



**Pittwater House**

# 2019

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Year 8 Internal Assessment Booklet

**achieve a balance**

co-educational campus | single-sex education

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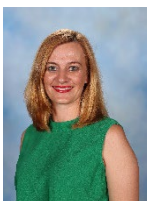
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# Years 7 and 8 Assessment Policy (Stage 4)

In Stage 4 assessment tasks will be organised in all faculty areas. These tasks will be scheduled on each subject's assessment schedule and on the term planning calendar. All of these documents are contained in this booklet. It is essential that students use this booklet to assist with their time management and task planning.

## SCHEDULING OF TASKS

Teachers will give students formal notice of any task well prior to the scheduled due date. These formal notices will include the exact due date, nature of the task, outcomes being assessed and marking guides. In most cases, these notices will also be placed on Canvas and will appear on the student's calendar on Canvas. Dates for each task also appear in Edumate.

## MISSED ASSESSMENT TASKS

These formal assessment tasks provide the marks that accumulate to create the grades that go on student reports. Therefore, the completion of all assessment tasks on time is essential for several reasons.

1. It is how the teachers assess whether the students have met the course outcomes.
2. The grades go towards the students report cards; therefore, they are taken very seriously.
3. In regard to equity, unless under exceptional circumstances, the students need to have set due dates that they comply with.
4. Getting used to due dates gives the students excellent practice for their senior studies.

If a student is absent due to illness or exceptional circumstances they need to provide the class teacher with a suitable explanation letter from a parent or a doctors certificate. This needs to be done on the day the student returns to school, not the next time they have the class. If the student is going to be away and they have knowledge of the upcoming leave, then they need to arrange alternate arrangements prior to going away.

## LATE SUBMISSION OF ASSESSABLE TASKS

It is the responsibility of the student to ensure that assessable tasks are submitted by the due date. Unless suitable documentation has been produced or permission granted for leave, late work will be reduced by:

- 10% of the total mark for work submitted on the first day after the due date,
- 50% of the total mark for work submitted on the second day after the due date
- 100% of the total mark for work submitted on or after the third day after the due date
- Assignments submitted after a weekend when the due date was a Friday will receive ZERO.

The task must **still be submitted** in order for the students to complete the course outcomes.

Computer or printer malfunction is not considered an excuse for late or non-submission of a task. You are to save regular copies of tasks and print off drafts. In the case of computer malfunction, you are to show the drafts to your teacher and if satisfactory, a new submission is to be negotiated.

## **ASSIGNMENT COVER SHEETS AND HANDING IN TASKS**

All research tasks that students complete as hard copies must be handed in with an assignment cover sheet. If the task is submitted electronically the cover sheet is done automatically. Copies of this cover sheet are available from reception, but they can also be found in the Form Class folder on Canvas.

## **MALPRACTICE ON TASKS**

Any student not conforming to the rules and regulations of the assessment supervisor and the rules of the school constitutes malpractice.

Students are required to comply to the rules of the school when they undertake the assessment task. They must follow the teacher and supervisor's instructions, they must behave in an appropriate manner towards teachers and supervisors and other students and they must make a serious attempt at completing the assessment task.

Students will be liable of malpractice if they submit work which is not their own, not correctly acknowledged, or of which they had prior knowledge, for example, stolen examination papers.

Students found liable of malpractice will be awarded a zero mark for that task and be disciplined by the Principal and Head of School.

## **STUDENT RESULTS**

In Years 7 and 8 at Pittwater House we use a 'continuous reporting model'. This means that within two weeks of each task being completed, the teacher will publish on Edumate each students results, plus constructive feedback on how the student can further improve in future tasks.

On Edumate, students are encouraged to reflect on their task results and teacher feedback and provide their own reflections on where they would like to improve in the future.

## **RECOGNISING ACHIEVEMENT**

Achievement in learning is celebrated at assemblies, festivals, exhibitions and performance evenings. Certificates of Academic Excellence and Academic Endeavour are also given to students who have challenged themselves to achieve their personal best. Participation in competitions, excursions, incursions and co-curricular activities provide the students with experiences that encourage curiosity and promote lifelong learning, as well as preparation for making the transition into the senior years of their secondary education.

# Assessment Timetables

## Year 8 Assessment Timetable - Term 1, 2019

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
English									Task 1		
Mathematics							Task 1				
History/Geography							Task 1				
Science					Task 1						
French/Chinese								Task 1			
Technology											Task 1

**Please Note:** Assessments for the following subjects will be within class time throughout each term: Music, Visual Arts and PDHPE.

## Year 8 Assessment Timetable - Term 2, 2019

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
English				Task 2					
Mathematics					Task 2				
History/Geography					Task 2				
Science			Task 2						
French/Chinese						Task 2 (FR/CH)			
Technology					Task 2				

**Please Note:** Assessments for the following subjects will be within class time throughout each term: Music, Visual Arts and PDHPE.

## Year 8 Assessment Timetable - Term 3, 2019

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>English</b>			Oral						
<b>Mathematics</b>						Task 3			
<b>History/ Geography</b>							Task 1		
<b>Science</b>		Task 3							
<b>French/ Chinese</b>					Task 3 (FR)		Task 3 (CH)		
<b>Technology</b>									Task 3

**Please Note:** Assessments for the following subjects will be within class time throughout each term: Music, Visual Arts and PDHPE.



# Year 8 Assessment Timetable - Term 4, 2019

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
English				YEARLY EXAMINATION					
Mathematics									
History/Geography					Task 2				
Science									
Music									
Visual Arts									
French/Chinese									
Technology			Task 4						

# Year 8 Assessment Schedules

## Subjects:

Chinese.....	11
English .....	12
French.....	13
Geography.....	14
History.....	15
Mathematics .....	16

Mathematics Accelerated .....	17
Music .....	18
PDHPE .....	19
Science .....	20
Technology.....	21
Visual Arts.....	22

## Year 8 Chinese 2019

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Speaking and Listening</b>	<b>Topic Test</b>	<b>Role Play</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 8	Term 2: Week 6	Term 3: Week 7	Term 4: Week 4	
<b>Outcomes</b>	4.UL.1, 4.UL3	4.UL.2, 4.UL.4	4.UL.3	4.UL1, 4.UL.2, 4.UL.4	
<b>Speaking</b>	10		15		<b>25</b>
<b>Listening</b>	10			5	<b>15</b>
<b>Reading and Responding</b>		20		20	<b>40</b>
<b>Writing Skills</b>		10		10	<b>20</b>
<b>Weighting</b>	<b>20</b>	<b>30</b>	<b>15</b>	<b>35</b>	<b>100</b>

# Year 8 English 2019

	Task 1	Task 2	Task 3	Task 4	Total
<b>Component</b>	<b>Portfolio</b>	<b>Persuasive Writing</b>	<b>Oral Presentation</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 9	Term 2: Week 4	Term 3: Week 3	Term 4: Week 4	
<b>Outcomes</b>	EN4: 1A, 4B, 6C	EN4: 5C, 7D, 8D	EN4: 2A, 3B, 9E	EN4: 1A, 5C, 7D,	
<b>Topic Focus</b>	Australian voices in adversity	World issues	<i>A Midsummer Night's Dream</i>	Close study of text	
<b>Weighting</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Outcomes: A student

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

## Year 8 French 2019

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Presentation</b>	<b>Topic Test</b>	<b>Skills Test</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 8	Term 2: Week 6	Term 3: Week 5	Term 4: Week 4	
<b>Outcomes</b>	4.UL.3	4.UL.1, 4.UL.2, 4.UL.4	4.UL.2, 4.UL.3, 4.UL.4	4.UL.1, 4.UL.2, 4.UL.4	
<b>Speaking</b>	10		10		20
<b>Listening</b>		5		10	15
<b>Reading and Responding</b>		10	15	15	40
<b>Writing Skills</b>		10	5	10	25
<b>Weighting</b>	<b>10</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Year 8 Geography 2019

	<b>Task 1</b>	<b>Task 2</b>	<b>Total</b>
<b>Component</b>	<b>Portfolio A</b>	<b>Portfolio B</b>	
<b>Date of Task</b>	Term 1: Week 7 Term 3: Week 7	Term 2: Week 5 Term 4: Week 5	
<b>Outcomes</b>	GE 4-3, GE4-5, GE4-7, GE4-8	GE4-3, GE4-5, GE4-7, GE4-8	
<b>Knowledge and Understanding of course content</b>	20	20	40
<b>Geographical tools and skills</b>	10	10	20
<b>Geographical Inquiry and research including fieldwork</b>	10	10	20
<b>Communication of geographical information, ideas and issues in appropriate forms</b>	10	10	20
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Year 8 History 2019

	Task 1	Task 2	Total
<b>Component</b>	<b>Portfolio A</b>	<b>Portfolio B</b>	
<b>Date of Task</b>	Term 1: Week 7 Term 3: Week 7	Term 2: Week 5 Term 4: Week 5	
<b>Outcomes</b>	HT4-3, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10	HT4-2, HT4-3, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10	
<b>Knowledge and Understanding of course content</b>	20	20	40
<b>Source-based skills</b>	10	10	20
<b>Historical inquiry and research</b>	10	10	20
<b>Communication of historical understanding</b>	10	10	20
<b>Weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

# Year 8 Mathematics 2019

	Task 1	Task 2	Task 3	Task 4	Total
<b>Component</b>	<b>ATB Test 1</b>	<b>Open Ended Investigation Task</b>	<b>ATB Test 2</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 7	Term 2: Week 5 <i>(To be handed out in Week 3)</i>	Term 3: Week 6	Term 4: Week 4 <i>(As per Examination Timetable)</i>	
<b>Outcomes</b>	MA4-4NA, MA4- 5NA, MA4-NA6, MA4-8NA, MA4-9NA, MA4-10NA, MA4-16MG	Any previous plus MA4-19SP, MA4-21SP, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG	Any previous plus MA4-7NA, MA4-11NA	All previous and MA4-20SP, MA4-17MG, MA4-18MG	
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>Section 1 (Non-Calculator) 10</b> <b>Section 2 (Calculator) 30</b>	<b>100</b>



# Year 8 Mathematics (Accelerated Course) 2019

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>ATB Test 1</b>	<b>Open-ended Investigation Task</b>	<b>ATB Test 2</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 7	Term 2: Week 5 <i>(To be handed out in Week 3)</i>	Term 3: Week 6	Term 4: Week 4 <i>(As per Examination Timetable)</i>	
<b>Outcomes</b>	MA4-4NA, MA4-7NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-16MG,	Any previous plus, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-19SP, MA4-21SP,	Any previous plus MA5.1-10MG, MA5.2- 13MG, MA5.3-15MG, MA5.1-6NA, MA5.2-9NA, MA5.1-7NA, MA5.2-10NA	All previous and MA4-17MG, MA4-18MG, MA5.2-5NA, MA5.3-4NA	
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# Year 8 Music 2019

Unit 1		Unit 2		
<b>Topic</b>	<b>Popular/Rock/Blues Elements and Styles</b> Consolidation of the Concepts of Music, focusing on: How they are used in Popular/Rock/Blues Genres.		<b>Music and Society</b> Consolidation of the Concepts of Music, focusing on: Traditional and Cultural Music from Indigenous Australian, Middle East, Asia, Europe, England, Germany, Austria, Russia and USA.	
<b>Continuous Assessment thought out</b>	Term 1	Term 2	Term 3	Term 4
<b>Outcomes</b>	ALL	ALL	ALL	ALL
<b>Component</b>	Performance Listening	Composition	Performance	Listening Composition

Students will be assessed continually throughout the Year, through their completion of class tasks and their participation, engagement, commitment. By the end of each unit every student will have completed a variety of learning tasks and set project to demonstrate their development of knowledge, understanding and skills within the Performing, Listening and/or Composition syllabus outcomes in accordance to the Stage 4 Standards set by NESA.

**Performance:** There will be a number of opportunities throughout each term for students to demonstrate to the teacher their **Performance** ability in relation to the Standards as set by NESA.

**Listening:** Throughout each term students will be completing a number of **Listening** tasks during class lesson time to demonstrate to the teacher their ability in relation to the Standards as set by NESA.

**Composition:** Throughout each term students will be completing a number of **Composition** tasks during class lesson time to demonstrate to the teacher their ability in relation to the Standards as set by NESA.

## Year 8 PDHPE 2019

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Component</b>	Relationships	Royal Lifesaving	Bring it on	Drug's know the risks
<b>Date</b>	Term 1 <i>(All completed in class)</i>	Term 1 <i>(All completed in class)</i>	Term 2 <i>(All completed in class)</i>	Term 3 <i>(All completed in class)</i>
<b>Outcomes</b>	4.2, 4.3, 4.11, 4.12, 4.13, 4.16	4.4, 4.5, 4.7, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15	4.4, 4.5, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15	4.6, 4.7, 4.11, 4.12, 4.16

**NOTE:** There will be no formal assessment tasks in PDHPE outside of timetabled lessons. All PDHPE assessment activities will take place during class time.

# Year 8 Science 2019

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Data Analysis Task</b>	<b>Australian Museum Task</b>	<b>Rube Goldberg Design Task</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 5	Term 2: Week 3	Term 3: Week 2	Term 4: Week 4	
<b>Outcomes</b>	SC4-1VA, SC4-2VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW	SC4-1VA, SC4-2VA, SC4-3VA, SC4-7WS, SC4-8WS, SC4-9WS, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW, SC4-11PW	SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW	
<b>Knowledge and Understanding</b>	5	10	15	20	50
<b>Skills in – Working Scientifically</b>	15	15	10	10	50
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Year 8 Technology 2019

	Task 1	Task 2	Task 3	Task 4	Total
<b>Component</b>	<b>Design Project 1</b>	<b>Design Project 2</b>	<b>Design Project 3</b>	<b>Design Project 4</b>	
<b>Date of Task</b>	Term 1: Week 11	Term 2: Week 5	Term 3: Week 9	Term 4: Week 3	
<b>Outcomes</b>	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.6.1, 4.6.2	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.4.1, 4.5.1	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.6.1, 4.6.2	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.4.1, 4.5.1	
<b>Designing and Producing</b>	35	20	30	15	100
<b>Weighting</b>	<b>35</b>	<b>20</b>	<b>30</b>	<b>15</b>	<b>100</b>

# Year 8 Visual Arts 2019

Semester 1		Semester 2
<b>Topic</b>	<b>Mix media and The Frames/ Practice</b>	<b>Sculpture/Printmaking and Practice/ The Conceptual Framework/Frames</b>
<b>Continuous assessment</b>	Continuous Assessment Terms 1-2	Continuous Assessment Terms 3-4
<b>Outcomes</b>	All	All
<b>Component</b>	Artmaking Art History and Criticism	Artmaking Art History and Criticism

Students will be assessed continually throughout the Year, through their completion of class tasks and their participation, engagement, commitment. By the end of each unit every student will have completed a variety of learning tasks and set project to demonstrate their development of knowledge, understanding and skills within the Artmaking, Art History and Criticism syllabus outcomes in accordance to the Stage 4 Standards set by NESAs.



