YEAR 8 2025

Assessment Booklet

8

Contents

Eligibility for the ROSA

The NSW Education Standards Authority (NESA) Record of School Achievement (RoSA) is eligible to students who complete Year 10 but leave school before completing the Higher School Certificate. It is a cumulative credential that records the student's academic achievement up to the date they leave school.

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- Complied with all requirements imposed by the Minister or NESA
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

Mandatory curriculum requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of History and Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health, and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Responsibilities

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Follow a pattern of study that meets their educational needs and not make any unapproved changes
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks
- Make a serious attempt at each task and act on constructive feedback
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- Submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted

Schools have the responsibility to:

- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and NESA requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for year 8 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide strategies to support gifted and talented students
- Provide students with detailed feedback on their performance, in a timely manner.

The Lambton High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence.

Student Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students' what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement

- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

Assessment as Learning

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 information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

Assessment of Learning

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

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable. As a guide 3 to 4 Tasks per subject. Semesterised subjects such as Geography and History have 2 tasks per subject.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

Head Teachers are required to validate each task prior to distribution to students. All assessment tasks for a course should be completed by each candidate. The students will be required to acknowledge the receipt, submission and return of a task.

Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to account for the possible effects of illness or domestic situations. Students who indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

Notification

In addition to the information in this Year 8 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two weeks prior to the task that contains:

- The date and time of the task
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable
- Feedback procedures.

Additional information:

- The format of the notification must be on the agreed school proforma
- Students are required to acknowledge that they have received the assessment task notification
- If a student is absent on the day that a notification for an assessment task is issued to students, it is the responsibility of the student to speak to the teacher or Head Teacher to seek the location of the notification. Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.

Assessment Schedule

This assessment booklet provides you with an assessment schedule for each of your courses. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings, and outcomes to be assessed, as well as the school assessment weighting.

Submission of Assessment Tasks

NESA expects students to attempt all assessment tasks set. NESA requires all students to follow an assessment program and have an assessment mark submitted for all courses in which they are enrolled.

Submission of tasks at Lambton High School

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

All hand in assessment tasks must be submitted in class as per the Assessment Notification. Hard copies (on paper) must be submitted to the class teacher unless specified otherwise on the Task Notification. Electronic assignments must be submitted on Canvas, or as directed on the Assessment Task Notification. Students have a responsibility to ensure:

- the correct electronic file is attached
- the file is not corrupt

Note: technology fault is not grounds for appeal.

Students should always keep a copy of assignments in multiple forms, ie. hard copy, a thumb drive portable disk, a hard drive and email a copy of the task to your school account. This will ensure technological problems (such as computer malfunction, power surge, loss of work, no printer ink) will not result in a loss of some or all of marks.

Assessments take precedence over most school activities, including excursions, competitions and sporting events. Under some circumstances an exemption may be granted, however it is the student's responsibility to inform their class teacher that they will be applying for an Illness/Misadventure prior to the due date.

Minimal homework is to be provided during the assessment period.

Dates for assessment tasks may vary according to the Assessment Plan. Students will be notified if changes become necessary.

Procedures for Task Administration

For separate classes completing the same course, Head Teachers are required to ensure:

- all students receive the same information to ensure consistency in the administration of the assessment task
- all students have the same examination conditions and experiences
- in subjects where more than one class exists, all tasks (or section of) will be marked corporately for consistency when required and against the marking rubric to ensure consistency.

During an assessment task, students must ensure their mobile phone is turned off and locked in their pouch and other wearable technology is removed and placed in their bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

Procedures for Late Submission and Task Non-Completion

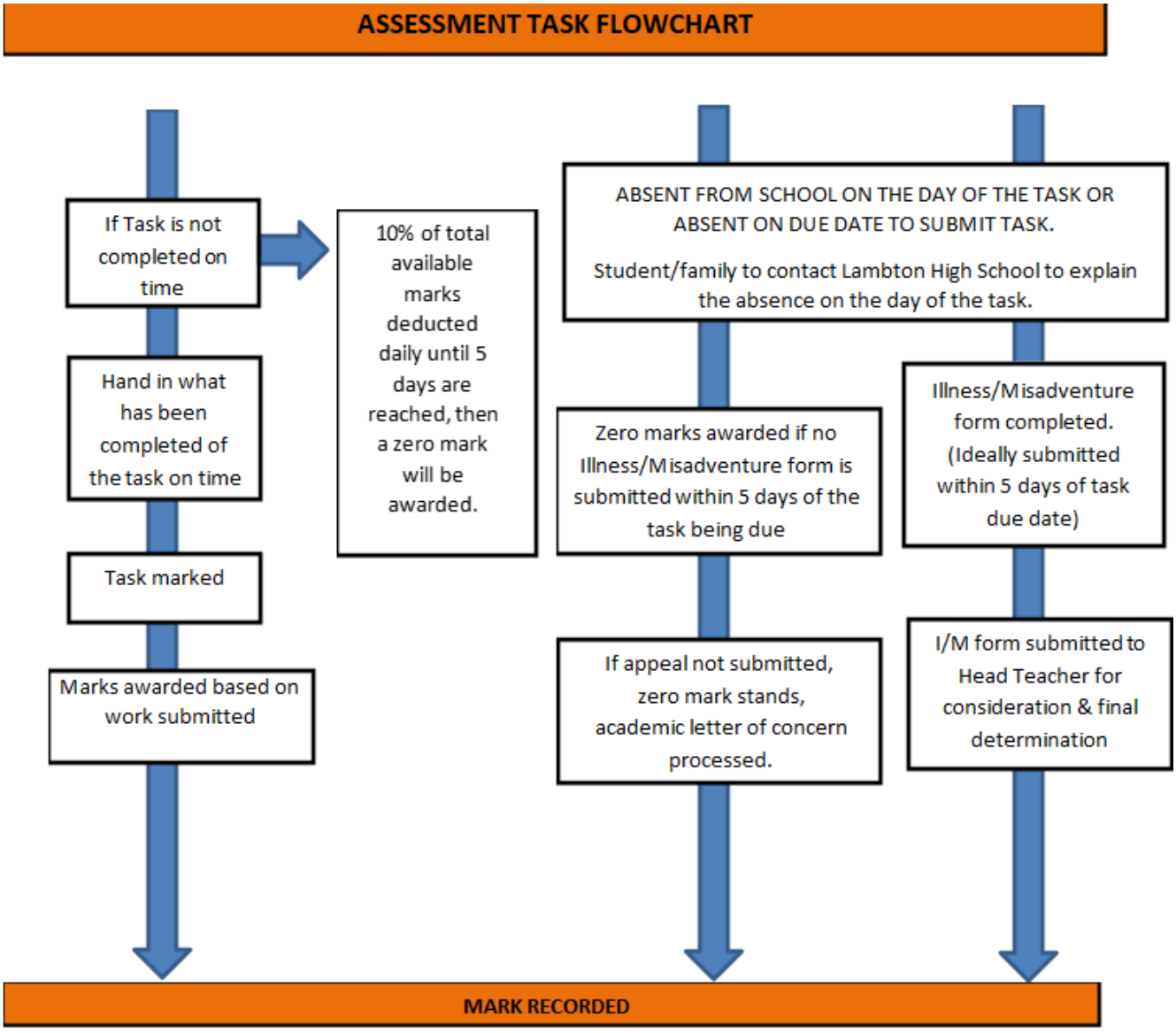
For students in Years 7-9 tasks handed in late will incur a **10% penalty of the full marks available per day for up to 5 days. After the 5th day a zero mark will be awarded**.

Where a student is absent on the due date:

- Where possible, if a written task is to be submitted on a due date or an in-class assessment performed, and the absence is known beforehand, the student must complete & submit the Illness/Misadventure Form (*available from the Year Group HomePage on CANVAS*) to the Faculty Head Teacher and plan for the task to be submitted, or completed, on or before time.
- Where the student has been absent on the day the assessment task was due and the task was not submitted by arrangement, due to illness/misadventure, the student must submit the task to their teacher on their first day of attendance accompanied by a submitted illness/misadventure form explaining reasons for the late submission of the task.
- Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see the Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task the first day back at school. An Illness/Misadventure Form must be submitted to support the Illness for the late completion of the assessment task.
- Where a student is absent on the day an assessment task is due or scheduled either for medical reasons or for any other reason, an Illness/Misadventure form must be submitted to the faculty Head Teacher to avoid any penalties being imposed for late submission of the task.
- Students will complete an alternative theory-based task if injury precludes them from completing practical assessment.
- Failure to follow the above procedures will result in parents being contacted
- Where a student is awarded an estimate mark for a missed task, the mark shall be developed at the discretion of the Head Teacher, considering such factors as course outcomes, course rank and individual performance in the course
- Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Deputy Principal at the time of suspension that an assessment task is to be

completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.



Procedures for Illness / Misadventure Application

A submitted Illness/Misadventure form is used when an assessment task is:

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances.

It is the student's responsibility to submit a completed Illness/Misadventure form within five school days of the due date of the task, preferably upon first day of return to school. Relevant documentation (e.g. doctor's certificate, statutory declaration) should be attached to the Illness/Misadventure form where applicable.

Late Illness/Misadventure form may be considered but only in the event of exceptional circumstances.

Students cannot submit an Illness/Misadventure form based on:

- technology fault
- misreading the timetable or assessment schedule
- misreading assessment task or examination instructions
- illness once the assessment paper is opened during the reading time, or after the examination commences.

The Illness/ Misadventure form is considered by the Head Teacher (within policy guidelines). The Head Teacher may:

- uphold the appeal
- dismiss the appeal
- impose a penalty.

If the Head Teacher dismisses the appeal, the student has the option of requesting an Appeals Committee review.

The Appeals Committee shall be convened by the Year Group line managing Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The Appeals Committee may:

- uphold the appeal
- dismiss the appeal
- impose a penalty.

The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.

Print form

Year 8 Illness/Misadventure Application

Lambton High School

Student Details

Student Name *	Your name.
Student Email Address *	@education.nsw.gov.au
Year Group *	Select option

Assessment Task Information

Faculty of Assessment Task Class *	Select faculty
Date of Assessment Task *	DD/MM/YYYY
Class teacher *	Select staff
Subject Name *	E.G - English Standard
Task Type *	Select option

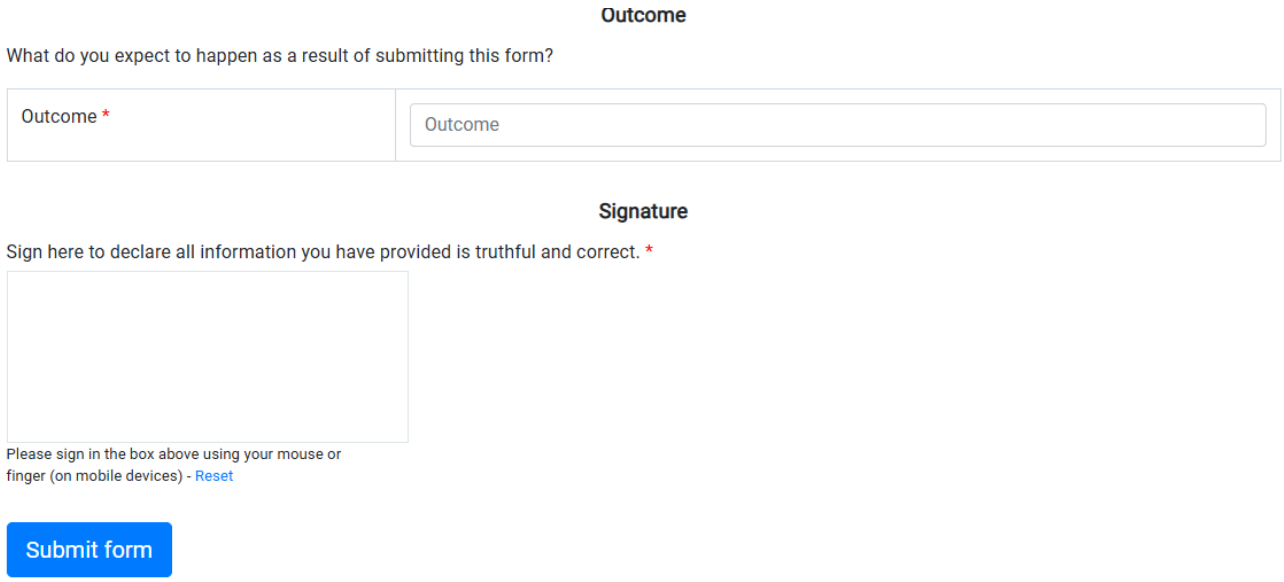
Reasoning

Please provide more information about your illness or misadventure circumstances.

Please note that these items are not grounds for misadventure:

- Technology failure.
- Failure to remember due date.
- Workplace commitments

Reasoning *	Provide some background on the circumstances here.
Supporting Documentation	Select file ... Browse ...



Outcome

What do you expect to happen as a result of submitting this form?

Outcome *

Outcome

Signature

Sign here to declare all information you have provided is truthful and correct. *

Please sign in the box above using your mouse or finger (on mobile devices) - Reset

Submit form

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own (including the unauthorised use of Artificial Intelligence)
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

To assist in the detection of malpractice, Lambton High School utilises a plagiarism detection program to maintain the integrity of student work. Where malpractice is detected a zero may be given for the entire task. The school may apply penalties at the discretion of the Principal. Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties may apply. A student penalised for malpractice has access to the appeals process.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive a Letter of Concern.

Disability Provisions

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Disability provisions can be granted to students by the Principal if **relevant GP or Specialist documentation is provided** to the school.

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Provisions can include: small group, rest breaks, extra time, reader &/or writer, diabetic provisions, use of laptop & other. Provisions are only granted when the students' disability needs a practical arrangement to reduce the disadvantage in an exam situation. (e.g. a student experiencing anxiety for a formal speech can supply the school with a letter from the GP stating their anxiety & recommending a small group arrangement).

Making an Application

Parents wishing to apply for Disability Provisions for their son/daughter must supply a GP or Specialist documentation to the schools' Learning & Support Teacher (LaST). GP or Specialist documentation must not be older than one year.

The Learning and Support Teacher will coordinate special provisions for students and provide them with an alternate assessment timetable where appropriate.

Assessment Task / Examination Procedures

Students:

- must be prompt to the examination. Students should assemble outside the MPC or other designated venue
- are not permitted to leave the venue before the end of the examination
- must not talk once they have entered the examination venue
- will be directed where to sit
- must remove their watch and place it in clear view on the examination desk
- must not write, use any equipment including highlighters, or annotate examination paper in any way during reading time
- must read the instructions on the examination paper carefully as well as all questions
- write clearly, preferably with black pen
- write answers in the correct answer booklets
- must follow the supervisor's instructions at all times
- must behave in a polite and courteous manner towards the supervisors and other students
- must make a serious attempt at the examination

- will be dismissed by the supervising teacher.

If a student is absent on the day of a scheduled examination, they are to contact the Head Teacher as per the Illness/Misadventure Process.

Equipment Checklist for Examinations

What you should bring into your exam room:

- Black pens
- Pencils (at least 2B)
- Eraser
- Pencil sharpener
- Ruler (marked in mm and cm)
- Highlighters
- Bottle of water in a clear bottle.

What you cannot bring into your exam room:

- A mobile phone. Mobile phones are not permitted in an exam room under any circumstances
- A programmable watch, e.g. a smart watch
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- Paper or any printed or written material.
- Print dictionaries, except where permitted in language exams
- Correction fluid.

Calculators

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators. The list of approved scientific calculators, can be found at:
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators

Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they can do and what they need to do in order to improve their performance. This advice should indicate:

- Student attainments in the task relative to the outcomes
- Student relative positions within the course group
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or section of).

Procedure for Reviewing the procedures

These procedures are reviewed annually by staff, students, and community representatives to ensure:

- the implementation of procedures which satisfy the requirements for the award of the ROSA
- it meets NESA rules and regulations including teaching the prescribed areas of study, electives and texts.

The review includes:

- Assessment Policy
- Assessment schedules.

Other relevant documents / sites

- https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home
- https://arc.nesa.nsw.edu.au/

Subject Contributions

The money paid in subject contributions is used to purchase materials and consumable items for each course. Contributions for Year 8 courses are included in the fees paid during the enrolment process.

Year 8 Assessment Plan

Year 8 Assessment Plan 2025

TERM	WEEK	TERM 1, 2025				
	1					
	2					
	3					
	4					
	5					
	6					
	7	Cabinet Work				
	8	Music / Childcare	IT -Engineering	Geography	Design and Fashion	Jewellery Design
	9	Drama	Food Technology	PDHPE Theory	English	Technology - IA / Science
	10	Science	French	PASS Theory		
	11					PDHPE Practical LTMN - Gymnastics
		TERM 2, 2025				
	1					
	2	Maths	Computer Games			
	3	Geography				
	4	PDHPE Practical AOBH - Gymnastics	Technology – AT		Visual Arts	Graphics / Photography
	5					
	6					
	7					
	8	English	PASS Practical	Drama	Science	Childcare
	9	**French**	Music			
	10					
		TERM 3, 2025				
	1					
	2					
	3		Music	Photography		
	4	Cabinet Work	Maths	Music		
	5		Computer Games			
	6	PDHPE Prac (b)				
	7	PDHPE Theory				
	8	PASS Theory	Graphics	Technology - IA	History	IT-Engineering
	9	Drama	French			
	10	Visual Arts Acc		PDHPE Practical – Game Sense		
		TERM 4, 2025				
	1					
	2	PASS	Computer Games	Graphics		Music
	3	Year 8 Exam Block. Weeks 3/4				
	4	Jewellery Design		Music		Technology - AT

	5		Graphics			
	6					
	7					
	8					
	9					
	10					

Cabinetwork

Course Fee $35 (The fee of $35.00 covers only the set projects)

Course Description

Cabinetwork allows students to develop practical skills, and technical knowledge through a basically practical program of activities. Cabinet Work is a technical subject that allows pupils to expand on skills, knowledge and experienced gained in Technology. Students are introduced to and encouraged to work with various hand and machine tools, building a foundation for future wood work lobes. Regular theory work will be given to introduce, and reinforce skills taught in practical work.

School rules and WHS requirements state that students MUST solid shoes or boots on before entering any practical room. This requirement is not negotiable and a Department condition of entry for any workshop or laboratory in NSW Schools. Failure to comply will result in exclusion from practical, limiting then student's opportunity to attain the course requirement of completing practical projects.

Course Outline

The major emphasis of the Industrial Technology courses is on students being actively involved in the planning, development and construction of quality practical projects. The course also integrates with the Year 8 Authentic Learning Project. Course content will include Practical Construction, Associated Theory, Design and Management, Research Topics, and Class Topic Tests.

Practical		**Practical**	
Cutting Board	Personal Safety Project Planning • Project design • Joining Timber • Disc Sander • Hand tools • Gluing Unit Test **Research Topics** Research Topic- Types of Finishes Research Topic- Screws	Students will create a : Toolbox and a Kitchen Organiser	**Associated Theory** Project Planning • Project design • Hand tools • Joining Timber • Hardware- nails and screws • Finishing • Evaluation • Lathe • Tool care and Maintenance Yearly Examination

Course Outcomes

IND4-1 identifies and applies fundamental WHS principles when working with tools, materials and machines
IND4-2 applies a design process in the modification of projects
IND4-3 identifies and uses a range of hand and machine tools to produce quality practical projects
IND4-7 applies skills, processes and materials to a variety of contexts and projects
IND4-8 evaluates products in terms of functional use and aesthetics

Assessment Program			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Cutting Board	IND4-1, IND4-2, IND4-8	30	Term 1, Week 7
Toolbox	IND4-1, IND4-2, IND4-3, IND4-8	40	Term 3, Week 4
Yearly Examination	IND4-1, IND4-7	30	Term 4, Week 3/4
	Total	**100%**	

To gain a result, students should reach a minimum standard:

- Successfully complete set project work (Cutting Board and Toolbox).
- Maintain safe, responsible work habits.
- Bring all required materials to class including the correct footwear, safety glasses and work booklet.

- Complete at least 70 % of set theory work.
- Successfully attempt set tests and exams.
- Successfully report on Research Topics.

Practical work may be marked progressively, but a final date is set for completion of work.
Students MUST bring all necessary equipment to each class.

For Industrial Technology courses, this will include not only their bookwork, but also an apron and their own safety glasses to be worn to ensure protection in the Industrial Arts workshops.

Students will only be permitted to work in the Industrial Arts Workshops when wearing closed in leather shoes or boots.

Book Rules

1. Written work will be done neatly in blue or black biro. Graffiti and vandalised books will result in detention.
2. Drawings and sketches will be completed in pencil, be of a reasonable size and neatly labelled.
3. Tests will be fixed into the book.
4. All homework is to be handed in on time or before the due date.
5. Late work may be completed during class time and lunch.

I agree to abide by the faculty rules

Student's Signature _____ Date : _____

Parent's Signature _____ Date: _____

Childcare

Course Fee $30

Course Description

Students will identify factors which influence an individuals or couple's decision to become a parent. They develop their understanding of reproduction and conception and explore support available to mothers as they prepare for birth. Students identify the physical characteristics of newborns and strategies to promote their safety and wellbeing. They investigate types of play-based learning.

Course Outline

- Preparing for Parenthood
- Conception to Birth
- Care of the Newborn
- Play and The Developing Child

Course Outcomes

CS5-1 identifies the characteristic of a child at each stage of growth and development

CS5-2 describes the factors that affect the health and wellbeing of the child

CS5-3 analyses the evolution of childhood experiences and parenting roles over time

CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment

CS5-5 evaluates strategies that promote the growth and development of children

CS5-6 describes a range of parenting practices for optimal growth and development

CS5-7 discusses the importance of positive relationships on the growth and development of children

CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families

CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-10 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of setting and contexts

CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Assessment Program			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
TASK 1 – Setting up your nursery	CS5-5, CS5-8	30%	Term 1, Week 8
TASK 2 – How life begins…PPT	CS5-1	30%	Term 2, Week 8
TASK 3 - Examination	CS5-1, CS5-2	40%	Term 4 Week 3/4
	Total	**100%**	

Computer Games and Programming

Course Fee: Nil

Course Description

In this course students will make games and write computer code to solve problems. Theory is embedded in practical, hands-on experiences.

Students will use:

- Game engines, and
- Computer programming languages

to create

- arcade games (like PACMAN and Space Invaders),
- adventure and role play games (Quest – a 3D game for iPhones) and
- puzzle style games (Tetris, Trivial Pursuit).

Working in project development teams you will produce a number of different games.

Robotics- Student will be involved in activities like

- Use of specialised software to build and fine tune robotic procedures.
- Discovering how to program and control EV3 lego mindstorms robots.
- Solve problems a variety of ways

Robotics is an emerging technology and having had experience in robotics is an advantage to students looking for employment in any occupation that uses software to control equipment.

Course Outline

- Basic Programming Languages
- Basic Game design
- Development of Game attributes
- Robotics basics
- Practical experience with robotic control systems.

Outcomes

1. Game theory and design
2. Building games with Gamemaker
3. Solving problems with Small Basic
4. Describes and evaluates core skills in the completion of programmed projects
5. Develops robot design and utilises appropriate hardware

Assessment Program

Assessment Program			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Game Design	1, 2	40%	Term 2 – Week 2
Programming	3, 4	40%	Term 3 – Week 5
Content Theory	1, 2, 3, 4, 5	20%	Term 4 – Week 2/3
	Total	**100%**	

Design and Fashion

Course Fee $45

Course Description

Design and Fashion will develop student confidence and proficiency in the design, production and evaluation of textile items.
Students actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in
society.
The course encourages students to be resourceful, creative, proactive and responsible learners. During this course, students develop:

- knowledge and understanding of the properties and performance of textiles
- knowledge and understanding of, and skills in design for a range of textile applications
- knowledge and understanding of the significant role of textiles for the individual consumer and for society
- skills in the creative documentation, communication and presentation of design ideas
- skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce
- quality textile items
- knowledge and skills to evaluate quality in the design and construction of textile items

Course Outline

Unit 1 'Colour My World'
Students will develop skills in using the sewing machine, designing and documenting the production of a prototype.
Design Brief: To design and construct a sewing caddy container which could hold a variety of textile items for sewing or jewellery, incorporating various textile techniques.
Unit 2 'Time for Bed'
Students examine sleepwear in a historical context and as a fashion product today.
Design brief: To design and construct sleepwear using a commercial pattern.

Outcomes

TEX4-1 describes the properties and performance of textile items
TEX4-2 suggests appropriate uses for a variety of fabrics, yarns and fibres
TEX4-3 describes the creative process of design used in the work of textile designers
TEX4-4 generates design ideas for textile items
TEX4-5 uses methods of colouration and decoration of textile items
TEX4-6 describes historical, cultural and contemporary perspectives that influence textile design, construction and use
TEX4-7 identifies factors affecting consumer demand, selection and use of textiles
TEX4-8 uses appropriate technology to document, communicate and present design and project work
TEX4-9 selects and manipulates a range of textile materials
TEX4-10 uses techniques and equipment safely in the production of quality textile projects
TEX4-11 demonstrates skill in the production of textile projects to completion
TEX4-12 identifies aspects of quality in the design and construction of textile items

Assessment Program			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Assessment Task 1 – Project and Documentation	TEX: 4.2, 4.4, 4.5, 4.8	30%	Term 1, Week 8
Assessment Task 2 – Designer Research	TEX: 4.3, 4.6, 4.7	30%	Term 4, Week 3
Testing, Documentation and Experimentation	TEX: 4.1, 4.9, 4.10, 4.11, 4.12	40%	All year
	Total	**100%**	

Drama

Course Description

The aim of the Drama Years 7–10 Syllabus is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Course Outline

By the end of Year 8 Drama, students should be able to:

- Utilise the Elements of Drama effectively to create engaging performance which communicate clear dramatic meaning;
- Demonstrate an appreciation for the work of other performers, directors and various theatrical practitioners;
- Improvise scenes that establish clear character, setting and storyline;
- Explain and use the conventions of Melodrama as a theatrical style; and,
- Work collaboratively to create short group-devised theatrical works

Course Overview

Term 1 - Improvisation

Introduction to Theatre Sports and basic improvisation skills. Students learn about the fundamental performance skills required for successful and spontaneous improvisations. Students develop skills and participate in a variety of Theatre Sports games and then compete in an in-class competition as part of their assessment.

Term 2 – Melodrama - Character

Students are introduced to script work and develop the ability to interpret scripts for dramatic meaning and purpose. They are also introduced to theatrical styles and techniques as they explore the conventions associated with Melodrama. They combine these skills as they work in groups to stage a Melodrama performance.

Term 3 – Scripted Drama – Scripts

Students explore and analyse short duologue scripts. They investigate Basic Blocking and learn how context, motivation and objectives affect performance.

Term 4 - Playbuilding

The basics of all Drama. Students learn the fundamental skills necessary for successful playbuilding to occur. They work in groups and develop their collaboration skills to use the elements of drama and performance skills to create a rehearsed performance.

Assessment Program			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
TASK 1 – Improvisation	4.1.1, 4.1.2, 4.2.1	30%	Term 1, Week 9
TASK 2 - Melodrama – Into in Character	4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.3	30%	Term 2, Week 8
TASK 3 – Duologues – Scripted Drama	4.1.1, 4.1.3, 4.2.1, 4.2.3	40%	Term 3, Week 9
	Total	**100%**	

Outcomes

4.1.1 Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action.
4.1.2 Improvises and playbuilds through group devised processes.
4.1.3 Devises and enacts drama using scripted and unscripted material.
4.1.4 Explores a range of ways to structure dramatic work in collaboration with others.
4.2.1 Uses performance skills to communicate dramatic meaning
4.2.2 Experiments with performance spaces and production elements appropriate to purpose and audience
4.2.3. Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
4.3.1 Identifies and describes elements of drama , dramatic forms, performance styles, techniques and conventions in drama
4.3.2 Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience.
4.3.3. Describes the contribution of individuals and groups in drama using relevant drama terminology.

English – Stage 4

Language shapes our understanding of ourselves and our world, and is the primary means by which we relate to others. In Years 7 to 10, English is the study and use of the English language in its various forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

English in Year 8 is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning.

Through responding to and composing texts, students learn about the power, value and art of the English language for communication, knowledge and pleasure. They engage with and explore texts that include the literature of past and contemporary societies. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves, and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

Course Outline

Year 8 English is a Stage 4 English Course which incorporates all aspects of the NSW English Syllabus. Students will complete an integrated study program on the topics listed below. Each topic will incorporate skills based lessons on punctuation, grammar and spelling. These skills allow students to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

Term 1 – Discovery of Landscapes and People
Term 2 – The World of Genre
Term 3 – Cultural Perspectives
Term 4 – Travelling into the Past

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Discovery of Landscapes and People: Writing Task	EN4-RVL-01, EN4-URA-01, EN4-ECA-01, EN4-ECB-01	30%	Term 1, Week 9
Other Places Other Times: Extended Response	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	35%	Term 2, Week 8
Yearly Exam	EN4-RVL-01 , EN4-URA-01, EN4-URB-01, EN4-ECA-01	35%	Term 4, Week 2/3
	Total	**100%**	

Course Outcomes

A student:

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

Food Technology

Course Fee $90 (Optional 50c Apron hire, 50c Container purchase as required)

Course Description

Food Technology actively engages students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Course Outline

Unit 1: Getting to Know the Kitchen
Unit 2: Health and Nutrition
Unit 3: Desserts for Fun
Unit 4: Cultural Cookery

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1: Research	FT: 4.6, 4.7, 4.8, 4.9	30%	Term 1, Week 9
Task 2: Examination	FT: 4.3, 4.4, 4.12, 4.13	40%	Term 4, Week 3/4
Task 3: Practicals	FT: 4.1, 4.2, 4.5, 4.10, 4.11	30%	Ongoing
	TOTAL	**100%**	

Course Outcomes

FT4-1 demonstrates hygienic handling of food to ensure a safe and appealing product
FT4-2 describes and manages the risks of injury and WHS issues associated with handling food
FT4-3 lists the basic components of a variety of foods
FT4-4 describes changes which occur during processing, preparation and storage of food
FT4-5 applies appropriate methods of food preparation
FT4-6 relates the nutritional value of foods to health
FT4-7 identifies the factors that influence food habits and relates them to food choices
FT4-8 collects, interprets and uses information from a variety of sources
FT4-9 communicates ideas and information using a range of media and appropriate terminology
FT4-10 uses appropriate techniques and equipment for a variety of food-specific purposes
FT4-11 plans, prepares, presents and evaluates practical food activities
FT4-12 outlines the influence of technology and society on food supply
FT4-13 recognises the impact of food and related activities on the individual, society and the environment

Student's Signature _____ Date : _____

Parent's Signature _____ Date: _____

French

Course Description

Students will develop listening, speaking, reading, and writing skills necessary for effective communication in French. They will explore the nature of languages as systems by making comparisons between English and French, as well as developing knowledge of French-speaking communities, thereby encouraging reflection on their own cultural heritage.

Course Outline

The course consists of 7 units:

1. About Me, About You
2. School Life
3. Sport
4. Eating and Drinking
5. Family and Celebrations
6. Leisure and Weather
7. Film Appreciation

Course Outcomes

The outcomes students are working towards are:-

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

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1:- Application form, script, conversation	ML4-INT-01 ML4-UND-01 ML4-CRT-01	25%	Term 1, Week 10/11
Task 2:- Menu, Review, Script, Profile, etc	ML4-UND-01 ML4-CRT-01	25%	Term 2, Week 9/10
Task 3:- Yearly Test consisting of Listening, Reading, Writing and Speaking activities based on topics covered.	ML4-INT-01 ML4-UND-01 ML4-CRT-01	50%	Term 3 Week 9/10
	Total	**100%**	

Specific Subject Requirements

- Always keep a copy of your assignment work in hard copy form, on a portable disk, on a hard drive and email a copy of the task to your school account. This will ensure technological problems (such as computer malfunction, power surge, loss of work, and no printer ink) will not result in a loss of some or all ofmarks.

Geography

Course Description

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

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

Course Outline

Interconnections

- How are people and places connected to other places?
- What role does technology play in connecting people to people, goods, services and information in other places?
- What are the consequences of a globally connected world for people and places?
- Why are interconnections important for the future of places and environments?

Water in the World

- Why does the spatial distribution of water resources vary globally and within countries?
- How do natural and human processes influence the distribution and availability of water as a resource?
- What effect does the uneven distribution of water resources have on people, places and environments?

What approaches can be used to sustainably manage water resources and reduce water scarcity?

GEOGRAPHICAL TOOLS are incorporated throughout the Course e.g. maps, graphs, statistics, photographs, fieldwork and ICT.

A full copy of the Geography syllabus can be found at:
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10

Course Outcomes

A student:
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
GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8 communicates geographical information using a variety of strategies

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1 – Research and In-class response	GE4-3, GE4-8	60%	Term 1, Week 8
Task 2 – Skills and Coursework Examination	GE4-7	40%	Term 2, Week 3
	Total	**100%**	

Specific Subject Requirements

- Skills work requires a pencil, eraser, clear plastic ruler and protractor.

Graphics and Technical Drawing

Course Fee $15

The fee covers the use of Equipment, materials needed in the development process and materials used in the printing process. **If this fee is not paid, students will not be able to complete the set practical work**

Course Description

Industrial Technology allows students to develop practical skills, and technical knowledge through a basically practical program of activities. Year 8 students will develop a range of skills and technical knowledge in Technical Drawing, CAD/CAM and graphical design. Students will look at a variety of tasks that will introduce traditional and CAD drawing skills, use and care of equipment, design principles and the use of graphics software

NB. School rules and WHS requirements state that students MUST wear solid leather shoes or boots before entering any practical room. This requirement is not negotiable and a condition of entry for any workshop or laboratory in NSW Schools. Failure to comply will result in exclusion from practical work, limiting the student's opportunity to attain the course requirement of completing practical projects.

Course Outline

The major emphasis of the Industrial Technology courses is on students being actively involved in the planning, development and production of quality Technical Drawing and Graphics products. Course content will include Traditional and Digital graphics skills, Associated Theory, Design and Management, Research Topics, Class Tests, and Examinations.

During the course the students will look at the following developing techniques in print media and in digital:

Semester 1	Semester2
2D Technical Drawing skills	Photoshop Basics
3 D Technica I Drawing skills	Graphica I Application
Material Rendering	Design Principles
CAD/CAM skills	Graphical design project

Students are expected to present a display folio that exhibits their graphical products in a manner that could be considered professional. This will require that students to present both traditional 1 drawing, digital modelling, and practical design products to demonstrate outcomes.

Course Outcomes

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1 – 2D Technical Drawing	GT4-2, GT4-5,GT4-6	40%	Term 2, Week 4
Task 2 – 3D CAD/CAM	GT4-7, GT4-4, GT4-10	30%	Term 4, Week 5
Task 3- Graphic Design Project	GT4-1, GT4-2, GT4-7, GT4-10	30%	Term 4, Wk 2
	Total	**100%**	

Specific Subject Requirements

To gain a result, students should reach a minimum standard:

- Successfully complete set project work.
- Maintain safe, responsible work habits.
- Bring all required materials to class including the correct footwear, apron, safety glasses, drawing equipment and work booklet.
- Complete at least 70 % of set project work.
- Successfully attempt set tests and exams.

Practical work may be marked progressively, but a final date is set for completion of work.

Students MUST bring all necessary equipment to each class.

Areas of Learning

GT4-1 uses freehand sketches to interpret and visualise objects.
GT4-2 selects and uses a range of presentation techniques suitable to a variety of audiences.
GT4-3 interprets and produces a range of drawings.
GT4-4 recognises the application of a range of drawings in conveying info1mation.
GT4-5 applies elementary graphics conventions, standards and procedures in graphical communications.
GT4-6 completes drawings within specified time frames.
GT4-7 understands and uses digital drafting technologies.
GT4-8 recognises and responds to workplace hazards.
GT4-9 works in a responsible and safe manner.
GT4-10 relates classroom experiences to industrial and commercial applications.

I agree to abide by the faculty rules

Student's Signature _____ Date : _____

Parent's Signature _____ Date: _____

History

Course Description

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

Course Outline

Topics of study include:

- The Asia-Pacific World – The Polynesian expansion across the Pacific
- The Western and Islamic World and Expanding Contacts – Medieval Europe and the Black Plague

Course Outcomes

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 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

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Examination (Writing Skills – In class)	HT4.4, HT4.6, HT4.9, HT4.10	60%	Term 3, Week 8
Examination (Source Analysis Skills – In class)	HT4.2, HT4.3, HT4.4, HT4.5, HT4.7, HT4.9	40%	Term 4, Week 3
	Total	**100%**	

Industrial Technology - Engineering

Course Fee $45 (for the year and covers only the set projects).
Mandatory leather closed in shoes.

Course Description

Industrial Technology-Engineering allows students to develop practical skills and technical knowledge through a practical program of activities. The course is a design focused subject where students will work individually and in groups to develop projects. This course is a foundation to further study in the areas of and Industrial Technology and Engineering Studies.

Students will develop skills and knowledge in:

- Elementary structures, simple machines, material classification, aerodynamics and drag
- Graphical Design and Manufacturing (CAD/CAM)
- Practical skills in the manufacture of a C02 Dragster and Catapult
- Learn how forces and materials properties effect the behaviour and performance of their engineered system

NB. School rules and WHS requirements state that students MUST wear solid leather shoes or boots before entering any practical room. This requirement is not negotiable and a condition of entry for any workshop or laboratory in NSW Schools. Failure to comply will result in exclusion from practical work, limiting the student's opportunity to attain the course requirement of completing practical projects.

Course Outline

In this program, students will progress through projects that allow them to engage with the introductory concepts of engineering. Through the CO2 Dragster Project students will become familiar with the WHS requirements of the workshop, whilst utilising a range of hand tools, power tools and fixed machines in its production. Students will design projects within given limitations and regulations, testing and evaluation. The dragster unit culminates in a race over 18 metres to see who will get the coveted chequered flag. The second project will require students to design and construct a simple catapult utilising multiple simple machines (levers, wheels, axles and gears), re-creating a popular board-game.

Areas of Learning:

- Applied Mathematics: force, motion and acceleration.
- Drawing/sketching techniques
- Use of CAD in the manufacture of Engineered Products
- Use of CAM in the manufacture of Engineered products
- Practical skills: production of practical projects

Assessment Program
(Times may vary with prior notification)

Nature of Task	Outcomes	Weight	Timeframe
Technical Drawing Folio	IND4-2, IND4-4, IND4-5, IND4-7, IND4-8, IND4-9	30%	Term 1, Week 8
CO2 Dragster Folio	IND4-1, IND4-2, IND4-3, IND4-4, IND4-5, IND4-6, IND4-7, IND4-8, IND4-9, IND4-10	40%	Term 3, Week 8
Yearly Examination	IND4-7, IND4-8, IND4-9, IND4-10	30%	Term 4, Week 3/4
	Total	**100%**	

Specific Subject Requirement

Students MUST bring all necessary equipment to each class. For Industrial Arts courses, this will include:

- Mandatory leather closed in shoes
- Bookwork
- Apron
- Safety Glasses for practical classes
- Pencils (2H & HB), Ruler, Protractor, Blue/Black Pen.
- Coloured pencils
- Set Square Set- minimum 160mm size (450 and 60/300)
- 2 Display folders, one for drawing handouts and theory, one for assignment/project work.

- BYOD Device; Windows laptop preferred (capable of running SketchUP) with mouse.

Year 8 Industrial Technology expectations

- Successfully complete associated folio/bookwork and be able to participate in class discussions/ reflections.
- Successfully complete CANVAS Lessons.
- Successfully complete set practical project work.
- Maintain safe and responsible work habits.
- Successfully attempt set tests and homework exercises.
- Practical work may be marked progressively, but a final date is set for completion of work.

Student's Signature _____ Date : _____

Parent's Signature _____ Date: _____

Jewellery Design

Course Fee $30 (for the year and covers only the set projects).

Course Description

Jewellery Design develop skills and technical knowledge through a practical program of activities. The course is a design focused subject where students will work individually and in groups to develop projects with the end goal of selling their jewellery products at a design market. This course is a foundation to further study in the areas of and Industrial Technology and Design and Technology. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.

Students will develop skills and knowledge in:

- Functions of jewellery
- Different Styles of jewellery
- Using hand tools and metal working machinery to shape their jewellery
- Using mixed materials such as metal,acrylic, beads, leather, clay and timber
- Using different decoration techniques such as stamping and texturing
- Design drawing skills
- Design portfolio presentation
- Entrepreneurial skills

NB. School rules and WHS requirements state that students MUST wear solid leather shoes or boots before entering any practical room. This requirement is not negotiable and a condition of entry for any workshop or laboratory in NSW. Schools. Failure to comply will result in exclusion from practical work, limiting the student's opportunity to attain the course requirement of completing practical projects.

Course Outline

In this program, students design and produce a range of small-scale jewellery pieces which develop basic skills in shaping and joining mixed materials. Through each mini project students will become familiar with the WHS requirements of the workshop, whilst utilising a range of hand tools, power tools and fixed machines in their production. Students will design projects within given limitations and regulations, testing and evaluation.

Areas of Learning

The main areas of study in this course include:

- Drawing/sketching techniques
- Use of CAD in manufacturing their jewellery piece
- Use of 3D printing software
- Practical skills: manufacture of own jewellery designs
- Design skills: production of a design portfolio that showcases their jewellery
- Promotion and marketing to sell jewellery: the option to sell their jewellery at a design market held at school

Course Outcomes

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Design Portfolio	TE4-1DP, TE4-2DP, TE4-9DP	50%	Term 1, Week 8
Practical projects	TE4-2DP, TE4 – 3DP	50%	Term 4, Week 4
	Total	**100%**	

Specific Subject Requirements

Students MUST bring all necessary equipment to each class. This includes:

- Pencils (2H & HB), Ruler, Blue/Black Artline Pen.

- Apron
- Safety glasses for practical classes
- Coloured pencils

Year 8 Jewellery Design expectations

- Successfully complete associated folio and be able to participate in class discussions/ reflections.
- Successfully complete CANVAS Lessons.
- Successfully complete set practical project work.
- Maintain safe and responsible work habits.
- Successfully attempt set tests and homework exercises.
- Practical work may be marked progressively, but a final date is set for completion of work.

If a student is absent from a written assessment task, they must provide a letter of explanation from their parent/carer. Always keep a copy of your assessment in hard copy form, on a portable disk, on a hard drive and email a copy of the task to your school account. This will ensure technological problems (such as computer malfunction, power surge, loss of work, no printer ink) will not result in a loss of some or all of marks.

For practical courses, this will include not only their bookwork, but also an apron and their own safety glasses to be worn to ensure protection in the Industrial Arts workshops.

Students will only be permitted to work in the Industrial Arts Workshops when wearing closed in leather shoes or boots.

Student's Signature _____ Date : _____

Parent's Signature _____ Date: _____

Mathematics – Stage 4

Subject Contribution $24

Course Description

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Course Outline

The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

The Working mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving.

Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

When students are Working mathematically it is important to help them to reflect on how they have used their thinking to solve problems. This assists students to develop ‘mathematical habits of mind’ (Cuoco et al. 2010).

Students need many experiences that require them to relate their knowledge to the vocabulary and conceptual frameworks of mathematics.

Outcomes

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-ALG-C-01
generalises number properties to operate with algebraic expressions including expansion and factorization
MA4-IND-C-01
operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
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 ax2=c
MA4-FRC-C-01
represents and operates with fractions, decimals and percentages to solve problems
MA4-PYT-C-01
applies Pythagoras’ theorem to solve problems in various contexts
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-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-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

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Semester One Examination (written exam)	Term 1 & 2 topics	35%	Term 2 Week 2
Term 3 Assessment Task (written exam)	Term 2 & 3 topics	30%	Term 3 Week 4
Semester Two Examination (written exam)	Term 3 & 4 topics	35%	Term 4 Week 3/4

Specific Subject Requirements

- Students MUST bring a calculator to each Mathematics lesson.
- Students MUST bring all necessary equipment to each class.
- Students should bring a device each lesson

Music

Subject Contribution $10

Course Description

Music involves the study of the Concepts of Music through Performing, Composing and Listening within the context of a range of styles.

Course Outline

At the end of the Year 8 Music course, students will be able to:

- Explore, experiment, improvise, arrange and compose using a variety of sound sources
- Notate compositions using traditional notation
- Listen, observe, discuss and respond in oral and written form to a range of repertoire
- Listen, observe, discuss and respond in oral and written form to how composers have used the concepts of music in their works
- Interpret different forms of notation & use different types of technology
- Experiment with computer-based technologies to create compositions
- Listen, observe, discuss and respond in oral and written form to a range of repertoire and to how composers have used the concepts of music in their works
- Identify and investigate the role technology has played in music throughout the ages

Outcomes

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 selected for study 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 types of technology in the composition process
4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording
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, where appropriate
4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of all music

Assessment Program (may vary with prior notification)			
TERM 1 WEEK 8	**TERM 2 WEEK 9**	**TERM 3 WEEK 3/4**	**TERM 4 WEEKS 2/3/4**
Composition **15%** 4.4, 4.5, 4.6		**Composition** **15%** 4.4, 4.5, 4.6	**Performance** **15%** 4.1, 4.2, 4.3
Performance **10%** 4.1, 4.2, 4.3	**Listening** **15%** 4.7, 4.8, 4.9, 4.10	**Performance** **15%** 4.1, 4.2, 4.3	**Listening** **15%** 4.7, 4.8, 4.9, 4.10
25%	**15%**	**30%**	**30%**

PDHPE

Subject Contribution $5

Course Description

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. PDHPE promotes the value of physical activity in their lives.

Course Outline

Theory Units

8.1 We not me - Relationships
8.2 Decisions Decisions
8.3 Towards Better Health
8.4 Shake it off

Practical Units

Game Sense (Target, Net/Wall, Striking/Fielding, Invasion Games)
Track and Field (Pentathlon)
Gymnastics – Bounce (minitramp)
Bush Dance
Team Sports

Outcomes

Theory

PD4 – 1 Examines and evaluates strategies to manage current and future challenges
PD4 – 3 Investigates effective strategies to promote inclusivity, equality and respectful relationships
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 – 10 Applies and refines interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

Practical

PD4 – 4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4 – 10 Applies and refines interpersonal skills to build and maintain respectful and inclusive relationships 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

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Written response and digital collage (Theory Task)	PD4 -3, PD4 -10	25%	Term 1 Week 9
Practical Assessment – Gymnastics (a) Dance (b) Game Sense (c)	PD4 – 4, PD4 -11	50%	Term 1 Week 11 (a -LTMN) Term 2 Week 4 (a – AOBH) Term 3 Week 6 (b) Term 3 Week 10 (b)
Critical Literacy Task (Theory Task)	PD - 7	25%	Term 3 Week 7
	Total	**100%**	

Photography and Digital Media

Course Description

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures. The broad areas of photography and digital media as print, interactive and moving forms are extremely relevant and of fundamental interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia.

Course Outline

In making photographic and digital works, students:

- investigate practice, the conceptual framework and the frames and a range of ideas and interests in at least one of the areas of still, interactive and moving forms and undertake a broad investigation of one or more of these forms, for example, video and web design; or a more specialised focus of one form, for example, wet photography.
- investigate computer-based technologies.
- use a journal to document explorations of ideas and interests, experiments with materials, techniques and technologies, and to record relevant technical information.
- build a portfolio, developed over time, using a range of photographic and digital equipment and techniques, and various investigations of the world.

In critical and historical interpretations, students:

- use the conceptual framework and the frames to understand the field of photographic and digital media.
- investigate relevant events, photographers, artists, designers, agencies and critical accounts of photographic and digital media practice.

Outcomes

4.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
4.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
4.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
4.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital media works
4.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
4.6 selects appropriate procedures and techniques to make and refine photographic and digital works

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1: Body of Work #1 and Digital Portfolio Check #1	4.5, 4.6	40%	Term 2, Week 4
Task 2: Photographer Research Task/Presentation	4.4	20%	Term 3, Week 3
Task 3: Body of Work #2 and Digital Portfolio Final Submission	4.1, 4.2, 4.3	40%	Term 4, Week 3
	Total	**100%**	

Physical Activity and Sport Studies

Subject Contribution $5

Course Description

The aim of Physical Activity and Sports Studies is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Physical Activity and Sports Studies promotes learning about movement and provides students with opportunities to develop their movement skills analyse movement performance and assist the performance of others.

Course Outline

Theory Units

Physical Activity for Health
Physical Fitness
Australia's Sporting Identity
Event Management

Practical Units

Recreational Games- Kite Flying, stilts/gators, Scooter Hockey
Orienteering
Aquatics
Gym – Fitness
Austag
Mini-tennis
Korf-Ball
Flag Football

Outcomes

PASS5.2 analyses the benefits of participation and performance in physical activity and sport
PASS5.3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5.4 analyses physical activity and sport from personal, social and cultural perspectives
PASS5.6 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
PASS5.7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5.8 displays management and planning skills to achieve personal and group goals
PASS5.9 performs movement skills with increasing proficiency
PASS5.10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Training Program Analysis – writing task	5.2, 5.6, 5.10	20%	Term 1 – Week 10
Practical Application 1 – in class	5.2, 5.6, 5.7	25%	Term 2 – Week 8
Oral Presentation – Australia's Sporting Identity	5.3, 5.4	30%	Term 3 – Week 8
Practical Application 2 – In class	5.8, 5.9, 5.10	25%	Term 4 - Week 2
	Total	**100%**	

Science

Subject Contribution $5

Course Description

The Science course is structured to develop;

- 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 and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of 'Working Scientifically'
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology

Course Outline

Skills – Working Scientifically

- develop knowledge, understanding of and skills in applying the processes of Working Scientifically

Knowledge and Understanding

- develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

Term 1 – Chemical World (CW) 3 and 4 The Chemical World strand is concerned with understanding the composition and behaviour of matter

Term 2 – Earth and Space (ES) 3 and 4 The Earth and Space strand is concerned with the Earth's dynamic structure and its place in the cosmos.

Term 3 – Living World (LW) 3, 4 and 5 The Living World strand is concerned with understanding living things.

Term 4 – Physical World (PW) 3 and 4 The Physical World strand is concerned with understanding the nature of forces and motion, and matter and energy.

Outcomes

Working Scientifically

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

Knowledge and Understanding

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

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1 – Data Processing and Analysis	SC4-7WS, SC4-8WS, SC4-14LW	35%	Term 1 - Week 9/10
Task 2- Student Research Project	SC4-5WS, SC4-6WS SC4-7WS, SC4-9WS	35%	Term 2 - Week 8
Task 3 - Yearly Examination	SC4–8WS, SC4-13ES, SC4-15LW, SC4-17CW	30%	Term 4 - Week 3/4
	Total	**100%**	

Technology Mandatory – Semester 1 /2

Subject Contribution $40

Course Description

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

Course Outline

Students will develop skills with tools, materials and processes whilst working safely, independently and collaboratively on design projects. They will develop thinking skills when designing and producing solutions and develop and apply skills in project management and evaluation when designing and producing solutions. Knowledge and understanding will also be developed in the areas of traditional, contemporary and advancing technologies and the role of people and technologies in developing innovative solutions.

NB. School rules and WHS requirements state that students MUST wear solid leather shoes or boots before entering any practical room. This requirement is not negotiable and a condition of entry for any workshop or laboratory in NSW. Schools. Failure to comply will result in exclusion from practical work, limiting the student's opportunity to attain the course requirement of completing practical projects.

Outcomes

- TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- plans and manages the production of designed solutions TE4-2DP
- 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
- TE4-10TS explains how people in technology related professions contribute to society now and into the future

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
PRESENTATION - Farm Your Food	TE4-1DP; TE4-2DP	40	Term 2, Week 4b Term 4, Week 4b
PRACTICAL – Farm Your Food Product Presentation	TE4-3DP	20	Term 2, Week 4b Term 4, Week 4b
PRACTICAL LEARNING EXPERIENCES	TE4-3DP	40	Throughout semester
	Total	**100%**	

Technology Mandatory – Semester1/2

Subject Contribution $35

Course Description

Technology allows students to develop practical skills, and technical knowledge through a basically practical program of activities. The Technology course is a design focused subject where students develop an individual project. The Year 7 course allows students to develop their skills, knowledge and experience. The subject fee covers the supplied materials for the rotations in Industrial Arts and Applied Technology.

Students are introduced to and encouraged to work with various hand and machine tools, building a foundation for future woodworking lobes and experimentation in the design process. Regular theory work will be given to introduce, and reinforce the skills needed to design and construct a quality major project.

Students will study Products and focus on Industrial Design for 20 weeks.

NB. School rules and WHS requirements state that students MUST wear solid wear shoes or boots before entering any practical room. This requirement is not negotiable and a Department condition of entry for any workshop or laboratory in NSW Schools. Failure to comply will result in exclusion from practical, limiting student's opportunity to attain the course requirement of completing practical projects.

Course Outline

Students will develop knowledge, understanding and appreciation of the skills used in Digital and Material Technologies. Using these technologies, students are required to individually design, code, produce and evaluate an LED nightlight. Students will design and build an enclosure for their nightlight using timber and acrylic. Students will learn programming concepts and commands and how to modify code to suit their nightlight. They will also learn how to assemble basic electronic circuits using an Arduino microcontroller to produce their final design idea. A design portfolio documenting their process will also be assessed.

Material Technologies (Timber and acrylic enclosure):
The 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 and practical investigation, and when they make products to satisfy identified needs and opportunities.

Digital Technologies (Control of Arduino):
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 recognise the purpose and uses of a range of digital technologies in our everyday lives, and to use digital systems to perform a range of functions, including communication. Students are provided with opportunities to create and communicate ideas and information using a range of digital systems and are encouraged to recognise and use social and ethical protocols in online environments.

Outcomes

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
TE4-7DI Explains how data is represented in digital systems and transmitted in networks
TE4-10TS Explains how people in technology related professions contribute to society now and into the future
TE4-9MA investigates how characteristics and properties of tools, materials and processes affect their use in designed solutions

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Design Portfolio	TE4-1DP TE4-2DP, TE4-9MA	50%	Term 1 Week 9 Term 3 Week 8
Practical Work	TE4-3DP ,TE4-7DI, TE4-4DP	50%	Term 2/4 Week 3
	TOTAL	**100%**	

Specific Subject Requirements

Bring all required materials to class including closed in leather shoes or boots, safety glasses and booklet.

Visual Arts

Subject Contribution $30

Course Description

Visual Arts involves the making and studying of artworks and builds on the skills and knowledge developed in Year 7 mandatory course. The topic areas are related to the students' world and the local environment.

Course Outline

At the end of the Year 8 Visual Arts course, students will be able to:

- Make artworks using a range of 2D and 3D forms
- Make artworks using a range of materials and techniques
- Use diaries to document investigation of their world (both real and imagined)
- Produce completed artworks for exhibition and display
- Work individually and collaboratively to produce artworks
- Examine artworks for meaning
- Apply different points of view to interpret and explain art works

Outcomes

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

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1: Body of Work #1	4.1, 4.2, 4.5	**40%**	Term 2 Week 4
Task 2: Body of Work #2 and VAPD*	4.3, 4.4, 4.6	**60%**	Term 4 Week 3
*** VAPD = Visual Arts Process Diary**	**Total**	**100%**	