



Pittwater House

2018

Year 8 Internal Assessment Booklet

achieve a balance

co-educational campus | single-sex education

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Homework Timetable 2018

YEAR 7 1 ½ hours per evening, @ 20 minutes each subject, sometime each week for research.
(Extra subjects possible at weekends)

Monday	Tuesday	Wednesday	Thursday	Friday
Technology Mathematics Music	Languages English Science	Visual Art Mathematics English	Mathematics Science Geography/History	English Mathematics PDHPE

YEAR 8 1 ½ hours per evening, @ 20 minutes each subject, sometime each week for research.
(Extra subjects possible at weekends)

Monday	Tuesday	Wednesday	Thursday	Friday
English Mathematics Languages Geography/History	PDHPE English Science Mathematics	Mathematics English Geography/History	Music Science Mathematics Visual Arts	Visual Arts English Music Technology

YEAR 9 2 hours per evening, @ 30 minutes each subject, 2 hours reading and research per week.
(Extra subjects possible at weekends)

Monday	Tuesday	Wednesday	Thursday	Friday
Elective Science English	Elective English Mathematics Geography/History	Elective English Mathematics PDHPE	Elective Mathematics Geography/History	English Mathematics Science

YEAR 10 2 ½ hours per evening, @ 35 minutes each subject and 3 hours reading and research per week (Extra subjects possible at weekends)

Monday	Tuesday	Wednesday	Thursday	Friday
Elective English Mathematics Science	English Elective Geography/History	Elective Geography/History Mathematics PDHPE	Science Mathematics English	English Mathematics Elective

1. The timetable indicates the evening the students should do the homework. It may be set by teachers on that day or earlier.
2. There is always homework. This may involve the student using initiative to read a set text or revise work for examinations. Students often have research assignments to complete over several weeks. Time needs to be put aside for these in the allocated subject blocks.
3. Appropriate breaks should be taken during the evening.
4. Slower workers must not stretch work so that they are working very late. Parents are asked to use discretion and cover students with a note.
5. Students must approach staff with work they do not understand before it is due.

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, 2018

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
English					Writing Portfolio Piece 1			Writing Portfolio Piece 2			
Mathematics							ATB 1				
History/Geography							Portfolio A				
Science					Data Analysis Task						
French/Chinese								Oral Presentation (Fr/Ch)			
Technology											Design Project

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, 2018

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
English			Task 2 Persuasive Analysis			Task 2 Persuasive Writing			
Mathematics				ATB 2					
History/Geography					Portfolio B				
Science			Australian Museum Task		ICAS Science				
French/Chinese						Topic Test (Fr/Ch)			
Technology									Design Project

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, 2018

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
English			Task 3						
Mathematics					Open-Ended Investigation Task				
History/ Geography							Portfolio A		
Science		Rube Goldberg Design Task		Science Week					
French/ Chinese							Skills Test (Fr/Ch)		
Technology									Design Project

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, 2018

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			Portfolio B						
Science									
Music									
Visual Arts									
French/Chinese									
Technology						Design Project			

Year 8 Assessment Schedules

Subjects:

Chinese.....	12
English	13
French.....	14
Geography	15
History.....	16
Mathematics	17

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

Year 8 Chinese 2018

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

Year 8 English 2018

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

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 2018

	Task 1	Task 2	Task 3	Task 4	Total
Component	Presentation	Topic Test	Skills Test	Yearly Examination	
Date of Task	Term 1: Week 8	Term 2: Week 6	Term 3: Week 7	Term 4: Week 4	
Outcomes	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	
Speaking	10		10		20
Listening		5		10	15
Reading and Responding		10	15	15	40
Writing Skills		10	5	10	25
Weighting	10	25	30	35	100

Year 8 Geography 2018

	Task 1	Task 2	Total
Component	Portfolio A	Portfolio B	
Date of Task	Term 1: Week 7 Term 3: Week 7	Term 2: Week 5 Term 4: Week 3	
Outcomes	GE4-2, GE4-5, GE4-7, GE4-8	GE4-3, GE4-6, GE4-7, GE4-8	
Knowledge and Understanding of course content	20	20	40
Geographical tools and skills	10	10	20
Geographical Inquiry and research including fieldwork	10	10	20
Communication of geographical information, ideas and issues in appropriate forms	10	10	20
Weighting	50	50	100

Year 8 History 2018

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

Year 8 Mathematics 2018

	Task 1	Task 2	Task 3	Task 4	Total
Component	ATB Test 1	ATB Test 2	Open Ended Investigation Task	Yearly Examination	
Date of Task	Term 1: Week 7	Term 2: Week 4	Term 3: Week 5 <i>(Handed out Week 3)</i>	Term 4: Week 5 <i>(As per Examination Timetable)</i>	
Outcomes	MA4-4NA, MA4-5NA, MA4-6NA, MA4-9NA, MA4-10NA, MA4-16MG, MA4-1WM, NA4-2WM, MA4-3WM	MA4-8NA, MA4-21SP, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-1WM, NA4-2WM, MA4-3WM	Any previous plus MA3-18SP, MA3-19SP, MA3-20SP, MA4-7NA, MA4-10NA, MA4-1WM, NA4- 2WM, MA4-3WM	All previous and MA4-11NA, MA4-12MG, MA4- 13MG, MA4-14MG	
Weighting	20	20	20	Section 1 (Non Calculator) 10 Section 2 (Calculator) 30	100

Year 8 Music 2018

Unit 1		Unit 2		
Topic	Popular/Rock/Blues Elements and Styles Consolidation of the Concepts of Music, focusing on: How they are used in Popular/Rock/Blues Genres.		Music and Society 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.	
Continuous Assessment thought out	Term 1	Term 2	Term 3	Term 4
Outcomes	ALL	ALL	ALL	ALL
Component	Performance Listening Composition	Performance Listening Composition	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 2018

	Unit 1	Unit 2	Unit 3	Unit 4
Component	Relationships & Risk Taking	Athletics – Skills, Technique and Training	Striking Games	Mental Health & Risk Taking
Date	Terms 1 & 2 <i>(All completed in class)</i>	Term 2 <i>(All completed in class)</i>	Terms 2 & 3 <i>(All completed in class)</i>	Terms 3 & 4 <i>(All completed in class)</i>
Outcomes	4.2, 4.3, 4.6, 4.8	4.4, 4.5, 4.9, 4.10, 4.13, 4.14, 4.15	4.4, 4.5, 4.9, 4.10, 4.13, 4.14, 4.15	4.1, 4.2, 4.6, 4.7, 4.8

Please 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 2018

	Task 1	Task 2	Task 3	Task 4	Task 5	Total
Component	Data Analysis Task	Australian Museum Task	ICAS Science	Rube Goldberg Design Task	Yearly Examination	
Date of Task	Term 1: Week 5	Term 2: Week 3	Term 2: Week 5	Term 3: Week 2	Term 4: Week 4	
Outcomes	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, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW,	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	
Knowledge and Understanding: <ul style="list-style-type: none"> - Physical World - Earth and Space - Living World - Chemical World 	5	10	0	15	20	50
Skills in – Working Scientifically: <ul style="list-style-type: none"> - Prediction - Plan and conduct Investigations - Process and Analyse Data - Problem Solving 	15	10	10	10	5	50
Weighting	20	20	10	25	25	100

Year 8 Technology 2018

	Task 1	Task 2	Task 3	Task 4	Total
Component	Design Project 1	Design Project 2	Design Project 3	Design Project 4	
Date of Task	Term 1: Week 11	Term 2: Week 9	Term 3: Week 9	Term 4: Week 5	
Outcomes	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, 4.6.1, 4.6.2	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.4.1, 4.5.1, 4.6.1, 4.6.2	4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.4.1, 4.5.1	
Designing and Producing	25	30	30	15	100
Weighting	25	30	30	15	100

Year 8 Visual Arts 2018

	Unit 1	Unit 2	Unit 3
Topic	Illustration & The Frames	Sculpture & Artmaking Practice	Printmaking & The Conceptual Framework
Continuous assessment	Continuous Assessment Term 1	Continuous Assessment Term 2 - Early Term 3	Continuous Assessment Mid Term 3 - Term 4
Outcomes	4.1, 4.3, 4.6, 4.9	4.1, 4.5, 4.6, 4.7	4.2, 4.4, 4.8, 4.10
Component	Artmaking Art History and Criticism	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 NESA.

