



Stage 4

YEAR 8

ASSESSMENT BOOKLET

2022



Cabramatta High School -2022

CREATIVE ARTS (CAPA) FACULTY 2022

Stage 4 Visual Arts-Year 8 Assessment Schedule



Cabramatta High School -2022

Course Outline: Studying Visual Arts in Year 8 allows students to begin to investigate the world as a source of ideas, concepts and subject matter, make informed choices to think about and develop concepts and different meanings and to develop technical accomplishment and refinement in making artworks. Students engage in making a variety of artworks and studying artists and their art styles.



CAPA Assessment Schedule 2022

Course: Year 8 Visual Arts

Teachers: All CAPA Teachers

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	Folio 1	Folio 2	Folio 3	Folio 2	
Weight %	30	15	35	15	
Due Date	T1 W10	T2 W5	T3 W10	T4 W5	
Description	Art Folio VAD notes Research	Art Folio VAD notes	Art Folio VAD notes Research	Art Folio	
Outcomes	4.1, 4.2, 4.3, 4.4, 4.5,	4.1, 4.2, 4.3, 4.4, 4.5,	4.1, 4.2, 4.3, 4.4, 4.5,	4.1, 4.2, 4.3, 4.4, 4.5,	TOTAL
Component	4.6, 4.7, 4.8, 4.9, 4.10	4.6, 4.7, 4.8, 4.9, 4.10	4.6, 4.7, 4.8, 4.9, 4.10	4.6, 4.7, 4.8, 4.9, 4.10	
Critical/ Historical	15		15		30
Making	20	15	20	15	70
TOTAL	35	15	35	15	100

2022 Year 8 Scope and Sequence

CLASS	ART HISTORY	NATURE
8.1	Art History	Ceramics
8.2	Art History	Photography
8.3	Photography	Painting/Printmaking
8.4	Art History	Ceramics
8.5	Art History	Ceramics
8.6	Art History	Photography
8.7	Art History	Painting/Printmaking
8.8	Photography	Ceramics



SEMESTER 2

		Task 5 Term 3 Week 10	Task 6 TERM 3 Week 8	Task 7 TERM 4 Week 5	Task 8 TERM 4 Week 4
SEMESTER 2 ASSESSMENT SCHEDULE	Weighting %	BODY OF WORK	VAD	BODY OF WORK	VAD
Art Making	70	50		20	
Art Criticism & Art History	30		20		10
Total Marks		100			
Course Outcomes		4.1, 4.2, 4.3, 4.4, 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	4.7, 4.8, 4.9, 4.10

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/photo-digital-media.html

SEMESTER 2 SCOPE AND SEQUENCE 2022

CLASS	FOOD	PLACES
8.1	Photography	Painting/Printmaking
8.2	Ceramics	Painting/Printmaking
8.3	Art History	Ceramics
8.4	Painting/Printmaking	Photography
8.5	Painting/Printmaking	Photography
8.6	Ceramics	Painting/Printmaking
8.7	Photography	Ceramics
8.8	Art History	Painting/Printmaking



Cabramatta High School -2022

ENGLISH
&
EAL/D
FACULTIES
2022



Cabramatta High School -2022

Course Outline: Students engage with various text types and have the opportunity to explore how to create in certain text types. Students will be assessed on what is stipulated in the syllabus; speaking, reading, writing, listening and viewing.

English Faculty – Year 8 Assessment Schedule 2022

Component	Task 1	Task 2	Task 3	Task 4
Unit	Genre Study: Fantasy/Science Fiction	Inform Me	Cultural Identity	From Page to Stage
Task Description	Processed Writing ▪ Assessment Journal 10% ▪ Published Writing 15%	Semester 1 Exam ▪ Responding Task 15% ▪ Composing Task 10%	Multimodal Task ▪ Assessment Journal 10% ▪ Multimodal Presentation 15%	Semester 2 Exam ▪ Responding Task 15% ▪ Composing Task 10%
Date	▪ Assessment Journal to be completed in class throughout the term. ▪ Writing Task = Term 1, Week 10	▪ Responding Task = Term 2, Week 4 ▪ Composing Task = Term 2, Week 4	▪ Assessment Journal to be completed in class throughout the term. ▪ Multimodal Task = Term 3, Week 9	▪ Responding Task = Term 4, Week 4 ▪ Composing Task = Term 4, Week 4
Outcomes	2A, 4B, 5C, 7D, 9E	1A, 3B, 5C, 7D	2A, 4B, 6C, 8D, 9E	1A, 3B, 5C, 8D

Syllabus link: http://www.boardofstudies.nsw.edu.au/syllabus_sc/english.html



SCOPE AND SEQUENCE / YEAR 8

Genre Study: Fantasy or Science Fiction	Inform Me	Cultural Identity	From Page to Stage
Term 1, Week 1 to Term 1, Week 10	Term 2, Week 1 to Term 2, Week 10	Term 3, Week 1 to Term 3, Week 10	Term 4, Week 1 to Term 4, Week 11
<p>Students are to build knowledge of different genres and text types with a focus on the features of fantasy or science fiction genre.</p> <p>Students learn about narrative techniques to create and engage contextual relationships and settings within the fantasy or science fiction genre and the features which give these texts literary value.</p>	<p>Students investigate the structural and language features of non-fiction texts with a focus on personal accounts, either autobiographical or biographical as the core text.</p> <p>This unit will help inform students about an event or person in history and the role of the media in communicating current and/or past events.</p> <p>NSW Equity Consortium Project</p>	<p>Students will explore the concept of cultural identity and how it is conveyed in texts with a focus on film and poetry.</p> <p>Texts studied should reflect different cultures: the people; the places; the values; and the traditions. Through this exploration students will learn about the techniques used in poetry and film.</p> <p>Through this process students will gain a better understanding of the importance of cultural identity in understanding the world.</p>	<p>Students will explore the various components of dramatic texts. They will examine the process of taking a story, legend or fairy-tale and creating a drama script.</p> <p style="text-align: center;">OR</p> <p>Students will examine the process of taking a Shakespearean drama and reimagining it into a film for contemporary audiences.</p>
Outcomes Assessed: EN4-2A, EN4-4B, EN4-5C, EN4-7D, EN4-9E	Outcomes Assessed: EN4-1A, EN4-3B, EN4-5C, EN4-7D	Outcomes Assessed: EN4-2A, EN4-4B, EN4-6C, EN4-8D, EN4-9E	Outcomes Assessed: EN4-1A, EN4-3B, EN4-5C, EN4-8D
Text Type Focus: Fiction	Text Type Focus Non-fiction	Text Type Focus: Film and Poetry	Text Type Focus: Fiction and Drama OR Film and Shakespearean Drama
Cross Curriculum Priorities	Cross Curriculum Priorities	Cross Curriculum Priorities Aboriginal Perspectives Asia and Australia's engagement with Asia	Cross Curriculum Priorities
Teachers should continue to explicitly teach literacy skills through spelling and vocabulary lists and SRA as appropriate.			



Cabramatta High School -2022

<p>English Textual Concepts Genre - Students understand that the expectations of a genre shape composition of and response to texts.</p> <p>Literary Value - Students appreciate that texts are valued for their aesthetic and social significance.</p>	<p>English Textual Concepts</p> <p>Authority - Students understand that a sense of authority may be constructed and that it resides, in varying degrees, with composers and responders.</p> <p>Character - Students understand that character is represented in different ways according to textual form and medium.</p>	<p>English Textual Concepts</p> <p>Connotation, imagery and symbol - Students understand that the effect of imagery is subjective. Context - Students understand that meaning changes with culture, time and technology.</p>	<p>English Textual Concepts</p> <p>Intertextuality - Students understand that intertextuality enhances and layers meaning. Narrative - Students understand that narrative shapes and is shaped by one's view of the world.</p>
<p>Assessment</p> <p>Processed Writing: students will demonstrate their understanding of the topic, text type (fiction) and English Textual Concept by composing a narrative.</p> <p>Assessment Journal (10%) – designed to assist students plan and compose their narrative. This will be checked and marked by the class teacher. The journal should have four entries: o model of narrative, identifying key features o planning pages for students to make notes o draft of students written text o reflection of writing process.</p> <p>Published Writing (15%) – students will publish the text they have been planning in their Assessment Journal.</p>	<p>Assessment</p> <p>Responding (15%) - students will respond to comprehension questions based on an unseen fiction text. This will be an in-class assessment.</p> <p>Composing (10%) – students will compose a creative response to a stimulus. This will be an in-class assessment.</p>	<p>Assessment</p> <p>Assessment Journal (10%) – designed to assist students plan, compose and present their multi-modal task. This will be checked and marked by the class teacher. The journal should have four entries:</p> <ul style="list-style-type: none"> ● model of task, identifying key features ● planning pages for students to make notes from texts studied in class ● draft of speech and presentation ● reflection of process <p>Multimodal (15%) – (speaking / composing / representing / listening) students will demonstrate their understanding of the topic by representing aspects of cultural identity in a multi-modal presentation. Students will show how these aspects are conveyed through two texts studied in class. Students will show their understanding in the form of a speech enhanced through visuals.</p>	<p>Assessment</p> <p>Responding (15%) – students will respond to comprehension questions based on unseen texts. At least one question should look at the connections between texts. This will be an in-class assessment.</p> <p>Composing (10%) – students will compose an informative or persuasive response to a stimulus. This will be an in-class assessment.</p> <p>Formative Assessment – teacher to design an end of year task suitable for the ability of the class. This could include a project-based task, class debate, poster or written response to the text/s and/or topic studied.</p>



Cabramatta High School -2022



Cabramatta High School -2022

HUMAN SOCIETY & ITS ENVIRONMENT FACULTY

(HSIE)

2022



Cabramatta High School -2022



YEAR 8 GEOGRAPHY

YEAR 8 GEOGRAPHY ASSESSMENT GRID

COURSE OUTLINE: A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural, and built environments

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Water in the world	Water in the world	Interconnections	Interconnections
TASK DESCRIPTION	Class task	Research Task	Class task	Examination
DATE	Ongoing	Term 3 Week 9	Ongoing	Term 4 Week 6
OUTCOMES ASSESSED	GE4-1, GE4-2, GE4-5, GE4-8	GE4-1, GE4-2, GE4-5, GE4-8	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/geography_710_syl.pdf

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
3	1-10	Water in the World	Assessment task 1 Research Task	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	Term 3 WK 9	35 %
4	1-10	Interconnections	Assessment task 2 Yearly exam including geo skills	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	Term 4 WK 6	40%
			Class task This is an ongoing assessment It should include 2 class tasks or a sequence of class tasks		By term 4 WK 6	10 %
			Bookmark		Ongoing	5 %
3 & 4	Every Fortnight	Both Topics	Homework Google Quiz		Ongoing	10%



YEAR 8 HISTORY

COURSE OUTLINE: A study of history builds students' knowledge and skills to inquire into the past so that students are able to explain how people, events and forces from the past have shaped our world.

YEAR 8 HISTORY ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	The Western and Islamic World: Medieval Europe	Expanding contacts: The Spanish Conquest of the Americas	Inquiry based learning Angkor/Khmer Empire OR Japan under the Shoguns OR Polynesian expansion across the Pacific	All topics
TASK DESCRIPTION	Research Task	Examination	Class task	Book mark
WEIGHT	40%	35%	20%	5%
DATE	Term 1 Week 9	Term 2 Week 5	Ongoing	Ongoing
OUTCOMES ASSESSED	HT 4-3, HT4-5, HT 4-6, HT4-7, HT4-8, HT4-9, HT4-10	HT 4-2, HT4-3, HT 4-5, HT4-6, HT4-7, HT4-8	HT 4-8, HT 4-9, HT4-10	HT 4-8, HT 4-9, HT4-10

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/>

YEAR 8 HISTORY SCOPE AND SEQUENCE



Cabramatta High School -2022

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	1-11	<i>Depth study 2: The western and Islamic world</i> Medieval Europe + Historical skills	Assessment task 1 - Research Task	HT 4-3, HT4-5, HT 4-6, HT4-7, HT4-8, HT4-9, HAT 4-10	Term 1 WK 9	35%
2	1-5	<i>Depth Study 6: Expanding contacts</i> The Spanish conquest of the America	Assessment task 2 - Exam	HT 4-2, HT4-3, HT 4-5, HT4-6, HT4-7, HT4-8	Term 2 WK 5	40%
	6- 10	<i>Depth study 5 option: Inquiry based learning</i> Angkor/ Khmer empire ☐ Japan under the Shoguns ☐ The Polynesian expansion across the Pacific	Class task This is an ongoing assessment It should include 2 class tasks or a sequence of class tasks	HT 4-8, HT 4-9, HT4-10	By Term 2 WK 5	10%
			Book mark Books are to be marked twice in a semester (2x5%)		<i>On- going</i>	5%
1 & 2	Every Fortnight	<i>Literacy Skills</i>	Homework Google Quiz		<i>Ongoing</i>	10%



Cabramatta High School -2022

**INDUSTRIAL
ARTS & HOME
ECONOMICS
FACULTIES
2022**



YEAR 8 INDUSTRIAL ARTS AND HOME ECONOMICS

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.

From Paddock to Plate

(Agriculture and Food including elements of digital technologies)

Component	Task 1	Task 2	Task 3	Task 4
UNIT From Paddock to Plate	Students' research, design and evaluate a healthy muffin design and package over 20 weeks.			
TASK DESCRIPTION	Practical Applications	Book Work	Design Folio	Muffin Project
Weighting	30%	10%	20%	40%
Date	Assessments to be completed per class rotation of modules.			
OUTCOMES ASSESSED	TE4-2DP , TE4-3DP	TE4-5AG, TE4-6FO, TE4-10TS	TE4-1DP, TE4-2DP	TE4-1DP , TE4-2DP, TE4-3DP

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT Dragster	Students' research, design, constructs, test and evaluate a Dragster over 10 weeks.			
TASK DESCRIPTION	Research assignment	Class worksheets	Practical (making the Dragster)	Design Folio
Weighting	10%	10%	60%	20%
DATE	Assessments to be completed as per class rotation of modules			
OUTCOMES ASSESSED	TE4-8EN, TE410TS	TE4-1DP, TE4-3DP, TE4-8EN	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP,

Dragster (Engineered Systems)



Trinket Box (Material Technologies)

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT Stool	Students' research, design, constructs and evaluates a trinket box over 10 weeks.			
TASK DESCRIPTION	Research assignment	Class worksheets	Practical (making the trinket box)	Design Folio
Weighting	10%	10%	60%	20%
DATE	Assessments to be completed as per class rotation of modules			
OUTCOMES ASSESSED	TE4-9MA, TE4-10TS	TE4-1DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP,



MANDATORY TECHNOLOGY
HOME ECONOMICS / INDUSTRIAL ART
SCOPE AND SEQUENCE 2022

Year 8 Program – Industrial Arts	Year 8 Program – Industrial Arts	Year 8 Program – Home Economics (20 weeks)
<p>Unit : Engineered Systems (Dragster)</p> <p>Focus: The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They learn how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design</p> <p>Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS</p>	<p>Unit: Material Technologies (Trinket Box)</p> <p>Focus: This unit involves students in the design, development and production of a timber Trinket Box. Students design their own timber Trinket Box and personalise their design. Safe and responsible use of materials, tools and techniques by students is essential in the Industrial Technology course.</p> <p>Students will develop an understanding of the timber industry and become familiar with the properties and characteristics of a range of timber types and products.</p> <p>Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS</p>	<p>Unit : From Paddock to Plate (Agriculture and Food including elements of digital technologies)</p> <p>Focus: The Agriculture and Food Technologies context integrates content from agriculture (food and fibre production) and food technologies.</p> <p>Agriculture (food and fibre production) focuses on the investigation of managed environments, such as farms and plantations. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials. Students develop knowledge and understanding about managed systems that produce food and fibre through designing and producing solutions.</p> <p>Food technologies focuses on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.</p> <p>Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS</p>
<p><i>All year 8 students complete THREE units during the year.</i></p>		

PS. These units are delivered by both, Home Economics and Industrial Arts Faculties.



Cabramatta High School -2022



Cabramatta High School -2022

LANGUAGES FACULTY 2022



YEAR 8 LANGUAGES

COURSE OUTLINE: Year 8 Languages students will study a range of topics. Students will explore bilingual texts that give an insight into the cultures of target languages in comparison with the Australian culture. They will also explore a range of social and cultural perspectives. They will study different types of texts and become conversant with the metalanguage required. They will also participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
SKILL	Research Listening Speaking	Reading Writing	Research Listening Speaking	Reading Writing
TASK DESCRIPTION	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
DATE	Term 1 Weeks 6-10	Term 2 Weeks 2-3	Term 3 Weeks 6-10	Term 4 Weeks 2-3
OUTCOMES ASSESSED	French: LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C Chinese: LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, Korean: LKO4-1C, LKO4-2C, LKO4-3C, LKO4-4C Vietnamese: LVI4-1C, LVI4-2C, LVI4-3C, LVI4-4C	French: LFR4-2C, LFR4-3C LFR4-4C, LFR4-5U, LFR4-6U Chinese: LCH4-2C, LCH4-3C LCH4-4C, LCH4-5U, LCH4-6U Korean: LKO4-2C, LKO4-3C LKO4-4C, LKO4-5U, LKO4-6U Vietnamese: LVI4-2C, LVI4-3C, LVIE-4C, LVI4-5U, LVI4-6U	French: LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C Chinese: LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, Korean: LKO4-1C, LKO4-2C, LKO4-3C, LKO4-4C Vietnamese: LVI4-1C, LVI4-2C, LVI4-3C, LVI4-4C	French: LFR4-2C, LFR4-3C LFR4-4C, LFR4-5U, LFR4-6U Chinese: LCH4-2C, LCH4-3C LCH4-4C, LCH4-5U, LCH4-6U Korean: LKO4-2C, LKO4-3C LKO4-4C, LKO4-5U, LKO4-6U Vietnamese: LVI4-2C, LVI4-3C, LVIE-4C, LVI4-5U, LVI4-6U

Syllabus Link - <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>

SCOPE AND SEQUENCE

Term 1	Term 2	Term 3	Term 4
MAKING ARRANGEMENTS Invitations for various occasions Accepting invitations Negotiating home/school events MY LIFE Physical appearance Hobbies - Personality	SCHOOL LIFE Subjects and timetable School activities School structure and facilities School staff Teacher-student relationships School discipline Language learning	FAMILY Family relationships and responsibilities Chores allocation Home events AT HOME Daily routine at home Weekend with family HOUSING House descriptions Housing allocation and price	RECREATION Personal hobbies Sports Relaxing with family and friends CULTURAL STUDIES Folktales Cultural practices Celebrations and festivities



Cabramatta High School -2022

MATHEMATICS

FACULTY

2022



YEAR 8 MATHEMATICS ASSESSMENT GRID

COURSE OUTLINE: The students in Year 8 undertake two separate courses: Advanced and Standard. The Year 8 assessment is divided into 5 tasks. Harder (advanced) questions are located at the end of each assessment task and account for 20% of the mark. All students can attempt these questions.

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
TOPICS	Integers, Fractions and Decimals	Financial Maths, Percentages	Algebra, Indices, Circle and Cylinders	Pythagoras' Theorem, Equations	Yearly – All topics
DATE	TERM 1 WEEK 6	TERM 2 WEEK 1	TERM 2 WEEK 10	TERM 3 WEEK 8	TERM 4 WEEK 3
DESCRIPTION	WRITTEN TEST 45 MINUTES	WRITTEN TEST 45 MINUTES	HALF YEARLY 45 MINUTES	WRITTEN TEST 45 MINUTES	YEARLY 45 MINUTES
WEIGHT	10%	25%	15%	15%	35%
OUTCOMES ASSESSED	MA4-4NA, MA4-5NA, (plus MA4-1WM, MA4-2WM, MA4-3WM)	MA4-5NA, MA4-6NA (plus MA4-1WM, MA4-2WM, MA4-3WM)	MA4-12MG, MA4-13MG, MA4-14MG, MA4-8NA, MA4-9NA. (plus MA4-1WM, MA4-2WM, MA4-3WM)	MA4-10NA, MA4-16MG (plus MA4-1WM, MA4-2WM, MA4-3WM)	MA4-8NA, MA4-9NA, MA4-10NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA4-5NA, MA4-6NA, MA4-6NA, MA4-7NA, MA4-17MG, MA4-18MG, MA4-11NA, MA4-11NA, MA4-17MG. (plus MA4-1WM, MA4-2WM, MA4-3WM)



Cabramatta High School -2022

MATHEMATICS YEAR 8 SCOPE AND SEQUENCE

Term 1	Integers (3 weeks)
	Fractions, decimals and percentages (4 weeks)
	Financial Maths (3 weeks)
Term 2	Algebra (3 weeks)
	Indices (3 weeks)
	Circles and Cylinders (4 weeks)
Term 3	Equations (4 weeks)
	Pythagoras' Theorem (3 weeks)
	Geometrical Figures (3 weeks)
Term 4	Rates and Ratios (3 weeks)
	Linear Relationships (4 weeks)
	Probability (3 weeks)



Cabramatta High School -2022

**PERSONAL
DEVELOPMENT
HEALTH AND
PHYSICAL
EDUCATION
FACULTY**

(PDHPE)

2022



YEAR 8 PDHPE

COURSE OUTLINE: 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 practise 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. It promotes the value of physical activity in their lives. Areas of study include; Changes during adolescence, puberty, growth and development, mental health, drugs and harm minimisation, road safety, lifestyle disease, basic first aid and fundamental movement skills relating to team sports.

YEAR 8 PDHPE ASSESSMENT GRID

PDH- Year 8 Yearly Assessment Schedule

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Wonder years	Term 1 Week 8	30%
Task 2	Striking & fielding	Term 2 Week 2 Continuous	20%
Task 3	Risky business	Term 3 Week 2	30%
Task 4	Invasion games / Target games	Term 4 Week 2	20%

Component	Task 1	Task 2	Task 3	Task 4	Yearly Weighting
	Written assignment	Practical assessment	Written assignment	Practical assessment	
	Term 1 Week 8	Term 2 Week 2 Ongoing	Term 3 Week 2	Term 4 Week 2	
Report Outcomes					
Marks	30	20	30	20	100

N/B - * Timing of units will vary depending on resource availability and scheduling of teaching space. All due dates are specific to the semester not a specific date.

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdhpe.html



YEAR 8 PDHPE SCOPE AND SEQUENCE
Year 7 & 8 PDHPE
Scope and Sequence

Timeline		Stage 4			
		Year 8			
		PDH (3)	PE (2)	Assessment	
TERM 1	Week 1	The Wonder Years	Striking and Fielding (Cricket, Baseball, Softball, Vigoro)	Wonder Years <i>(Theoretical - Week 8)</i> 30%	
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
TERM 2	Week 1	Risky Business	Invasion Games - Large Target (European Handball, Softcrosse, Hockey, Slide Hockey, Tourney)	Stricking and Fielding <i>(Practical - Continuous Week 2)</i> 20%	
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
TERM 3	Week 1	Healthy? How?	Target - Contested and Uncontested (lawn bowls, bocce, archery, darts, frisbee golf, coits)	Risky Business <i>(Theoretical - Term 3, week 2)</i> 30%	
	2				
	3				
	4				
	5				
	TERM 4	Week 1	Safe or Sorry	Teachers Choice (Badminton, Oz Tag, Dragon Flag, Ultimate Frisbee, Soccer, Futsal, Volleyballl)	Invasion Games/Target games <i>(Practical - Continuous Week 2)</i> 20%
		2			
		3			
		4			
		5			
6					
7					
8					
9					
10					



Cabramatta High School -2022

SCIENCE FACULTY

2022



Year 8 Science

COURSE OUTLINE:

Studying science allows students to develop a distinctive view and understanding about the chemical, geological, biological, physical and technological world. Areas of study include chemical reactions, human disease, electricity, the local environment, reproduction, cells, forces, rocks and ecosystem.

Term 1	Term 2	Term 3	Term 4
All Systems Go	Zip Zap	In our Element	Rocky Road

ASSESSMENT:

Assessment is based upon application to the course outcomes performance in tests, assignments and activities.

ASSESSMENT SCHEDULE:

TASK DESCRIPTION, WEIGHTING	DATE	OUTCOMES
Topic Test (10%) All Systems Go	Term 1, Week 7	SC4-LW3 SC4-LW5
SRP (30%) Student Research Project	Term 2, Week 5	SC4-WS4 SC4-WS5 SC4-WS6 SC4-WS7 SC4-WS8 SC4-WS9
First Hand Investigation and Report (30%)	Term 3, Week 1	SC4-CW4 SC4-WS6 SC4-WS7 SC4-WS9
Yearly Exam (30%) All topics	Term 4 Week 4	SC4-LW3, LW4 and LW5 SC4-ES1 SC4-CW2 and CW4 SC4-PW3 and PW4

Syllabus Link - <http://syllabus.bos.nsw.edu.au/science/science-k10/>



Year 8 Assessment Schedule Overview

Semester 1			
Term 1		Term 2	
1		Mathematics Home Economics	Industrial Arts
2		Languages Home Economics	PDHPE Industrial Arts
3		Languages Industrial Arts	Home Economics
4		Visual Arts – Body of Work Visual Arts – VAD Industrial Arts	English/EAL/D Home Economics
5		HSIE – Geography Science	HSIE - History
6	HSIE – Geography Mathematics	Languages	
7	Languages	Science	
8	Languages	PDHPE	
9	HSIE - History	Languages	
10	Visual Arts – Body of Work Visual Arts - VAD	English/EAL/D Languages	HSIE - Geography Mathematics



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Semester 2			
Term 3		Term 4	
1	Science	HSIE – History Industrial Arts	Home Economics
2	PDHPE	Languages Home Economics	PDHPE Industrial Arts
3		Languages Home Economics	Mathematics Industrial Arts
4		Visual Arts – VAD Science Industrial Arts	English/EAL/D Home Economics
5		Visual Arts – Body of Work	HSIE - History
6	HSIE - History Languages	HSIE - Geography	
7	Languages		
8	Visual Arts – VAD Mathematics English/EAL/D	Languages HSIE - Geography	
9	Languages	HSIE - Geography	
10	Visual Arts – Body of Work	Languages	



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