exam	Examination assessing skills and content from Term One, Two and Three. In-class, hard copy exam.	35%	SC4-14LW, SC4-17CW, SC4-10PW, SC4-7WS, SC4-8WS	Term 4 Week 3

OUTCOMES ASSESSED

Outcomes	Description
4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
5WS	collaboratively and individually produces a plan to investigate questions and problems
6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
10PW	describes the action of unbalanced forces in everyday situations
11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
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
14LW	relates the structure & function of living things to their classification, survival & reproduction
15LW	explains how new biological evidence changes people's understanding of the world
16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
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 TECHNOLOGY and APPLIED STUDIES (Mandatory)
TAS FACULTY
HT contact: Ms Trish Johnson**

COURSE OUTLINE

During the year students will be engaged in the Material Technologies (**MT**) and Agriculture and Food Technologies (**AFT**) units. In **MT**, students learn textile, timber and 3D printing skills, then individually develop a Business Proposal for an innovative product. In **AFT**, students will learn about nutrition and sustainable agriculture, then create a Promotional Poster for a sustainable farm.

All students will be given the opportunity to demonstrate their learning by completing a group project where they make an innovative product that solves a problem (**MT**) or a unique sustainable burger (**AFT**) and presenting at a STEM Showcase.

**** Fully enclosed black leather school shoes must be worn for practical lessons**

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Due Date TAS 1 & TAS 2
1	Presentation	Promotional Poster (AFT) or Business Proposal (MT) Online submission	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-9MA	TAS1 Term 1 Week 11
2	Presentation	Promotional Poster (AFT) or Business Proposal (MT) Online submission	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-9MA	TAS2 Term 3 Week 10

OUTCOMES ASSESSED

Outcome	Description
TE4-1DP	A student designs, evaluates and communicates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	A student plans, manages and evaluates the production of designed solutions
TE4-3DP	A student selects and safely applies a broad range of tools, materials and processes in the development of quality projects
TE4-5AG	A student explains how food and fibre are produced in managed environments
TE4-6FO	A student examines how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-9MA	A student examines how the characteristics and properties of tools, materials and processes determine their use in designed solutions

**YEAR 8 VISUAL ARTS
CREATIVE & PERFORMING ARTS FACULTY
HT CONTACT: Mr James Raxworthy**

COURSE CONTENT

Students will develop their learning about visual arts through critical and historical study as well as making artworks. They will study artworks using the frames, structural, subjective, cultural and postmodern and the conceptual framework.

Students are required to document their art making and art study in their visual arts process diary. Extend their learning about visual arts through critical and historical study as well as making artworks.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes Assessed	Due Date Semesterised	Due Date Stretched
1	Phantasmagoria Clay Art making task	Hand in: Practical tasks that support learning and understanding of the artworks based on imagination and fantasy.	30%	4.3, 4.6	S1: Term 1 Week 6 S2: Term 3 Week 6	Term 2 Week 4
2	Studying Art Examination	In class: Written task that supports learning and understanding of the structural and subjective frames.	35%	4.9, 4.10	S1: Term 1 Week 9 S2: Term 3 Week 9	Term 3 Week 2
3	Response to the Environment	Hand in: A practical task that supports learning and understanding of the environment.	35%	4.1, 4.5	S1: Term 2 Week 3 S2: Term 4 Week 3	Term 4 Week 2

COURSE OUTCOMES

Outcome	Description
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.3	makes artworks that involve some understanding of the frames
4.5	investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
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



Sydney Secondary College

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