



**ALEXANDRIA PARK  
COMMUNITY SCHOOL**

**YEAR  
8**

**CURRICULUM &  
ASSESSMENT  
BOOKLET**

**2025**

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# SECTION 1

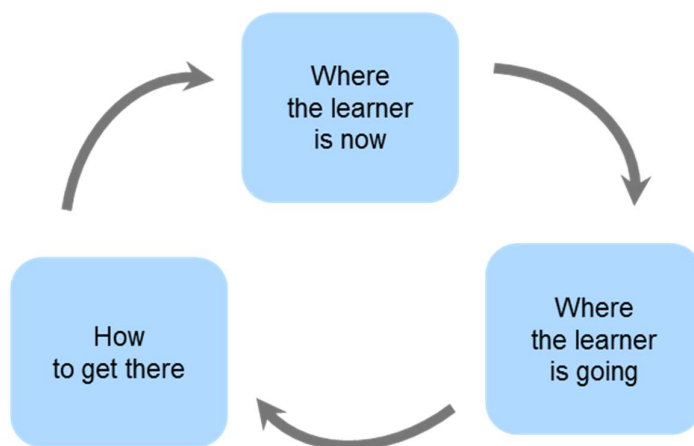
## ASSESSMENT INFORMATION AND AWARDING GRADES

## WHAT IS ASSESSMENT

Teachers at Alexandria Park Community School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

As such, it is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

The policies and procedures at APCS follow those advised by NESAs.



## SCHOOL BASED ASSESSMENT TASKS

You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain the type of task (e.g. in-class, submitted, performance, practical). It will include:

- the timing of the task or the time and date due
- the weighting of the task (e.g. 20%)
- the outcomes being assessed
- the assessment criteria
- instructions for submission

## HOW CAN PARENTS/CARERS HELP AT HOME?

- Provide an uncluttered, quiet study area free from distractions
- Designate structured weekly study times, including time for preparation of study notes
- Plan for rest and relaxation time, including 8 hours of undisturbed sleep each night
- Provide reliable internet access in a public space
- Provide a personal assessment and homework diary
- Make a family calendar to record task schedules and study time



## AWARDING GRADES

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses. Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus, Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgment to make a final determination of the student's grade based on the overall performance related to outcomes.

## ASSESSMENT SCHEDULES

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses. All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.



## WRITTEN NOTIFICATION OF ASSESSMENT TASKS

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification.

## SUBMISSION OF ASSESSMENT TASKS

Assessment tasks are to be on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 9am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording of the time and date that the student submits the task. Students must complete all tasks to the best of their ability, and it must be their own work.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet.

## FORMAL EXAMINATIONS AND IN CLASS TASKS

All class assessment tasks and formal examinations will be completed on the designated day and time.

Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting a Missed/Late/Illness/ Misadventure application. Examinations will NOT be rescheduled for unapproved leave such as vacations.

## THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community.



## TECHNOLOGY AND ASSESSMENTS

Technology failure is not a valid reason for failure to submit an assessment task on time. Students should:

- continually backup all work on the hard drive of your computer and on an external portable storage media (USB)
- You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.

A student presenting work produced via computer or submitting work online who experiences computer/ technology difficulties or printer failure must follow these procedures by applying for misadventure on the date the task was due by:

- completing a misadventure form (from the Head Teacher of that course or from website)
- presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home
- submitting any saved work on a USB drive and
- submitting any hard copies of drafts, rough notes.

If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.



## EXTENSION / ILLNESS / LATE / MISSED / MISADVENTURE

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher, a student must submit a parent note to the classroom Teacher who will discuss the consideration with the HT, and then approval is granted. Special consideration includes circumstances such as illness, personal family matters, personal well-being challenges. If the task is submitted after the due date and time and a student has not been granted special consideration, then the appropriate discussions and actions will occur between the Head teacher/Deputy principal and parent/carer.

- Unapproved leave such as family vacations are NOT considered approved reasons, however sorry business will be considered acceptable with principal or Deputy Principal notification.
- DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.
- Talent identification programs run by the New South Wales Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.



**Illness or injury** – means you are too sick to attend school.

If a student is ill and cannot attend on the day of the task or date a task is due, a parental/carer note is required. This must be submitted on **the first day back after illness** to the relevant classroom teacher. An extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task then students are required to refer to the Misadventure procedures.

## LATE AND NON-SUBMISSION OF ASSESSMENT TASKS

Late or non-submission of a task without approved reason from the classroom teacher (via illness and misadventure form) in years 7 and 8 will result in the following steps being taken. The expectation that all work is submitted on time and to the best of each student's ability is the basis for the scheduled due dates in the assessment booklet.

- If the student has failed to submit a task on the due date, then a phone call home is made, and a plan is discussed with Parents to submit the task within three (3) days.
- Students who fail to submit an assessment task beyond step 1 will attract a deduction of 10% of total task weighting each day until the task is submitted. (example: if a total weighting of a task is 20%, you attract a deduction of 10% from the total 20 each day until the task is submitted)
- If a student fails to submit a task beyond this point, a parent / carer phone call is made notifying them that the student has failed to meet the assessment task outcomes and received a zero for the total weighting of the task.

All attempts at assessment tasks must reflect a genuine effort. Students may be asked to re-submit a task if the teacher deems it non-serious.

### **Teacher discretion in the submission of assessment tasks:**

A teacher may practise discretion with submission of tasks for students identified as requiring additional support. This will be discussed with the student and / or parents / carer in conjunction with student learning support plans.

### **Misadventure**

Misadventure is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control, and you believe your performance in the task has been negatively affected. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability.

For example, a car accident or becoming ill during the assessment. Where a student experiences misadventure for an in-class task/exam, they undertake the task in the time remaining and submit an Extension/ Illness/ Late/ Missed/ Misadventure application form, along with evidence including their reasons for the misadventure. If you are away on the day of an assessment task and for some reason your performance has been affected during a task or examination (misadventure) you should complete the illness/misadventure form (available on the School website or in this booklet) and give it to the classroom Teacher for that subject.

## MALPRACTICE

Malpractice can occur in several ways:

- Cheating in an examination,
- Plagiarism (making no change or insignificant changes to a copied sentence),
- Use of AI like Chat GPT presented as your own work,
- Collusion (working with another student, including the sharing or distribution of work which is not your individual attempt at a task),
- Disrupting an examination, or a serious breach of the rules for an examination or task.

**An assessment task must be the student's own work.** Where malpractice has occurred, the HT will determine the consequence for the student, this may require the student to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time and the circumstances for this.



## REPORTING

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a grade was not awarded.

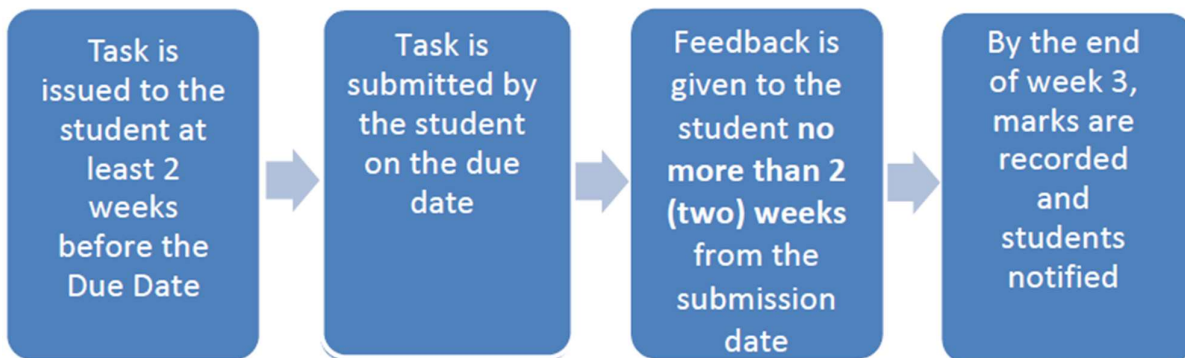
## FEEDBACK TO STUDENTS

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, correct misunderstandings, state clearly how students can improve and allow students to take an active role in their learning. Tasks should be designed, and feedback provided in a way that allows students to improve upon their performance in subsequent tasks.

It is recommended that feedback be given in one or more of the following ways:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- self-evaluation

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 5 school days of the due date. One draft per student during any assessment period will exist.



## DISABILITY PROVISIONS

Disability provisions are practical arrangements that enable students with disability to access learning and assessment. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests. Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Wellbeing/ Learning Support and subject Teacher.

## SECTION 2

# CURRICULUM AND COMMUNICATION

## COMMUNICATING WITH OUR SCHOOL

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers, and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box.

Year 8 has a Google Classroom that all students will join, and parents are also invited to join. This is a great place for the Year Adviser to communicate with the students. Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

### Who to contact:

POSITION AT APCS	MATTERS THEY DEAL WITH:
Classroom Teachers	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teachers of Each Subject Area	If a parent/carer has worked with their child's classroom teacher and feels that their needs should be further addressed. If a parent/carer would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Teachers	If a parent/carer feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Head Teacher Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis).
Deputy Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Principal	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by the Deputy Principal. If a parent/carer would like to share some positive experiences that are happening at school or at home in relation to their child.

## YEAR 8 CURRICULUM STRUCTURE

Course	Periods per cycle
English	7
Mathematics	6
Science	7
Drama	1
History	5

Course	Periods per cycle
PDHPE	4
Visual Arts	2
Technology	5
Chinese	5
Music	2

**Students also participate in Sport for 2 periods each week.  
Sport is a compulsory requirement in Years 7 – 10.**

## YEAR 8 CHECK-IN ASSESSMENTS

Check-in assessments are online assessments for students in Years 3 to 9. They are mapped to the NSW Syllabuses and National Literacy and Numeracy Learning Progressions.

Each assessment is designed to be easy to administer. Assessments are designed to take up to 60 minutes each, however, there is no time limit for the assessments (allow students extra time if required).

The reading and numeracy assessments have approximately 50 questions (including a small number of questions for trial purposes).

The assessment can supplement existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs.

### Check-in Assessment

Reading and Numeracy

Year 8

### Valid Science

The Validation Assessment for learning and individual development Science program provides an on-line assessment for science. These assessments are used as a diagnostic tool to improve student science learning outcomes. The test is linked to the science syllabus and assesses what students know and can do in science.

The test is mandatory in Year 8 and are marked externally. VALID is held in Semester 2.



## HOMEWORK IDEAS FOR STUDENTS AND CARERS

Class Work	Teach	Wide Reading
<ul style="list-style-type: none"> <li>• Complete any unfinished class work and/or complete any set homework tasks prior to their due date.</li> <li>• Ensure homework is ready to present for the next lesson.</li> <li>• Brain dump – give yourself 3 minutes to write down in your book everything you learned in class that day.</li> <li>• Create a concept map to build relationships between key words, phrases, class content.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your family something you were taught during class this week.</li> <li>• Peer teaching. Help and teach your friend an idea or concept they might be struggling to understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Read both fiction and non-fiction sources covering the topics being studied in class</li> <li>• There are lots of ideas on this website for ways to enhance your reading skills <a href="https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html">https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html</a></li> <li>• Visit the library and choose from lots of reading resources.</li> </ul>
Assessment Preparation	Language & Writing Strategies	Media/ITC
<ul style="list-style-type: none"> <li>• The research and planning aspects of assessments should be carried out first.</li> <li>• Complete a draft and receive feedback.</li> <li>• Then the actual completion of the task should take place (ticking off all relevant aspects as complete).</li> <li>• Finally read over and edit work to ensure the work has been finished.</li> <li>• Write regular revision OR summary notes and revise them for upcoming tests and in-class tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons).</li> <li>• Vocabulary extension. Use concept key words and Active verbs in sentences related to your topics.</li> <li>• Find models for your writing tasks. AI is appropriate for MODELS to get ideas BUT not to copy directly as this would be Malpractice.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch relevant films and documentaries related to your study areas.</li> <li>• Watch the news and current affairs programs. Use online sources to get a quick daily news update on what is happening. Beware of bias.</li> <li>• Create a Kahoot on your topic towards the end of the unit to use as revision.</li> <li>• Read hard copy or online articles (always check sources for reliability and/or bias)</li> <li>• Complete quizzes or questions on Education Perfect</li> </ul>

# SECTION 3

## COURSES AND ASSESSMENT SCHEDULES

- ENGLISH
- MATHEMATICS
- SCIENCE
- HISTORY
- PDHPE
- CHINESE
- MUSIC
- VISUAL ARTS
- TECHNOLOGY

**PLEASE NOTE:**

The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide. Changes to these may be made during the year as extenuating circumstances may occur.

Students will receive advance warning of assessments via an assessment notification at least two weeks prior to any task and will sign they have received any alterations to this schedule.

SUBJECT	ENGLISH
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

Outcome	Assessment Description						
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.							
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Weighting and components		
					Knowledge and understanding	Composing Texts	Total
1	Fiction to Nonfiction Task: Persuasive Response	Term 2 Week 5	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECB-01	ENLS-RVL-01 ENLS-URA-01 ENLS-URB-01 ENLS-ECB-01	15	15	30
2	Page to Stage - Task: Extended Written Response	Term 3 Week 8	EN4-URA-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	ENLS-URA-01 ENLS-URC-01 ENLS-ECA-02 ENLS-ECB-01	20	20	40
3	Power of Emotions Task: In-class examination	Term 4 Week 4	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01	ENLS-COM-01 ENLS-RVL-02 ENLS-URB-01 ENLS-URC-01 ENLS-ECA-01	15	15	30
					<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	MATHEMATICS
Outcome	Description
MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance–time graphs
MA4-ALG-C-0	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-0	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form $ax^2=c$
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PYT-C-01	applies Pythagoras’ theorem to solve problems in various contexts
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
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
MAO-WM-01	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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Working Mathematically	Total
1	In class test: Fractions, Decimals, Percentages & Financial Mathematics	Term 1 Week 7	MA4-FRC-C-01, MAO-WM-01	10	15	25
2	In class test: Ratios and Rates; Algebraic Techniques; Equations	Term 2 Week 5	MA4-FRC-C-01, MA4-RAT-C-01, MA4-ALG-C-01, MA4-EQU-C-01, MAO-WM-01	15	10	25
3	Investigative task	Term 3 Week 9	MA4-LIN-C-01, MA4-LEN-C-01, MA4-PYT-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MAO-WM-01	10	15	25
4	Yearly Examination: Linear Relationships; Length; Pythagoras’ Theorem; Area; Volume	Term 4 Week 3	MA4-LIN-C-01, MA4-LEN-C-01, MA4-PYT-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MAO-WM-01	15	10	25
				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	SCIENCE
Outcome	Description
SC4-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	Describes the action of unbalanced forces in everyday situations
SC4-11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	Relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	Explains how new biological evidence changes people's understanding of the world
SC4-16CW	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.						
Task Number	Topic & Type of Task	Due Date	Life Skills Outcomes	Weighting and components		
				Working Scientifically Skills	Knowledge and understanding	Total
1	<b>Living World:</b> Topic Test	Term 1 Week 10	SCLS-19LW, SCLS-20LW, SCLS-21LW	SC4-8WS	SC4-14LW SC4-15LW	25
2	<b>Chemical World:</b> Practical Examination	Term 2 Week 5	SCLS-23CW SCLS-24CW	SC4-6WS SC4-7WS	SC4-16CW SC4-17CW	20
3	<b>Earth and Space:</b> Individual Student Research Project	Term 3 Week 8	SCLS-13ES, SCLS-14ES, SCLS-16ES	SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS	SC4-12ES SC4-13ES	25
4	<b>Physical World:</b> Yearly Examination (all content covered throughout the year)	Term 4 Week 6	SCLS-11PW, SCLS-12PW, SCLS-13ES, SCLS-14ES, SCLS-16ES	SC4-9WS	SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW, SC4-12ES, SC4-13ES, SC4-10PW, SC4-11PW	30
				<b>60</b>	<b>40</b>	<b>100</b>

SUBJECT	HISTORY
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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Investigating the Ancient Past - Skills test	Term 1 week 8	HT4-2 HT4-5 HT4-2	15	15	30
2	The Mediterranean world - Source analysis Task	Term 2 Week 7	HT4-6 HT4-9	15	15	30
3	Aboriginal and Indigenous Peoples, Colonisation and Contact History - In class task	Term 3 Week 9	HT4-3 HT4-4 HT4-47	20	20	40
				<b>50</b>	<b>50</b>	<b>100</b>

<b>SUBJECT PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION</b>	
<b>Outcome</b>	<b>Description</b>
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

<b>Outcome</b>	<b>Assessment Description</b>						
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.							
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Life Skills Outcomes</b>	<b>Weighting and components</b>		
					<b>Skills</b>	<b>Knowledge</b>	<b>Total</b>
<b>1</b>	<b>Health IQ:</b> Health product review. Theoretical in-class task	Term 1 Week 9	PD4-6 PD4-7 PD4-9	PDLS-3 PDLS-7	15	15	30
<b>2</b>	<b>Exploring Rhythmical Movements:</b> Group dance routine. Practical assessment	Term 2 Weeks 6-7	PD4-5 PD4-11	PDLS-5 PDLS-6 PDLS-11	10	10	20
<b>3</b>	<b>Lean on Me:</b> Theoretical in-class presentation task	Term 3 Week 8	PD4-1 PD4-2 PD4-10	PDLS-1 PDLS-2 PDLS-3	10	15	25
<b>4</b>	<b>Game Sense:</b> European Handball Practical Assessment	Term 4 Weeks 2-6	PD4-4 PD4-5	PDLS-11 PDLS-12	15	10	25
					<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	CHINESE
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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Class task: Greetings and self-introduction	Term 1 Week 6-8	ML4-UND-01	Understanding	Reading Listening	20
2	Class task: Me and My Family	Term 2 Week 2-4	ML4-INT-01	Interacting	Speaking	20
3	Multi modal project: Food and Drink	Term 3 Week 6-8	ML4-CRT-01	Interacting Creating texts	Reading Writing	30
4	Class Task: Me & My Family, Food and Drink, Sport & Leisure activities	Term 4 Week 2-4	ML4-UND-01 ML4-INT-01 ML4-CRT-01	Understanding Interacting Creating Texts	Reading Listening Writing	30
						<b>100</b>



SUBJECT	MUSIC
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
4.5	notates compositions using traditional and/or non-traditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Outcome	Assessment Description						
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.							
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components			
				Performance	Composition	Listening	Total
1	Film Music Composition & Listening Test	Term 2 Week 5	MUS 4.4 MUS 4.5 MUS4.6 MUS 4.12		20	10	30
2	Around the World Solo Performance & Research	Term 3 Week 5	MUS 4.1 MUS 4.2 MUS 4.7 MUS 4.10 MUS 4.11	20		10	30
3	Battle of the Bands Group Performance & Listening	Term 4 Week 5	MUS4.3 MUS 4.8 MUS 4.9	30		10	40
				<b>50</b>	<b>20</b>	<b>30</b>	<b>100</b>

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

Outcome	Assessment Description					
Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Artmaking	Critical and Historical Studies	Total
1	<b>Abstracted Worlds:</b> Artwork Analysis and Abstract Collages	Term 2 Week 4	4.1 4.6 4.7 4.10	30	10	40
2	<b>Connection to Culture:</b> Writing Task	Term 3 Week 6	4.8 4.9		20	20
3	<b>Connection to Culture:</b> Ceramic pot	Term4 Week 4	4.2 4.3 4.4 4.5	40		40
				<b>70</b>	<b>30</b>	<b>100</b>

SUBJECT	TECHNOLOGY
Outcome	Description
TE4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	Plans and manages the production of designed solutions
TE4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	Designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	Investigates how food and fibre are produced in managed environments
TE4-6FO	Explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	Explains how data is represented in digital systems and transmitted in networks
TE4-8EN	Explains how force, motion and energy are used in engineered systems
TE4-9MA	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	Explains how people in technology related professions contribute to society now and into the future

Each subject has a specific outcome linked to its specialist area. Above are the mandatory general areas for Technology, and below is the grid outlining the required components and their weightings. Students rotate through eight 10-week subjects across Stage 4 (Years 7 and 8).

Scope and Sequence – Mandatory Technology	Timing
<b>Agriculture:</b> Agriculture focuses on the investigation of managed environments, such as farms and plantations. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials.	10 Weeks
<b>Digital Technologies:</b> The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.	10 Weeks
<b>Engineering Systems:</b> The Engineered Systems context focuses on how force, motion and energy is utilised in systems, machines and structures. Students will be provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures.	10 Weeks
<b>Food Technologies:</b> Food technologies focus on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students will be provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.	10 Weeks
<b>Material Technologies - Timber and Textiles:</b> This Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation, practical investigation, and product development to satisfy identified needs and opportunities.	10 Weeks

Assessment	Type of Assessment Task	Weighting
For each of the specialist subjects a separate assessment will occur during the course.	Practical + Folio	100%

# SECTION 4

## FORMS AND PLANNER

# ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM

## ALEXANDRIA PARK COMMUNITY SCHOOL ILLNESS OR MISADVENTURE APPLICATION FORM



**Name:** \_\_\_\_\_ **Task Due Date:** \_\_\_\_\_ **Task number:** \_\_\_\_\_

**KLA/Subject:** \_\_\_\_\_ **Class Teacher:** \_\_\_\_\_ **Weighting** \_\_\_\_\_%

- Illness
  Misadventure
  Extension

**Task Description:**

- Hand in Task  
 Oral Presentation  
 Examination  
 Other . \_\_\_\_\_

**Supporting Documentation:**

\_\_\_\_\_

\_\_\_\_\_

**Desired outcome:** *(Attach supporting documentation)*

\_\_\_\_\_

\_\_\_\_\_

**Signatures:**

Student: \_\_\_\_\_ Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher Recommendations:**

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained <input type="checkbox"/> Alternative task to be set, rank to be maintained <input type="checkbox"/> Alternate task to be completed, rank can improve <input type="checkbox"/> Task to be completed <input type="checkbox"/> Marks to be revisited <input type="checkbox"/> Revised due date: _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Zero marks to be awarded to completed task <input type="checkbox"/> Marks to count <input type="checkbox"/> Marks to be deducted <input type="checkbox"/> Task to be completed, ranking cannot improve <input type="checkbox"/> Other _____
<b>Comment:</b> _____	<b>Head Teacher Signature:</b> _____

**Checklist:**

- Medical certificate and/or supporting documentation is attached  
 Submission is within timeframes outlined in the Assessment Guidelines  
 Communication of outcomes to student and parent by Head Teacher  
 Details of outcomes recorded in Sentral by Deputy Principal

**Complete the form and submit to the Deputy Principal for final decision:**

**Decision:** \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

## MY PERSONAL ASSESSMENT PLANNER

SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
English				
Mathematics				
Science				
History				
PDHPE				
Chinese				
Music				
Visual Arts				
TAS				

## NOTES

# ALEXANDRIA PARK COMMUNITY SCHOOL



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