

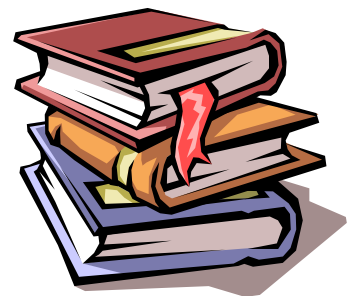


# Girraween High School



2009

Year 8



# Assessment Policy Booklet

## SCHOOL ASSESSMENT PROCEDURES

### 1. THE PURPOSE OF ASSESSMENT

The assessment procedures are intended to provide an indication of a student's attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and addresses all these projected outcomes.

The Years 7–10 syllabuses advocate *assessment for learning*. Assessment *for learning* gives students opportunities to produce work that leads to development of their knowledge, understanding and skills. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

The feedback that students receive from completing assessment activities will help teachers and students decide where they are up to and whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, skills and understanding.

Some of the tasks that students will be given in a subject will not be assessment tasks. Students are required to complete all set tasks not only those for assessment.

Gathered evidence is used for *assessment of learning* which takes place at key points in the learning cycle, such as at the end Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

### 2. ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This Assessment Booklet provides you with an assessment schedule for each of your subjects (see pages 5 – 16). Each assessment schedule lists for each task: type of task, ***approximate date*** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks (see pages 17, 18) – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

***Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.***

***Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.***

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

### 3. ATTENDANCE

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and then they may not be eligible to receive a School Certificate.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. No automatic extension is granted to students who are absent on the day the notice of a task is given.

#### 4. SUBMISSION OF TASKS

For assessment tasks which are completed outside the classroom, all tasks are to be submitted by the designated day and time (as per the teacher notification).

All tasks submitted after the designated time will be deemed to be LATE unless there are exceptional circumstances.

Failure to submit a task by the designated time will result in:

- a note being sent home (a copy of this note will be placed in the student's central file and given to the Year Adviser and Deputy Principals)
- a mark deduction of 10% of the maximum mark per weekday (including holidays and up to 90%).

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

#### 5. EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Students must apply to the Head Teacher responsible well before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances.

If your extension is not granted, you must submit the incomplete task on the due date.

Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task (see Section 4 above).

#### 6. PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the relevant Head Teacher.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must **NOTIFY THE HEAD TEACHER AND THEIR CLASS TEACHER**, and submit the work before the due date.

#### 7. ABSENCE DUE TO ILLNESS/MISADVENTURE

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task (see Section 4 above). If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the appropriate Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

## 8. TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Chung for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - check the compatibility of your home software with the school's technology
  - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

## 9. ORAL TASKS

Students must be ready to present Oral Assessment Tasks on the specified due date. Students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally). In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation.

## 10. ZERO MARKS

A ZERO mark will be awarded when a student:

- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in malpractice (see Section 11 below).

In such cases:

- parents/guardians will be informed in writing
- a copy of this parental notification will be placed in the student's central file and given to the Year Adviser and Deputy Principals.

## 11. MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task.

Malpractice includes, but is not limited to:

- cheating
- attempting to cheat
- assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting the assessment task in any way
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not submitted by the due date.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Principal.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded (see Section 10 above).

## 12. DISPUTES REGARDING ASSESSMENT TASKS

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

**Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.**

## 13. ASSESSMENT CONCERNS

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

Note: **The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

<b>YEAR 8 ASSESSMENT: 2009</b>	<b>SUBJECT: ENGLISH</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: <i>Shakespeare</i> Performance	Term 1, Week 9A	1,3
2: <i>Shakespeare</i> Response	Term 1, Week 11A	1,2,4
3: Visual Literacy	Term 2, Week 8A	1,2,5
4: Viewing and Representing	Term 2, Week 11B	1,3,4
5: Premier's Reading Competition	Term 3, Week 5A	1,2
6: Speaking	Term 3, Week 9A	1,4,5
7: Yearly Examination: Reading	Term 4, Week 2B	1
8: Yearly Examination: Writing	Term 4, Week 2B	1,2,3,4

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: <i>Shakespeare</i> Performance	10	Semester 1 Mark	30
2: <i>Shakespeare</i> Response	20	3: Visual Literacy	10
		4: Viewing and Representing	15
		5: Premier's Reading Competition	5
		6: Speaking	15
		7: Yearly Examination: Reading	10
		8: Yearly Examination: Writing	15
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 can speak, listen, read, write, view and represent
- 2 uses language effectively and appropriately
- 3 imaginative, interpretive and critical thinking
- 4 communicates with understanding about themselves and the world
- 5 reflects on learning through English.

<b>YEAR 8 ASSESSMENT: 2009</b>	<b>SUBJECT: MATHEMATICS</b>
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TASK	APPROXIMATE DATE	AREAS OF LEARNING
1: Mentals 1	Term 1, Week 6B	Number
2: Common Test 1	Term 1, Week 6B	1, 2, 3
3: Mentals 2	Term 2, Week 4A	Number
4: Common Test 2	Term 2, Week 4A	2, 4, 5
5: Mentals 3	Term 3, Week 3A	Number
6: Common Test 3	Term 3, Week 3A	1, 2, 4
7: Mentals 4	Term 4, Week 2B	Number
8: Common Test 4	Term 4, Week 2B	1, 2, 3, 4, 5

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT (%)	TASK	WEIGHT (%)
1: Mentals 1	5	Semester 1 Mark	20
2: Common Test 1	45	5: Mentals 3	4
3: Mentals 2	5	6: Common Test 3	36
4: Common Test 2	45	7: Mentals 4	4
		8: Common Test 4	36
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 Number: probability, rates and ratios, indices, percentages
- 2 Patterns and Algebra: equations and inequalities
- 3 Data: data analysis
- 4 Measurement: perimeter and area, surface area and volume, properties of geometrical figures
- 5 Space and Geometry: congruence and similarity.

**YEAR 8 ASSESSMENT: 2009****SUBJECT: SCIENCE**

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1. Assignment 1	Term 1, Week 5A	3, 4, 5
2. Practical Test 1	Term 1, Week 7A	1, 2
3. Book Work – Semester 1	Term 1 – Term 2	1
4. Semester 1 Test	Term 2, Week 4A	1, 2, 3, 4, 5
5. Science Competition	Term 2, Week 7B	1
6. Assignment 2	Term 3, Week 8B	3, 4, 5
7. Major Scientific Investigation	Term 3, Week 10B	1, 2
8. Book Work – Semester 2	Term 3 – Term 4	1
9. Yearly Examination	Term 4, Week 2B	2, 3, 4, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1. Assignment 1	25	5. Science Competition	10
2. Practical Test 1	25	6. Assignment 2	25
3. Book Work– Semester 1	5	7. Major Scientific Investigation	15
4. Semester 1 Test	45	8. Book Work– Semester 2	5
		9. Yearly Examination	45
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

**Semester 2 Report = 40% Semester 1 Mark + 60% Semester 2 Mark**

### **Areas of Learning**

- 1 scientific thinking, problem solving and communicating
- 2 planning and conducting scientific investigations with guidance
- 3 knowledge and understanding of scientific concepts
- 4 significance of Science to society and the environment
- 5 the nature and application of scientific concepts in theory as well as in everyday life.

<b>YEAR 8 ASSESSMENT: 2009</b>	<b>SUBJECT: GEOGRAPHY</b>
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TASK	APPROXIMATE DATE		AREAS OF LEARNING
	SEMESTER 1	SEMESTER 2	
1: Assignment – Global Geographical Issues	Term 1, Week 8B	Term 3, Week 4B	1,2
2: Skills	Term 1, Week 11A	Term 3, Week 7A	1,2
3: Assignment – Global Citizenship	Term 2, Week 3B	Term 3, Week 10B	1,2
4: Semester Test	Term 2, Week 6A	Term 4, Week 2B	1,2

<b>SEMESTER REPORT</b>	
TASK	WEIGHT (%)
1: Assignment – Global Geographical Issues	20
2: Skills	25
3: Assignment – Global Citizenship	20
4: Semester Test	35
<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 Geographical Skills
- 2 Knowledge of Geography.

<b>YEAR 8 ASSESSMENT: 2009</b>	<b>SUBJECT: HISTORY</b>
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TASK	APPROXIMATE DATE		AREAS OF LEARNING
	SEMESTER 1	SEMESTER 2	
1: Test	Term 1, Week 5A	Term 3, Week 5A	1, 2
2: Journal / Writing Task	Term 1, Week 8B	Term 3, Week 7A	3, 4
3: Examination	Term 2, Week 6A	Term 4, Week 2B	1, 5, 6, 7

SEMESTER REPORT	
TASK	WEIGHT (%)
1: Test	25
2: Journal	25
3: Examination	50
<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 describes and explains the nature of History, the main features of past society and their legacy
- 2 identifies periods of historical time and sequences people and events
- 3 identifies the meaning, purpose and context of historical sources
- 4 locates, selects and organises information from a variety of sources, including ICT, to conduct historical research
- 5 uses historical terms and concepts
- 6 is able to show what makes a source useful and reliable.

<b>YEAR 8 ASSESSMENT: 2009</b>	<b>SUBJECT: TECHNOLOGY</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Unit 1	Term 1, Week 11A	1, 3, 4, 6
2: Exam	Term 2, Week 5B	2, 3, 5
3: Unit 2	Term 2, Week 11B	1, 3, 4, 6
4: Unit 3	Term 3, Week 9A	1, 3, 4, 6
5: Yearly Examination	Term 4, Week 2B	1, 3, 6

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Unit 1	25	Semester 1 Mark	35
2: Exam	10	3: Unit 2	25
		4: Unit 3	25
		5: Yearly Examination	15
<b>TOTAL</b>	<b>35</b>	<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 selects, analyses, presents and applies research and experimentation from a variety of sources
- 2 applies management processes to successfully complete design projects
- 3 applies appropriate evaluation techniques throughout each design project
- 4 applies a broad range of contemporary and appropriate tools, materials and techniques in each design project
- 5 explains the impact of innovation and emerging technologies on society and the environment
- 6 identifies and explains ethical, social, environmental and sustainability considerations related to design projects.

<b>YEAR 8 ASSESSMENT: 2009</b>	<b>SUBJECT: MUSIC</b>
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TASK	APPROXIMATE DATE	AREAS OF LEARNING
<b>Semester 1</b>		
1: Participation	Ongoing	1, 3, 6
2: Performance / Instrument Skills	Ongoing assessments	1, 3, 6
3: Written Assignment	To be negotiated with individual class groups	2, 5
4: Book Work	Ongoing	2
5: Theory Assessment	At the end of each unit – to be negotiated with individual class groups	2, 4, 5
<b>Semester 2</b>		
6: Participation	Ongoing	1, 3, 6
7: Performance / Instrument Skills	Ongoing assessments	1, 3, 6
8: Theory Assessment	At the end of each unit – to be negotiated with individual class groups	2, 4, 5
9: Written Assignment	To be negotiated with individual class groups	2, 5
10: Yearly Examination	Term 4, Week 2B	2, 5, 6

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT (%)	TASK	WEIGHT (%)
1: Participation	5	6: Participation	10
2: Performance / Instrument Skills	50	7: Performance / Instrument Skills	40
3: Written Assignment	20	8: Theory Assessment	15
4: Book Work	10	9: Written Assignment	15
5: Theory Assessment	15	11: Yearly Examination	20
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

<b>Semester 2 Report = 20% Semester 1 Mark + 80% Semester 2 Mark</b>
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### Areas of Learning

- 1 demonstrates a willingness to perform, listen and compose
- 2 demonstrates an understanding of musical concepts through listening and written work
- 3 identifies the use of technology in the music selected for study
- 4 notates composition using traditional and/or non-traditional notation
- 5 performs in a range of musical styles demonstrating an understanding of musical concepts
- 6 performs music demonstrating solo and/or ensemble awareness.

<b>YEAR 8 ASSESSMENT: 2009</b>	<b>SUBJECT: VISUAL ARTS</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Practical (Semester 1)	Term 1, Week 9A Term 2, Week 5B	1, 3, 5, 6
2: Theory (Semester 1)	Ongoing assessment	2, 4
3: Practical (Semester 2)	Term 3, Week 9A Term 4, Week 5A	1, 3, 5, 6
4: Theory (Semester 2)	Ongoing assessment	2, 4

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Practical (Semester 1)	50	Semester 1 Mark	20
2: Theory (Semester 1)	50	3: Practical (Semester 2)	40
		4: Theory (Semester 2)	40
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 2 explores the function of and relationships between the artist – artwork – world – audience
- 3 makes artworks that involve some understanding of the frames
- 4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 5 investigates ways to develop meaning in their artworks
- 6 selects different materials and techniques to make artworks.

YEAR 8 ASSESSMENT: 2009		SUBJECT: LANGUAGES (FRENCH)
TASK	APPROXIMATE DATE	AREAS OF LEARNING
1: Integrated tasks at the end of each unit of work. Anticipated Semester 1 units: Term 1: Book 1: Units 1 – 2 Term 2: Book 1: Units 3 – 4	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
2: Task involving internet consultation	Set at appropriate time	1, 2, 3, 4, 5, 6
3: Integrated tasks at the end of each unit of work. Anticipated Semester 2 units: Term 3: Book 2: Units 1 – 2 Term 4: Book 2: Units 3 – 4	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
4: Yearly Examination	Term 4, Week 2B	1, 2, 3, 4, 5, 6

Integrated tasks can include a combination of the following:

- vocabulary quizzes
- reading comprehension
- listening comprehension
- writing skills
- speaking skills.

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT %	TASK	WEIGHT %
1: Integrated tasks at the end of each unit of work.	80	Semester 1 Mark	35
2: Internet Task	20	3: Integrated tasks at the end of each unit of work.	25
		4: Yearly Examination	40
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 Listening: demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 2 Reading: demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 3 Speaking: establishes and maintains communication in familiar situations
- 4 Writing: applies a range of linguistic structures to express own ideas in writing
- 5 Making Linguistic Connections: demonstrates understanding of the importance of appropriate use of language in diverse contexts and explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of the language
- 6 Moving Between Cultures: demonstrates understanding of the interdependence of language and culture and demonstrates knowledge of key features of the culture of the relevant communities.

YEAR 8 ASSESSMENT: 2009		SUBJECT: LANGUAGES (GERMAN)
TASK	APPROXIMATE DATE	AREAS OF LEARNING
1: Integrated tasks at the end of each unit of work. Anticipated Semester 1 units: Term 1: Units 1 – 2 Term 2: Units 3 – 4	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
2: Task involving internet consultation	Set at appropriate time	1, 2, 3, 4, 5, 6
3: Integrated tasks at the end of each unit of work. Anticipated Semester 2 units: Term 3: Units 5 – 6 Term 4: Units 7 – 8	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
4: Yearly Examination	Term 4, Week 2B	1, 2, 3, 4, 5, 6

Integrated tasks can include a combination of the following:

- vocabulary quizzes
- reading comprehension
- listening comprehension
- writing skills
- speaking skills.

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT %	TASK	WEIGHT %
1: Integrated tasks at the end of each unit of work.	80	Semester 1 Mark	35
2: Internet Task	20	3: Integrated tasks at the end of each unit of work.	25
		4: Yearly Examination	40
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 Listening: demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 2 Reading: demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 3 Speaking: establishes and maintains communication in familiar situations
- 4 Writing: applies a range of linguistic structures to express own ideas in writing
- 5 Making Linguistic Connections: demonstrates understanding of the importance of appropriate use of language in diverse contexts and explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of the language
- 6 Moving Between Cultures: demonstrates understanding of the interdependence of language and culture and demonstrates knowledge of key features of the culture of the relevant communities.

YEAR 8 ASSESSMENT: 2009		SUBJECT: LANGUAGES (JAPANESE)
TASK	APPROXIMATE DATE	AREAS OF LEARNING
1: Integrated tasks at the end of each unit of work. Anticipated Semester 1 units: Term 1: Units 1 – 2 Term 2: Units 3 – 4	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
2: Task involving internet consultation	Set at appropriate time	1, 2, 3, 4, 5, 6
3: Integrated tasks at the end of each unit of work. Anticipated Semester 2 units: Term 3: Units 5 – 6 Term 4: Units 7 – 8	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
4: Yearly Examination	Term 4, Week 2B	1, 2, 3, 4, 5, 6

Integrated tasks can include a combination of the following:

- vocabulary quizzes
- reading comprehension
- listening comprehension
- writing skills
- speaking skills.

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT %	TASK	WEIGHT %
1: Integrated tasks at the end of each unit of work.	80	Semester 1 Mark	35
2: Internet Task	20	3: Integrated tasks at the end of each unit of work.	25
		4: Yearly Examination	40
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 Listening: demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 2 Reading: demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 3 Speaking: establishes and maintains communication in familiar situations
- 4 Writing: applies a range of linguistic structures to express own ideas in writing
- 5 Making Linguistic Connections: demonstrates understanding of the importance of appropriate use of language in diverse contexts and explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of the language
- 6 Moving Between Cultures: demonstrates understanding of the interdependence of language and culture and demonstrates knowledge of key features of the culture of the relevant communities.

<b>YEAR 8 ASSESSMENT: 2009</b>	<b>SUBJECT: PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION (PDHPE)</b>
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<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Practical Assessment (Semester 1)	Ongoing	1, 2, 4
2: Health Assignment	Term 2, Weeks 3B/4A	3
3: Practical Assessment (Semester 2)	Ongoing	1, 2, 4
4: Health booklets	Term 4, Weeks 2B/3A	3

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Practical Assessment (Semester 1)	60	Semester 1 Mark	20
2: Health Assignment	40	3: Practical Assessment (Semester 2)	60
		4: Health booklets	20
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 demonstrates a repertoire of movement skills in a range of physical activities
- 2 moves with confidence and contributes to performance in team sports
- 3 identifies and analyses relevant health issues and how they may impact on young people
- 4 improves performance through the application of practice and effort.



## SUMMARY OF YEAR 8 ASSESSMENT TASKS

**Note that the dates listed in this summary are APPROXIMATE.**

**Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

### Term 1 2009

WEEK	
1A	
2B	
3A	
4B	
5A	History(Semester1)#1, Science#1.
6B	Mathematics#1, Mathematics#2.
7A	Science#2.
8B	Geography(Semester1)#1, History(Semester1)#2.
9A	English#1.
10B	
11A	English#2, Geography(Semester1)#2, Technology#1.

### Term 2 2009

WEEK	
1B	
2A	
3B	Geography(Semester1)#3, PDHPE#2.
4A	Mathematics#3, Mathematics#4, PDHPE#2, Science#4.
5B	Technology#2.
6A	Geography(Semester1)#4, History(Semester1)#3.
7B	Science#5.
8A	English#3.
9B	
10A <i>Start Semester 2</i>	
11B	English#4, Technology#3.



## SUMMARY OF YEAR 8 ASSESSMENT TASKS

*Note that the dates listed in this summary are APPROXIMATE.*

*Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.*

### Term 3 2009

WEEK	
1A	
2B	
3A	Mathematics#5, Mathematics#6.
4B	Geography(Semester2)#1.
5A	English#5, History(Semester2)#1.
6B	
7A	Geography(Semester2)#2, History(Semester2)#2.
8B	Science#6.
9A	English#6, Technology#4.
10B	Geography(Semester2)#3, Science#7.

### Term 4 2009

WEEK	
1A	
2B <b>Year 8 Yearly</b>	English#7, English#8, French#4, Geography(Semester2)#4, German#4, History(Semester2)#3, Japanese#4, Mathematics#7, Mathematics#8, Music#11, PDHPE#4, Science#9, Technology#5.
3A	PDHPE#4.
4B	
5A	
6B	
7A	
8B	
9A	School Presentation Day: Monday 14/12/09

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