

2025

YEAR 8

STAGE 4

ASSESSMENT
BOOKLET



ENGLISH &

CREATIVE &
PERFORMING
ARTS

2025

Course: Stage 4 Visual Arts

Teacher: Corvalan, Kyprianou, Tan Nguyen, Vandyk, Waters

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.

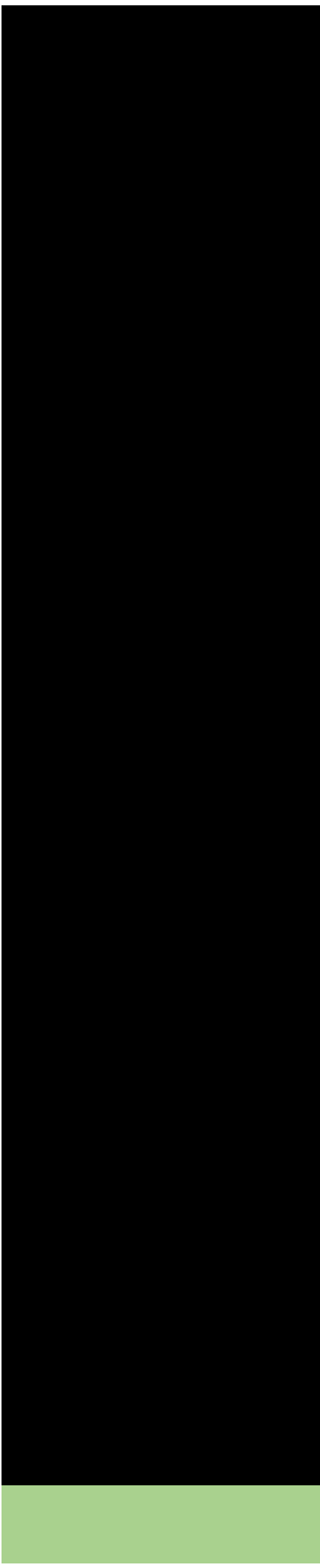
Syllabus Link - <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

Assessment Task Schedule

Task No.	HALF YEARLY REPORT		YEARLY REPORT		TOTAL
	Task 1	Task 2	Task 3	Task 4	
Topic	Painting	Textiles	Art History 3D	Art History 2D	
Weight %	35	15	35	15	
Due Date	T1 W10	T2 W5	T3 W10	T4 W4	
Description	Self Portrait Painting Visual Art Diary Research Task	Textiles Project Visual Art Diary	Choice of Mini Ceramic Projects: Roman Bust Canopic Jar Chinese Vase Visual Art Diary Research Task	Choice of Mini Art Projects: Dot Painting Impressionist Drawing Cubist Face Exquisite Corpse Pop Painting	
Outcomes	4.1, 4.2, 4.3, 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	4.1, 4.2, 4.3, 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	
Component					
Critical/ Historical	15		15		30
Making	20	20	20	10	70
TOTAL	35	20	35	10	100

Scope and Sequence

Year 8	Term 1				Term 2				Term 3				Term 4							
Practice Artmaking, Critical and Historical Studies	Exploring portraits and contemporary art practice.				Exploring textiles as an artform.				Art History 3D				Art History 2D							
	Literacy activities working towards an extended response task. (1 period per week) INTERPRETATION <ul style="list-style-type: none"> subject specific terminology prepositional phrases conjunctions noun groups sentence structure evaluative language 				Printmaking on fabric. An installation of the pieces will take place in the school grounds Week 10.				Literacy activities working towards an extended response task. (1 period per week) JOURNAL ENTRY <ul style="list-style-type: none"> subject specific terminology noun groups first person figurative language past tense 				Students create small artworks based on several art movements.							
Forms	Painting				Textiles/ Printmaking				Ceramics				Drawing/ Painting							
Frames	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern				
Conceptual Framework	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience				
Key Artists/ Examples	Sarah Fordham Frenensrich Hundertwasser Chuck Close				Persian/ Chinese Rugs Postmodern Art				Student Choice: Frida Khalo Dorothea Lange Sally Morgan Howard Arkley Jenny Orchard				Mexican Art African Art Lorraine Meinke Ramesh Nithiyendran Ancient Chinese Art				Aboriginal Art Pasifika Art Gustav Klimt Pablo Picasso Roy Lichtenstein Salvador Dali Max Ernst Roy de Maistre Maurice Sendack			
Outcomes	4.1, 4.2, 4.3, 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				4.1, 4.2, 4.3, 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							



ENGLISH &
EAL/D
FACULTIES

2025

English Faculty – Year 8 Assessment Schedule 2025

Assessment in Year 8 builds on the skills developed in Stage 3 and Year 7 to support the growing knowledge, understanding and skills in the areas of:

- Reading, viewing and listening to texts
- Understanding and responding to texts
- Expressing ideas and composing texts

Component	Task 1	Task 2	Task 3
Unit	Into Their World	Talking to My Country	Around the World
Task Description	Processed Writing <ul style="list-style-type: none"> ● Assessment Journal 10% ● Processed Writing (Imaginative) 20% 	Multimodal Task <ul style="list-style-type: none"> ● Assessment Journal 10% ● Multimodal Task 20% 	Responding and Composing <ul style="list-style-type: none"> ● Responding Task 20% ● Composing Task (Persuasive) 20%
Date	<ul style="list-style-type: none"> ● Assessment Journal to be completed in class throughout the term. Final entry = Term 1, Week 10 ● Processed Writing = Term 1, Week 10 	<ul style="list-style-type: none"> ● Assessment Journal to be completed in class throughout the term. Final Entry = Term 2, Week 10 ● Multimodal Task = Term 2, Week 9 	<ul style="list-style-type: none"> ● Responding Task = Term 4, Week 2 ● Composing Task = Term 4, Week 2
Outcomes	EN4-RVL-01 EN4-URA-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01

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

YEAR 8 Scope and Sequence 2025- Student version

Term 1 - Into Their World	Term 2 - Talking to My Country	Term 3 - Around the World	Term 4 - Page to Stage
<p>Learning overview: In this program, you will explore how authors use narrative point of view, genre, and characterisation to create the exciting worlds of Fantasy and Sci-fi stories. As you learn about these elements, you will also apply your understanding to write your own imaginative compositions.</p>	<p>Learning overview: In this unit, you will explore visual and written texts created by Aboriginal and Torres Strait Islander composers. You'll discover how these texts show different Australian experiences and cultural issues.</p> <p>You will look at the literary value of these texts and how their context helps shape the perspectives they present. You'll also dive into connotation, imagery, and symbolism, learning how these elements give deeper meaning to the texts and can influence how society views cultural issues.</p>	<p>Learning overview: New topic - To be finalised</p>	<p>Learning overview: In this unit, you will explore how a written text can come to life on stage. You'll learn about the differences between the codes and conventions of prose texts and play scripts or screenplays. You will also look at how representation and intertextuality in drama can challenge or support the values and ideas in the original text.</p> <p>Additionally, you'll examine how a composer's narrative can be expressed in a performance, deepening your understanding of the power of live theatre. Finally, you will get the chance to experiment with writing for the stage, focusing on how to engage and impact your audience.</p>
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How do Fantasy and Sci-fi stories draw you into their worlds? • How do authors use the different forms and features of prose fiction to tell exciting stories? • How do Fantasy and Sci-fi texts shape how you see and understand the story? • How do Fantasy and Sci-fi authors create interesting and complex characters? 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How do authors create a unique voice to share their perspective? • How do authors use language, forms, and features to make their voice powerful? • How do spoken and poetic texts serve personal, social, and cultural purposes based on their form and context? • How do specific language elements and dialects express cultural context in texts? • How do Aboriginal and Torres Strait Islander authors use figurative language and devices to create meaning? 	<p>Guiding Questions:</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What codes and conventions are used in prose fiction texts? • What codes and conventions are used in plays? • Why do playwrights adapt existing texts for the stage, and how do they do it? • How can changes made in adaptations for the stage help us understand different perspectives?

<p>Assessment: Assessment Journal - 10% Processed Writing (Imaginative) - 20%</p> <p>Half Yearly Report (Term 2)</p>	<p>Assessment: Assessment Journal - 10% Multimodal Presentation - 20%</p>	<p>Assessment: Responding task - 20% Composing task (Persuasive) - 20%</p>	<p>Assessment: Formative Assessment - Class Work</p> <p>Yearly report - (Terms 2 to 4)</p>
<p>Outcomes</p> <ul style="list-style-type: none"> ● EN4-RVL-01: Reading, viewing and listening to texts - uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction ● EN4-URA-01: Understanding and responding to texts A - analyses how meaning is created through the use of and response to language forms, features and structures ● EN4-URB-01: Understanding and responding to texts B - examines and explains how texts represent ideas, experiences and values ● EN4-URC-01: Understanding and responding to texts C - identifies and explains ways of valuing texts and the connections between them ● EN4-ECA-01: Expressing ideas and composing texts A - 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: Expressing ideas and composing texts B - uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts 			
<p>Text requirements:</p> <ul style="list-style-type: none"> ● Extended prose (novel or short stories) ● Film 	<p>Text requirements:</p> <ul style="list-style-type: none"> ● Poetry ● Short prose, visual, spoken, multimodal and digital texts. ● Picture books 	<p>Text requirements:</p> <ul style="list-style-type: none"> ● Poetry ● Film 	<p>Text requirements:</p> <ul style="list-style-type: none"> ● Extended prose (novel or short story or novel extracts) ● Drama

HSIE

HUMAN
SOCIETY &
ITS
ENVIRONMENT
FACULTY

2025

YEAR 8 GEOGRAPHY

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.

YEAR 8 GEOGRAPHY ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Water in the world	Interconnections	Interconnections	All topics
TASK DESCRIPTION	Research task	Yearly examination	Class task	HHH Reading strategy
DATE	Term 3 Week 9	Term 4 Week 4	Ongoing	Ongoing
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

YEAR 8 GEOGRAPHY SCOPE AND SEQUENCE 2025

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	Week 9	35 %
4	1-10	Interconnections	Assessment task 2 Yearly exam including geography skills	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	Week 4	35%
			Class task Mixture of different class tasks throughout the semester			10%
3 & 4	Every Fortnight	<i>Literacy Reading strategy</i>	Microsoft Teams fortnightly work		Ongoing	20%

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	HHH Reading Strategy
WEIGHT	35%	35%	10%	20%
DATE	Term 1 Week 9	Term 2 Week 4	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 2025

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	Week 9	35%
2	1-5	<i>Depth Study: Expanding contacts</i> The Spanish conquest of the America	Assessment task 2 Half Yearly Exam (Topics 1 and 2)	HT 4-2, HT4-3, HT 4-5, HT4-6, HT4-7, HT4-8	Week 4	35%
	6-10	<i>Depth study (option): Inquiry based learning</i> Angkor/ Khmer empire OR Japan under the Shoguns OR The Polynesian expansion across the Pacific	Class task Mixture of different class tasks throughout the semester	HT 4-8, HT 4-9, HT4-10		10%
1 & 2	Every Fortnight	<i>Literacy Reading strategy</i>	Microsoft Teams fortnightly work		<i>Ongoing</i>	20%

Home Economics & Industrial Arts

HOME
ECONOMICS
&
INDUSTRIAL
ARTS

2025

Technology Mandatory

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.

Syllabus Link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/technology-mandatory-7-8-new-syllabus>

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)

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT Dragster	Students' research, design, constructs and evaluates 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	TE4-9MA, TE4-10TS	TE4-1DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP,

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 2025

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>

All year 8 students complete THREE units during the year.

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

LANGUAGES

LANGUAGES
FACULTY

2025

Year 8 - 2025 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	10% 25% 20%	25% 20%	10% 25% 20%	25% 20%
DATE	Term 1 Weeks 5-10	Term 2 Weeks 2-4	Term 3 Weeks 5-10	Term 4 Weeks 2-4
OUTCOMES ASSESSED	ML4-UND-01 ML4-INT-01	ML4-UND-01 ML4-CRT-01	ML4-UND-01 ML4-INT-01	ML4-UND-01 ML4-CRT-01

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

LITERACY

LITERACY

2025

Year 8 Literacy- Scope and Sequence 2025

Term	Week	Topic	Outcomes	Assessments	Date
1	2-11	Reading and Viewing 2 <i>Informative texts</i>	Area of focus: Reading and Comprehension Outcomes: UnT9		
2	1-10	Creating Texts <i>Informative</i>	Area of focus: Writing- Feature Article Outcomes: CrT9	In-class writing task (Feature Article)	Term 2 Week 5
3	1-10	Language Convention 2 <i>Persuasive</i>	Area of focus: Grammar, Punctuation Outcomes: GrA6, PuN6		
4	1-10	Creating Texts <i>Persuasive</i>	Area of focus: Writing- Expositions Outcomes: CrT9	In-class Quiz	Term 4 Week 2-3

NOTE: Literacy lessons take place twice every fortnight. These lessons are aimed at developing students' skills in reading, language conventions, and writing to improve their outcomes in all learning areas at school. Programs are also designed to develop students' readiness for key standardised assessments such as NAPLAN and Minimum Standards; senior school; and work. Outcomes for learning are mapped to the National Literacy Learning Progressions and Australian Core Skills Framework.

Cabramatta High School Assessment Policy

Students must apply themselves with diligence and sustained effort in class. Failure to complete coursework as set by the class teacher will result in a letter of concern being sent home. Students must attempt ALL tasks in the assessment schedule and submit them by the due date. Please refer to the student information booklet that outlines what to do in the event of students being absent on assessment due dates and requests for extensions.

MATHEMATICS

MATHEMATICS

FACULTY

2025

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.

Syllabus link: <http://syllabus.bos.nsw.edu.au/mathematics/mathematics-k10/content/>

Year 8 Mainstream					
Task	Topics	Examiner	Date	Description	Weight
1	Computation of Integers	T Nguyen	Term 1 Week 6	Written Test 45 minutes	15
2	Angle Relationships and Properties of Geometric Figures Ratios and Rates	H Wang	Term 2 Week 4	Written Test 45 minutes	20
3	Fractions, Decimals, and Percentages	L Cai	Term 2 Week 9	Written Test 45 minutes	15
4	Measurement and Pythagoras' Theorem Algebraic Techniques and Index Laws	H Nguyen	Term 3 Week 8	Written Test 45 minutes	20
5	<u>Yearly – All topics to date</u>	D Nguyen	Term 4 Week 5	Yearly 45 minutes	30

Year 9 Core Advanced/Extension & Year 8 Accelerated					
Task	Topics	Examiner	Date	Description	Weight
1	Computation and Financial Mathematics	H Wang	Term 1 Week 6	Written Test 45 minutes	10
2	Expressions, Equations and Inequalities Right-Angled Triangles (Partial)	L Cai	Term 2 Week 4	Written Test 45 minutes	20
3	Right-Angled Triangles (Remaining) Linear Relationships	H Wang	Term 2 Week 9	Written Test 45 minutes	20
4	Length, Area, Surface Area, and Volume Indices and Surds	L Cai	Term 3 Week 6	Written Test 45 minutes	20
5	<u>Yearly – All topics to date</u>	H Wang	Term 4 Week 4	Yearly 45 minutes	30

MATHEMATICS STANDARD AND ADVANCED YEAR 8 SCOPE AND SEQUENCE

PDHPE

Personal
Development
Health &
Physical
Education

2025

YEAR 8 - PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE: Encourages students to draw on their own and others' strengths, capacities, capabilities and resources to develop the knowledge, understanding, skills, values and attitudes they require to make healthy, safe and active choices to improve their own and others' health, safety, wellbeing and participation in physical activity. The knowledge, understanding, skills, values and attitudes students develop through movement in PDHPE will allow them to experience challenges and opportunities to enhance a range of personal and social skills and behaviours that contribute to healthy, safe and active lifestyles.

Syllabus link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	2- 11	What's Happening To Me?	Multimodal Presentation Plan and develop an information resource for young people about puberty.	PD4-6, PD4-7, PD4-10	Term 1 Week 9	60% HY 20% Yearly
1	2-11	Hit And Run	Outcomes based assessment. Assessed in Yearly Examination.	PD4-5, PD4-9, PD4-11	Term 1 Week 10	
2	1-10	Team Spirit	Practical Assessment Demonstrates and refines movement skills. Selects and uses communication skills and strategies to enhance individual and team performance.	PD4-5, PD4-9, PD4-11	Term 2 Week 5	40% HY 20% Yearly
2	1-10	Relationships In The 21 st Century	Outcomes based assessment. Assessed in Yearly Examination.	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7	Term 2 Week 10	
3	1-10	Target Games & Traditional Indigenous Games	Practical Assessment Students will participate in a series of target games and traditional Indigenous games, where they demonstrate movement skills, teamwork, and an understanding of cultural significance.	PD4-4, PD4-5, PD4-10, PD4-11	Term 3 Week 10	20% Yearly
3	1-10	Understanding Drugs	Outcomes based assessment. Assessed in Yearly Examination.	PD4-6, PD4-7	Term 3 Week 10	
4	1-10	<i>All Topics</i>	Final Yearly Examination What's happening to me, Hit and run, Team spirit, Relationships, Understanding drugs, Target games & Traditional Indigenous games.	PD4-2, PD4-3, PD4-6	Term 4 Week 3	40% Yearly

NOTE: There are 5 x 50 minutes periods per fortnight. Due dates for assessments are indicative and is subject to change.

Cabramatta High School Assessment Policy

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SCIENCE

Science

2025

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 8	SC4-LW3 SC4-LW5
SRP (30%) Student Research Project	Term 2, Week 4	SC4-WS4 SC4-WS5 SC4-WS6 SC4-WS7 SC4-WS8 SC4-WS9
First Hand Investigation and Report (30%) In our Element	Term 3, Week 6`	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 Overview 2025

SEMESTER ONE		
	Term 1	Term 2
1		
2		Languages-reading & Writing
3		Languages-reading & Writing
4		Science Math & Accelerated Languages-reading & Writing History
5	Languages-Listening & Speaking	PDHPE Literacy Visual Arts
6	Math & Accelerated Languages-Listening & Speaking	
7	Languages-Listening & Speaking	
8	Science Languages-Listening & Speaking	
9	PDHPE History Languages-Listening & Speaking	Maths & Accelerated English
10	PDHPE English Visual Arts Languages-Listening & Speaking	PDHPE English
11		
Technology: assessments to be completed per class rotation of modules		
SEMESTER TWO		
	Term 3	Term 4
1		
2		Literacy English Languages-reading & Writing
3		PDHPE Literacy Languages-reading & Writing
4		Science Math's Accelerated Languages-reading & Writing Geography Visual Arts
5	Languages-Listening & Speaking	Math
6	Science Math Accelerated Languages-Listening & Speaking	
7	Languages-Listening & Speaking	 <div style="background-color: black; color: white; padding: 5px; text-align: center; font-size: small;">Scan this code to access the full document.</div>
8	Math Languages-Listening & Speaking	
9	Languages-Listening & Speaking Geography	
10	PDHPE Visual Arts Languages-Listening & Speaking	
Technology: assessments to be completed per class rotation of modules		

