



Sydney
Secondary
College
Leichhardt

SYDNEY SECONDARY COLLEGE LEICHHARDT

YEAR 8 ASSESSMENT INFORMATION 2025

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 Lauren Williams and Ms Camilla Paredes
- Head Teacher Wellbeing: Ms Janine Ahie
- Deputy Principal Year 8: Mr Michael Parker
- Head Teacher Learning and Enhancement: Ms Lisa Hartemink
- Aboriginal Education Officer: Ms Danielle Maslen
- Careers Adviser: Mr Huon Tran
- School Counsellors: Ms Libby Ahearn, Ms Jenny Zaman, Ms Kathy Hooper
- Student support officer: Ms Eloise Griffiths
- Principal: Mr Craig Marland

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.

SSC Leichhardt Campus Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Effective school based assessment:

- enables students to demonstrate what they know, understand and can do
- is inclusive of, and accessible for, all students
- is valid: there is clear alignment between the syllabus, the assessment activity and the criteria used to assess
- identifies strengths, misunderstandings and skills not yet mastered
- enables timely and relevant feedback about learning progress
- provides opportunities for students to reflect on feedback
- is regular, purposeful and integrated throughout teaching and learning
- informs goal setting for learning and teaching.

STANDARDS-REFERENCED ASSESSMENT

Standards-referenced assessment refers to the process of interpreting information about student learning in relation to standards. It is used to compare student performance to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting.

What are standards?

A standards-referenced approach is used to assess and report student achievement in NSW. This approach comprises 2 components:

- syllabus outcomes and content describe what students are expected to learn
- how well students demonstrate achievement is described in performance standards such as the Common Grade Scale.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities in relation to content
- assess student progress and achievement in relation to intended learning
- report student progress and achievement at key points in time.

Performance standards used to report student achievement in NSW include:

- Common Grade Scale (Years 1 to 10)
- Stage 5 Course Performance Descriptors (end of Year 10)
- Common Grade Scale for preliminary courses (Year 11)
- HSC Performance Band Descriptions (Year 12)
- achievement level descriptions (Year 12 English Studies, Mathematics Standard 1, and Numeracy).

Common Grade Scale Years 1 to 10

The Common Grade Scale shown below can be used to report student achievement in Years 1 to 10 in NSW schools.

The scale describes performance at each of the 5 grade levels.

A- 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.

B- 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.

C- 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.

D- The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E- The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

If teachers use the Common Grade Scale to report student achievement in Years 1-10:

- the full range of grades can be used at any point in time in relation to what has been taught
- the grade reported should reflect student achievement in relation to the syllabus outcomes for the relevant stage of learning
- students in the first year of a stage are not restricted to lower grades
- students do not need to be working beyond the syllabus for their stage to receive a grade A or B.

Types of assessment:

- **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.
- ensure approaches to assessment are inclusive of all students.
- 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, OneNote, 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 where 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

MALPRACTICE

Any behaviour for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. This includes the use of AI platforms.

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#).

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_types_of_malpractice

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or

- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

PROCEDURES FOR MALPRACTICE, PLAGIARISM, NON-ATTEMPT, NON-SERIOUS ATTEMPT AND NON-SUBMISSION OF TASKS

The following text will be included in the 'additional information' (assessment policy) component of Year 8 assessment notifications.

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 appropriate documentation, 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 in order 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.**

Any behaviour for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. This includes the use of AI platforms.

Technology issues is 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 practices:

- **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 OneNote 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;
 - Assessment activities are free of bias.

SSC 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.

1. 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 course performance descriptors.
2. Progress in the learning outcomes will be indicated using the Course Performance Descriptors:

Grade level	Course Performance Description
A	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.
B	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.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

3. 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 – 2 July 2025
- Year 8 – 19 June 2025
- Years 9 & 10 – 22 July 2025

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 one 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 – 25 June 2025

Term 3 Week 1 – 23 July 2025

Term 4 Weeks 9 and 10 – 10 and 17 December 2025



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)

Hand in

In-Class task

Examination period

Speech/performance

Other _____

Assessment planning calendar Term 1 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 3 Feb		School Development Day	School Development Day	School Development Day	Day all students	
Week 3 10 Feb						
Week 4 17 Feb						
Week 5 24 Feb						
Week 6 3 Mar						
Week 7 10 Mar						
Week 8 17 Mar						
Week 9 24 Mar						
Week 10 31 Mar						
Week 11 7 Apr						Last day Term 1

Assessment planning calendar Term 2 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 28 Apr		School Development Day	School Development Day			
Week 2 5 May						
Week 3 12 May						
Week 4 19 May						
Week 5 26 May						
Week 6 2 Jun						
Week 7 9 Jun		Kings Birthday				
Week 8 16 Jun						
Week 9 23 Jun						
Week 10 30 Jun						Last day Term 2

Assessment planning calendar Term 3 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 21 Jul		School Development Day				
Week 2 28 Jul						
Week 3 04 Aug						
Week 4 11 Aug						
Week 5 18 Aug						
Week 6 25 Aug						
Week 7 01 Sep						
Week 8 08 Sep						
Week 9 15 Sep						
Week 10 22 Sep						Last day Term 3

Assessment planning calendar Term 4 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 13 Oct		School Development Day				
Week 2 20 Oct						
Week 3 27 Oct						
Week 4 03 Nov						
Week 5 10 Nov						
Week 6 17 Nov						
Week 7 24 Nov						
Week 8 01 Dec						
Week 9 08 Dec						
Week 10 15 Dec						School closes for Term 4

YEAR 8 ENGLISH
ENGLISH FACULTY
HT CONTACT: Ms Yasmin Bhamjee

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. In year 8 there is a significant focus on how composers use various language techniques and components of narrative to

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.

ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	Listening Test Spoken Word Poetry	In class assessment – students listen to and read a spoken word poem and respond to a series of questions under exam conditions.	30%	EN4-URA-01 EN4-URB-01 EN4-URC-01	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-URB-01 EN4-ECA-01 EN4-URA-01	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-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	Term 3 Week 9

COURSE OUTCOMES

Outcome	Description
EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	examines and explains how texts represent ideas, experiences and values
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

YEAR 8 GEOGRAPHY
HSIE FACULTY
HT CONTACT: Ms Siobhan Christie (Rel.)

COURSE OUTLINE

In this Year 8 Geography course, students will explore the vital role of water in shaping our planet and the interconnections that exist within and between human and natural systems. Through an investigation of various water sources, usage, and management practices, students will learn about the significance of water in sustaining ecosystems, supporting human activity, and influencing cultural and economic development. The course will also delve into global water issues, including scarcity, pollution, and climate change, encouraging students to develop a comprehensive understanding of the challenges and solutions associated with water management.

This Year 8 Geography course aims to equip students with the knowledge and skills necessary to understand and address the complex challenges associated with water in our world. By exploring the significance of water and its interconnections, students will become more informed, responsible, and engaged individuals, prepared to contribute to a sustainable future.

ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	Skills and Content Test: in class assessment	Water in the World Geography Skills: assessment of skills, knowledge, understanding and communication	60% (GK 25% GS 20% CC 15%)	GE4-1 GE4-2 GE4-7 GE4-8	Term 1 Week 10
2	Group Presentation: online submission and in class	Interconnections: students work in groups to create a presentation on a tourist destination	40% (GK 15% GS 10% CC 15%)	GE4-3 GE4-4 GE4-5 GE4-7 GE4-8	Term 2 Week 6

COURSE OUTCOMES

Outcome	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 (Rel.)

COURSE OUTLINE

This Year 8 History course offers students an engaging exploration of three significant historical topics: the Vikings, the Spanish Conquest of the Americas, and the history of Japan during the Shogunate period. Students will delve into the rich narratives of these cultures, examining their societies, key events, and lasting impacts on the world.

The course begins with an investigation into the Vikings, where students will learn about their remarkable seafaring skills, societal structure, and the cultural exchanges that occurred during their explorations and raids. Following this, students will explore the Spanish Conquest of the Americas, analysing the motivations, strategies, and consequences of European colonisation on indigenous populations, as well as the resulting cultural exchanges that shaped the modern world.

The final unit focuses on Japan, emphasising the Shogun era's political structure, cultural developments, and the impact of isolationist policies. Students will examine the emergence of the samurai, the role of the Tokugawa shogunate, and Japan's eventual opening to the West during the Meiji Restoration.

Students will engage critically with historical events and develop a nuanced understanding of how these societies have influenced contemporary culture and global dynamics.

ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	Cultural Report: Online submission	The Vikings Construct and essay in response to a research question on Vikings	60% (HK 30% HS 10% HC 20%)	HT4-3 HT4-4 HT4-6 HT4-8 HT4-9 HT4-10	Term 3 Week 7
2	Museum Exhibit Physical submission of artefact and online submission of analysis	Spanish Conquest and the Americas Create a replica of an Aztec artefact and submit a source analysis to demonstrate contribution to historians' understanding of the past	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	Description	Weighting	Outcomes	Date
Semester 1					
1	Maths Online	Online tasks to be completed on a weekly basis	10%		Term 1 week 5 to Term 2 week 5
2	Topic Test 1 and 2	- Working with Numbers - Algebra	20%	MA4-6NA MA4-8NA	Term 1 week 6 Term 1 week 9
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 6 to Term 4 week 3
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 3

COURSE OUTCOMES

Outcome	Description
MAO-WM-01	Working mathematically: develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-INT-C-01	compares, orders and calculates with integers to solve problem
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance–time graphs
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form
MA4-PYT-C-01	applies Pythagoras' theorem to solve problems in various contexts
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments

**YEAR 8 MODERN LANGUAGES
LANGUAGES FACULTY
HT CONTACT: Ms Tasnim Khaleque(Rel.)**

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	Description	Weighting	Outcomes	Date
1	Me and my circle / My best selfie	Reading Comprehension In class assessment	35 %	ML4-UND-01 ML4-CRT-01 ML4-INT-01	Term 1 Week 10
2	A day in my life	Multimodal Presentation: A School Day Online submission	35 %		Term 2 Week 9
3	Let the celebration begin	Role play/ script paired conversation In class assessment	30 %		Term 3 Week 9

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 2025
CREATIVE & PERFORMING ARTS FACULTY
HT CONTACT: Mr James Raxworthy

COURSE OUTLINE

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	Description	Weighting	Outcomes	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: Ms Lauren Williams**

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 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	Description	Weighting	Outcomes	Date
1	Multimodal presentation	Online Submission - 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 2 Week 9
3	Research analysis	Online Submission - In Harmony research analysis	30%	PD4-3, PD4-10	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 Ellisa Dillera (Rel.)**

COURSE OUTLINE

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	Task	Description	Weighting	Outcomes	Date
1	Heart Rate Depth Study	Independent research and investigation task focusing on the circulatory system Hand in, 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
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	Description	Weighting	Outcomes	Date
1	Presentation	Promotional Poster (AFT) or Business Proposal (MT)	50%	TE4-1DP, TE4-2DP, TE4-3DP TE4-5AG, TE4-6FO, TE4-9MA	Term 1 Week 11
2	Presentation	Promotional Poster (AFT) or Business Proposal (MT)	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-9MA	Term 3 Week 10

COURSE OUTCOMES

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 OUTLINE

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.

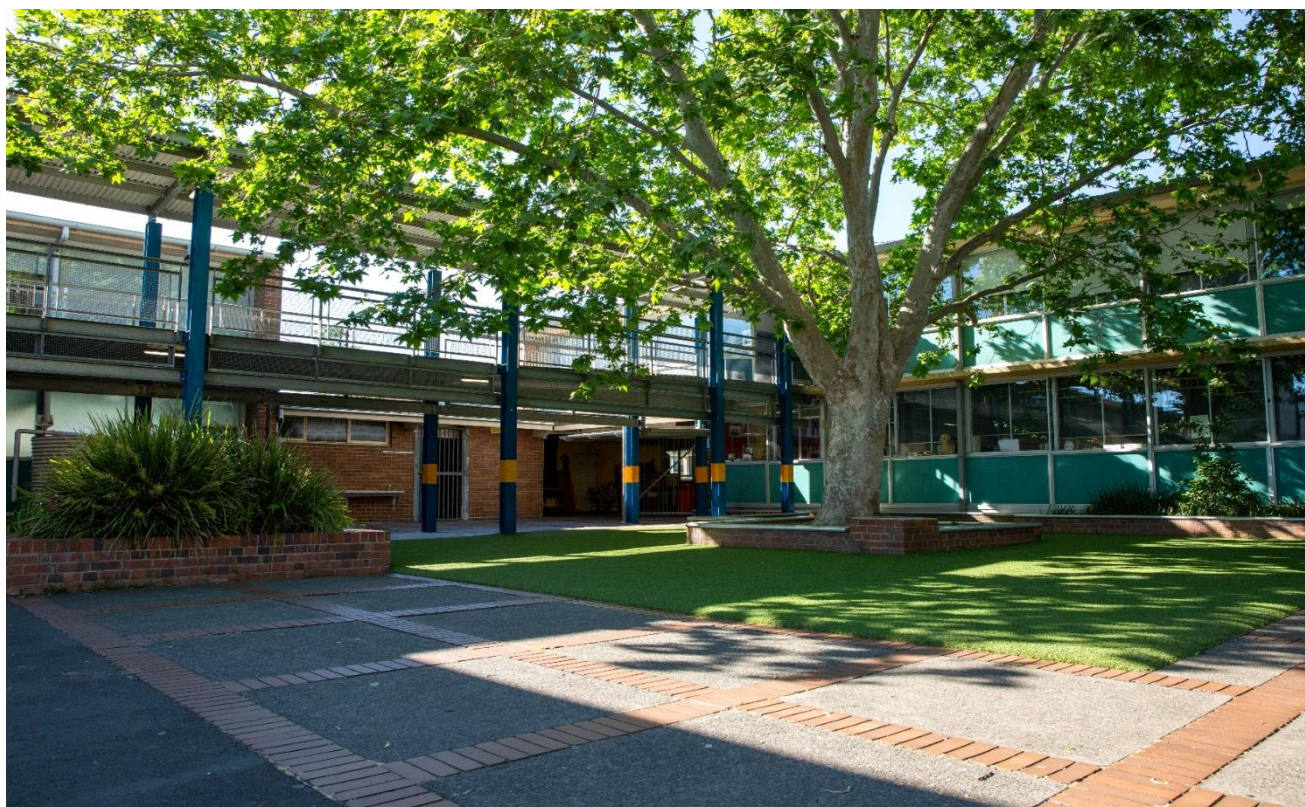
Students are required to document their art making and art study in their visual arts process diary. Extend their learning about visual arts through critical and historical study as well as making artworks.

ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	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

Leichhardt **Balmain** **Blackwattle Bay**

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