



**Pittwater House**

# 2017

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Year 8 Internal Assessment Booklet

**achieve a balance**

co-educational campus | single-sex education

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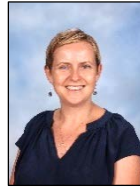
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# Homework Timetable 2017

**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.

## 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.

## **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, 2017

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>English</b>			Writing Portfolio Piece 1			Writing Portfolio Piece 2			Writing Portfolio Piece 3	
<b>Mathematics</b>							ATB 1			
<b>History/Geography</b>								Portfolio		
<b>Science</b>					Data Analysis Task					
<b>PDHPE</b>							Bullying Research Task			
<b>Music</b>					Composition					Listening
<b>Visual Arts</b>								Artmaking		
<b>French/Chinese</b>								Oral Presentation (Fr/Ch)		
<b>Technology</b>										Design project

## Year 8 Assessment Timetable - Term 2, 2017

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>English</b>			Persuasive Analysis			Persuasive Writing				
<b>Mathematics</b>				ATB 2						
<b>History/Geography</b>					Portfolio					
<b>Science</b>			Australian Museum Task			ICAS Science				
<b>PDHPE</b>										
<b>Music</b>				Performance						
<b>Visual Arts</b>						Art History and Criticism			Artmaking	
<b>French/Chinese</b>						Topic Test (Fr/Ch)				
<b>Technology</b>										Design project



## Year 8 Assessment Timetable - Term 3, 2017

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>English</b>		Shakespeare Listening			Shakespeare Performance				
<b>Mathematics</b>			Open-Ended Investigation Task						
<b>History/ Geography</b>								Portfolio	
<b>Science</b>		Rube Goldberg Design Task		Science Week					
<b>PDHPE</b>									Mental Health Research Presentation
<b>Music</b>							Composition		
<b>Visual Arts</b>									Artmaking
<b>French/ Chinese</b>							Skills Test (Fr/Ch)		
<b>Technology</b>									Design Project

## Year 8 Assessment Timetable - Term 4, 2017

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						
Science									
PDHPE									
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 2017

	<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 7	Term 4: Week 4	
<b>Outcomes</b>	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	
<b>Speaking</b>	10		10		<b>20</b>
<b>Listening</b>		5		10	<b>15</b>
<b>Reading and Responding</b>		10	15	15	<b>40</b>
<b>Writing Skills</b>		10	5	10	<b>25</b>
<b>Weighting</b>	<b>10</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Year 8 English 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	Writing Portfolio	Written Analysis Persuasive Language Letter to the Editor, Political Cartoon	Listening Task, Performance & Reflection	Yearly Examination	
<b>Date of Task</b>	Term 1: Weeks 3, 6, 9	Term 2: Weeks 3, 6	Term 3: Week 2, 5	Term 4: Week 4	
<b>Outcomes</b>	EN4: 1A, 4B, 6C, 8D	EN4: 2A, 3B, 5C, 7D	EN4: 1A, 2A, 3B, 5C, 9E	EN4: 1A, 2A, 5C, 7D, 8D	
<b>Topic Focus</b>	Life Writing Portfolio: Overcoming Adversity	Issues and the Language of Persuasion	Shakespeare: <i>A Midsummer Night's Dream</i>	Novel Study: Children In Trouble	
<b>Syllabus Topic and Weighting</b>	Reading 10% Writing 20%	Representing 10% Writing 10%	Viewing/Listening 10% Speaking 10% Representing 10%	Reading 10% Writing 10%	Reading = 20% Writing = 40% Listening = 10% Speaking = 10% Viewing/Representing = 20%
<b>Weighting</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Year 8 French 2017

	<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 7	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 2017

	<b>Task 1 Global Change</b>	<b>Task 2 Global Issues</b>	<b>Total</b>
<b>Component</b>	<b>Portfolio A</b>	<b>Portfolio</b>	
<b>Date of Task</b>	Term 1: Week 8 Term 3: Week 8	Term 2: Week 5 Term 4: Week 3	
<b>Outcomes</b>	4.1; 4.2, 4.3, 4.7, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10	
<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 2017

	<b>Task 1 Medieval Europe</b>	<b>Task 2 Contact and Colonisation</b>	<b>Total</b>
<b>Component</b>	<b>Portfolio A</b>	<b>Portfolio B</b>	
<b>Date of Task</b>	Term 1: Week 8 Term 3: Week 8	Term 2: Week 5 Term 4: Week 3	
<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 2017

	<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>ATB Test 2</b>	<b>Open Ended Investigation Task</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 7	Term 2: Week 4	Term 3: Week 3 <i>(Handed out Week 1)</i>	Term 4: Week 4 <i>(As per Examination Timetable)</i>	
<b>Outcomes</b>	MA4-4NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-16MG MA4-10NA, MA4-1WM, NA4-2WM, MA4-3WM	MA4-8NA, MA4-19SP, MA4-21SP	Any previous plus MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG MA4-7NA	All previous and MA4-7NA, MA4-11NA, MA4- 17MG, MA4-18MG, MA4-20SP	
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>Section 1 (Non Calculator) 10</b> <b>Section 2 (Calculator) 35</b>	<b>100</b>

## Year 8 Music 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Total</b>
<b>Component</b>	<b>Composition (Blues)</b>	<b>Listening (Video)</b>	<b>Performance (Australian)</b>	<b>Composition (Arrange)</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 5	Term 1: Week 10	Term 2: Week 4	Term 3: Week 7	Term 4: Week 4	
<b>Outcomes</b>	4.4, 4.5, 4.6	4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3	4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10	
<b>Performing</b>			15		18	33
<b>Aural / Musicology</b>		15			19	34
<b>Composition</b>	15			18		33
<b>Weighting</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>18</b>	<b>37</b>	<b>100</b>

## Year 8 PDHPE 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Bullying Research Task</b>	<b>Athletics – Technique, Times and Training Plan</b>	<b>Striking Games Task</b>	<b>Mental Health Research Presentation</b>	
<b>Date of Task</b>	Term 1: Week 7	Term 2: Week 5 <i>(All completed in class)</i>	Term 3: Week 8 <i>(All completed in class)</i>	Term 3: Week 9	
<b>Outcomes</b>	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	
<b>Self and Relationships (Health)</b>	10			10	20
<b>Movement Skill &amp; Performance (PE)</b>		20	20		40
<b>Individual &amp; Community Health (Health)</b>	10			10	20
<b>Lifelong Physical Activity (PE)</b>		10	10		20
<b>Weighting</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

# Year 8 Science 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Total</b>
<b>Component</b>	<b>Data Analysis Task</b>	<b>Australian Museum Task</b>	<b>ICAS Science</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 2: Week 6	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, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW,	SC4-1VA, SC4-2VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW, SC4-11PW	SC4-1VA, SC4-2VA, SC4-3VA, 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> <ul style="list-style-type: none"> <li>- Physical World</li> <li>- Earth and Space</li> <li>- Living World</li> <li>- Chemical World</li> </ul>	5	10	0	15	20	50
<b>Skills in – Working Scientifically:</b> <ul style="list-style-type: none"> <li>- Prediction</li> <li>- Plan and conduct Investigations</li> <li>- Process and Analyse Data</li> <li>- Problem Solving</li> </ul>	15	10	10	10	5	50
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Year 8 Technology 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<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 10	Term 2: Week 10	Term 3: Week 9	Term 4: Week 5*	
<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, 4.6.1, 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	
<b>Designing and Producing</b>	25	30	30	15	100
<b>Weighting</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>100</b>

## Year 8 Visual Arts 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Total</b>
<b>Component</b>	<b>Artmaking</b>	<b>Art History and Criticism</b>	<b>Artmaking</b>	<b>Artmaking</b>	<b>Yearly Examination Art History and Criticism</b>	
<b>Date of Task</b>	Term 1: Week 8	Term 2: Week 6	Term 2: Week 9	Term 3: Week 9	Term 4: Week 4	
<b>Outcomes</b>	4.1 – 4.6	4.7 – 4.10	4.1 – 4.6	4.1 – 4.6	4.7 – 4.10	
<b>Artmaking</b>	20		20	20		60
<b>Art History and Criticism</b>		15			25	40
<b>Weighting</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>100</b>



