

***CABRAMATTA HIGH SCHOOL***



# **Stage 4**

**YEAR 8**

**ASSESSMENT BOOKLET**



Cabramatta High School -2021

# **CREATIVE ARTS**

## **(CAPA)**

### **FACULTY**

**2021**



## Cabramatta High School -2021

### Stage 4 Visual Arts-Year 8 Assessment Schedule

**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.

#### SEMESTER 1

		<b>Task 1 Term 1 Week 10</b>	<b>Task 2 TERM 1 Week 10</b>	<b>Task 3 TERM 2 Week 4</b>	<b>Task 4 TERM 2 Week 4</b>
<b>STAGE 4 VISUAL ARTS 2019 ASSESSMENT SCHEDULE</b>	<b>Weighting %</b>	BODY OF WORK	VAD	BODY OF WORK	VAD
<b>Art Making</b>	70	50		20	
<b>Art Criticism &amp; Art History</b>	30		20		10
<b>Total Marks</b>		<b>100</b>			
<b>Course Outcomes</b>		4.1, 4.2, 4.3, 4.4, 4.4, 4.5, 4.6	4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.6, 4.6,	4.7, 4.8, 4.9, 4.10

#### 2020 Year 8 Scope and Sequence

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



## Cabramatta High School -2021

### SEMESTER 2

		<b>Task 5 Term 3 Week 10</b>	<b>Task 6 TERM 3 Week 8</b>	<b>Task 7 TERM 4 Week 5</b>	<b>Task 8 TERM 4 Week 4</b>
<b>SEMESTER 2 ASSESSMENT SCHEDULE</b>	<b>Weighting %</b>	BODY OF WORK	VAD	BODY OF WORK	VAD
<b>Art Making</b>	70	50		20	
<b>Art Criticism &amp; Art History</b>	30		20		10
<b>Total Marks</b>		<b>100</b>			
<b>Course Outcomes</b>		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](http://www.boardofstudies.nsw.edu.au/syllabus_sc/photo-digital-media.html)

### SEMESTER 2 SCOPE AND SEQUENCE 2020

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



Cabramatta High School -2021

# ENGLISH & EAL/D FACULTIES

2021



## Cabramatta High School -2021

**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 2021

Component	Task 1	Task 2	Task 3	Task 4
Unit	<b>Genre Study: Fantasy/Science Fiction</b>	<b>Inform Me</b>	<b>Cultural Identity</b>	<b>From Page to Stage</b>
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](http://www.boardofstudies.nsw.edu.au/syllabus_sc/english.html)



## SCOPE AND SEQUENCE / YEAR 8

<b>Inform Me</b>	<b>Genre Study: Fantasy or Science Fiction</b>	<b>Cultural Identity</b>	<b>The Amazing Poetry Race</b>	<b>From Page to Stage</b>
Term 1, Week 1 to Term 1, Week 11	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 5	Term 4, Week 6 to Term 4, Week 10
Students are introduced to non-fiction texts with a focus on personal accounts and newspaper reports. This unit will help inform students about a significant period in history and the role of the media in communicating current and/or past events in newspapers. This unit will also allow students the opportunity to investigate the changing nature of communicating news in the digital age.	Students are to build knowledge of different genres and text types with a focus on the fantasy genre.  Students learn poetic, film, narrative, visual techniques to create and engage contextual relationships and settings within the fantasy genre.	Students will explore the concept of cultural identity and how it is reflected in film. This unit has a particular focus on Aboriginal perspectives.  Cross Curriculum Priority: Aboriginal Perspectives	Students are to compete in an amazing poetry race around the world to explore poetry from different countries and consider how the poems studied reflect different cultures: the people; the places; the values; and the traditions. Through this exploration students will learn about different poetic techniques and gain a better understanding of their place in the world.  Cross Curriculum Priority: Asia and Australia's engagement with Asia.	Students will explore the various components of dramatic texts. They will examine the process of taking a story, legend or fairytale and creating a drama script.  Stories, myths, legends and fairy tales from various cultures are the focus of the unit.  Students will explore, create and perform dramatic texts.
<b>Outcomes Assessed:</b> 1A, 2A, 3B, 5C, 7D, 8D, 9E	<b>Outcomes Assessed:</b> 1A, 3B, 6C, 7D, 9E	<b>Outcomes Assessed:</b> 2A, 3B, 5C, 8D, 9E	<b>Outcomes Assessed:</b> 1A, 3B, 5C, 7D, 8D, 9E	<b>Outcomes Assessed:</b> 1A, 2A, 3B, 4B, 8D, 9E
<b>Text Type Focus:</b> Non-Fiction	<b>Text Type Focus:</b> Fiction	<b>Text Type Focus:</b> Film	<b>Text Type Focus:</b> Poetry	<b>Text Type Focus:</b> Drama



## Cabramatta High School -2021

<p><b>Grammar and Punctuation:</b> At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <ul style="list-style-type: none"><li>• Speaking and listening skills</li></ul> <p><b>Spelling</b> Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p><b>SRA</b> At least one lesson per fortnight should be set aside for SRA during this unit. The 2IC and Literacy Representative will assist with initial set up and timetable.</p> <p><b>Metalanguage/Vocabulary</b> See separate metalanguage program for requirements when teaching non-fiction.</p>	<p><b>Grammar and Punctuation:</b> At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <p><b>Spelling</b> Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p><b>SRA</b> SRA lessons during this unit can be replaced with reading comprehension tasks from past NAPLAN tests in preparation for NAPLAN. SRA can then continue as normal after NAPLAN.</p> <p><b>Metalanguage/Vocabulary</b> See separate metalanguage program for requirements when teaching fiction.</p>	<p><b>Grammar and Punctuation:</b> At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <p><b>Spelling</b> Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p><b>SRA</b> At least one lesson per fortnight should be set aside for SRA during this unit. The 2IC and Literacy Representative will assist with initial set up and timetable.</p> <p><b>Metalanguage/Vocabulary</b> See separate metalanguage program for requirements when teaching film.</p>	<p><b>Grammar and Punctuation:</b> At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <p><b>Spelling</b> Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p><b>SRA</b> At least one lesson per fortnight should be set aside for SRA during this unit. The 2IC and Literacy Representative will assist with initial set up and timetable.</p> <p><b>Metalanguage/Vocabulary</b> See separate metalanguage program for requirements when teaching poetry.</p>	<p><b>Grammar and Punctuation:</b> At least one lesson per fortnight should be set aside for grammar and punctuation with a focus on the following areas during this unit.</p> <p><b>Spelling</b> Students to be given one list per fortnight as part of their grammar and punctuation lesson. See attached lists.</p> <p><b>SRA</b> At least one lesson per fortnight should be set aside for SRA during this unit. The 2IC and Literacy Representative will assist with initial set up and timetable.</p> <p><b>Metalanguage/Vocabulary</b> See separate metalanguage program for requirements when teaching drama.</p>
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Cabramatta High School -2021

# **HUMAN SOCIETY & ITS ENVIRONMENT FACULTY**

**(HSIE)**

**2021**



## 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 management	Interconnections	All topics
TASK DESCRIPTION	Topic Test (25%)	Research Task presentation (25%)	Yearly Exam: knowledge, understanding and skills (30%)	Book mark and class task (5% and 15%)
DATE	Term 1 Week 6	Term 2 Week 10	Term 2 Week 5	Term 1-2 ongoing
OUTCOMES ASSESSED	GE4-1, GE4-2, GE4-5, GE4-8	GE4-1, GE4-2, GE4-3, GE-5, GE4-6, GE4-7,GE4-8	GE4-1, GE4-2, GE4-3, GE4-7, GE4-8	GE4-1, GE4-2, GE4-3,GE4-3, GE4-5,GE4-6

[http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/geography\\_710\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/geography_710_syl.pdf)



## Year 8 Geography – Scope and Sequence 2021

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 Half yearly exam including geo skills	GE4-1, GE4-2,GE4-3, GE4-5, GE4-7, GE4-8	Term 4 WK 6	35 %
			<b>Class task</b> This is an ongoing assessment It should include 2 class tasks or a sequence of class tasks		By term 4 WK 6	20 %
			<b>Book mark</b> Books are to be marked twice in a semester (2x5%)		<i>On- going</i>	10 %

**NOTE:** There are 7 x 50 minutes periods per fortnight. Due dates for assessments are **indicative** and is subject to change. Skills to be taught; climate graphs, weather maps, graphs, data analysis.

### **Cabramatta High School Assessment Policy**

*Students must apply themselves with diligence and sustained effort in class. Failure to complete course work 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.*



## Cabramatta High School -2021

### 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	CLASS TASK
UNIT	The Western and Islamic World: Medieval Europe	Medieval Europe	Expanding Contact: The Spanish Conquest of the Americas	All topics
TASK DESCRIPTION	Topic Test (20%)	Research Group task (30%)	Yearly Exam (30%)	Book mark and class task (5% and 15%)
	Term 3 Week 6	Term 4 Week 1	Term 4 Week 5	Term 3-4 ongoing
OUTCOMES ASSESSED	HT4-1, HT4-4, HT4-5, HT4-6, HT4-9	HT4-3, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HAT4-10	HT4-2, HT4-3, HT4-5, HT4-6, HT4-7, HT4-8	HT4-8, HT4-9, HT4-10,

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



## Year 8 History – Scope and Sequence 2021

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	1-11	<i>Depth study 2: The western and Islamic world</i> <b>Medieval Europe + Historical skills</b>	<b>Assessment task 1 – Research Task</b>	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> <b>The Spanish conquest of the America</b>	<b>Assessment task 2 – Yearly exam</b>	HT 4-2, HT4-3, HT 4-5, HT4-6, HT4-7, HT4-8	Term 2 WK 5	35%
	6- 10	<i>Depth study 5 option: Inquiry based learning</i> <b>Angkor/ Khmer empire OR Japan under the Shoguns OR The Polynesian expansion across the Pacific</b>	<b>Class task</b>  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	20%
			<b>Book mark</b> Books are to be marked twice in a semester (2x5%)		<i>On-going</i>	10%

**NOTE:** There are 7 x 50 minutes periods per fortnight. Due dates for assessments are indicative and is subject to change.

### Cabramatta High School Assessment Policy

*Students must apply themselves with diligence and sustained effort in class. Failure to complete course work 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.*



Cabramatta High School -2021

# **INDUSTRIAL ARTS & HOME ECONOMICS FACULTIES**

**2021**



## 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

### Dragster (Engineered Systems)

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,



## Trinket Box (Material Technologies)

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
<b>UNIT</b> Stool	Students' research, design, constructs and evaluates a trinket box over 10 weeks.			
<b>TASK DESCRIPTION</b>	Research assignment	Class worksheets	Practical (making the trinket box)	Design Folio
<b>Weighting</b>	10%	10%	60%	20%
<b>DATE</b>	Assessments to be completed as per class rotation of modules			
<b>OUTCOMES ASSESSED</b>	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 2021**

<b>Year 8 Program – Industrial Arts</b>	<b>Year 8 Program – Industrial Arts</b>	<b>Year 8 Program – Home Economics (20 weeks)</b>
<p><b>Unit :</b> <b>Engineered Systems (Dragster)</b></p> <p><b>Focus:</b> 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><b>Outcomes:</b>  TE4-1DP, TE4-2DP, TE4-3DP, <b>TE4-8EN, TE4-10TS</b></p>	<p><b>Unit:</b> <b>Material Technologies (Trinket Box)</b></p> <p><b>Focus:</b> 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><b>Outcomes:</b>  TE4-1DP, TE4-2DP, TE4-3DP, <b>TE4-9MA, TE4-10TS</b></p>	<p><b>Unit :</b> <b>From Paddock to Plate (Agriculture and Food including elements of digital technologies)</b></p> <p><b>Focus:</b>  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><b>Outcomes:</b>  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.*



Cabramatta High School -2021

# LANGUAGES FACULTY

2021



## 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 and Presentation Listening Speaking	Reading Writing	Research and Presentation 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	<b>French:</b> LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C <b>Chinese:</b> LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, <b>Korean:</b> LKO4-1C, LKO4-2C, LKO4-3C, LKO4-4C <b>Vietnamese:</b> LVI4-1C, LVI4-2C, LVI4-3C, LVI4-4C	<b>French:</b> LFR4-2C, LFR4-3C LFR4-4C, LFR4-5U, LFR4-6U <b>Chinese:</b> LCH4-2C, LCH4-3C LCH4-4C, LCH4-5U, LCH4-6U <b>Korean:</b> LKO4-2C, LKO4-3C LKO4-4C, LKO4-5U, LKO4-6U <b>Vietnamese:</b> LVI4-2C, LVI4-3C, LVIE-4C, LVI4-5U, LVI4-6U	<b>French:</b> LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C <b>Chinese:</b> LCH4-1C, LCH4-2C, LCH4-3C, LCH4-4C, <b>Korean:</b> LKO4-1C, LKO4-2C, LKO4-3C, LKO4-4C <b>Vietnamese:</b> LVI4-1C, LVI4-2C, LVI4-3C, LVI4-4C	<b>French:</b> LFR4-2C, LFR4-3C LFR4-4C, LFR4-5U, LFR4-6U <b>Chinese:</b> LCH4-2C, LCH4-3C LCH4-4C, LCH4-5U, LCH4-6U <b>Korean:</b> LKO4-2C, LKO4-3C LKO4-4C, LKO4-5U, LKO4-6U <b>Vietnamese:</b> 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 -2021

# MATHEMATICS

# FACULTY

2021



## 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
<b>TOPICS</b>	Integers, Fractions and Decimals	Financial Maths, Percentages	Algebra, Indices, Circle and Cylinders	Pythagoras' Theorem, Equations	Yearly – All topics
<b>DATE</b>	TERM 1 WEEK 6	TERM 2 WEEK 1	TERM 2 WEEK 10	TERM 3 WEEK 8	TERM 4 WEEK 3
<b>DECIPTION</b>	WRITTEN TEST 45 MINUTES	WRITTEN TEST 45 MINUTES	HALF YEARLY 45 MINUTES	WRITTEN TEST 45 MINUTES	YEARLY 45 MINUTES
<b>WEIGHT</b>	10%	25%	15%	15%	35%
<b>OUTCOMES ASSESSED</b>	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 -2021

### MATHEMATICS STANDARD AND ADVANCED YEAR 8 SCOPE AND SEQUENCE

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



Cabramatta High School -2021

# **PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION FACULTY**

**(PDHPE)**

**2021**



## Cabramatta High School -2021

### 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	
<b>Report Outcomes</b>					
<b>Marks</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

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



Cabramatta High School -2021

# SCIENCE FACULTY

2021



## 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
Cells to Humans	Chemical World	Rocky Road	Zip Zap

### **ASSESSMENT:**

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

### **ASSESSMENT SCHEDULE:**

TASK DESCRIPTION, WEIGHTING	DATE	OUTCOMES
<b>Topic Test (10%)</b> Cells to Humans	Term 1, Week 7	LW1 (f), LW2 (c),(d),(e),(f), LW3 (b),(e),(f) LW4 (a),(b),(c),(d),(f)
<b>First Hand Investigation and Report (30%)</b> Chemical World	Term 2, Week 5	CW4 – a, b WS4 - b WS5.1 – c, d, WS5.2 - a – e WS5.3 – a – d WS6 – d – f, WS7, WS9
<b>SRP (30%)</b> Cells to Humans Chemical World Rocky Road	Term 3, Week 1	LW1, LW2, LW3, LW4 CW2, CW4 ES1, ES3
<b>Yearly Exam (30%)</b> All topics	Term 4 Week 4	LW3-c,e, LW4-c,d,f ES1-a,b,c,f CW2-a, CW4-c LW5-c,d PW1-d, PW2-b,d,g,h,i