

CUMBERLAND HIGH SCHOOL

# YEAR 8

ASSESSMENT INFORMATION  
AND SCHEDULES



2023



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## Contact Information 2023



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### KEY PEOPLE

PRINCIPAL.....	Mr Fulwood
DEPUTY PRINCIPAL.....	Mrs Ashton
DEPUTY PRINCIPAL .....	Mrs Shadwick

### HEAD TEACHERS

ENGLISH .....	Mr Duhigg
MATHEMATICS.....	Mr Bell
SCIENCE.....	Mr Walford
HSIE (Human Society and Its Environment) .....	Mr Condell
FACULTY OF THE ARTS.....	Mr Andrews
PDHPE (Personal Development, Health & Physical Education).....	Mr Wilson
TAS (Technology and Applied Studies) .....	Ms Czislowski
ADMINISTRATION.....	Mr Thomas
LEARNING DESIGN & WELLBEING.....	Ms Bovill
TEACHING AND LEARNING .....	Mr Lummis

### STUDENT ADVISORS

YEAR 7 .....	Ms Coster/Mr Duffy
YEAR 8 .....	Mr Kwan
YEAR 9 .....	Ms Isachsen/Ms McCubbin
YEAR 10 .....	Mr Langdon
YEAR 11 .....	Mr Pillay
YEAR 12 .....	Mr Smith

## Introduction for Junior School Students

This document has been developed to make clear the procedures, expectations and rules about assessment at Cumberland High School.

The first pages are the school's policy on assessment.

The remaining pages are the assessment schedules for each subject, including:

- the assessment tasks which will take place throughout the year
- how much each task is worth
- when each task will occur/ due date

### WHAT IS ASSESSMENT?

Assessment is how teachers measure your success as a learner.

**ASSESSMENT OF LEARNING** determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting.

**ASSESSMENT FOR LEARNING** gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

TABLE OF ASSESSMENT TYPES	
<b>Assessment Of Learning (Formal assessment)</b> These assessments usually occur at the end of a unit to check your overall understanding:	<b>Assessment For Learning (Informal assessment)</b> To check your progress along the way and make sure that you are learning as the teacher moves through the unit of work:
<ul style="list-style-type: none"><li>• Assessment tasks/ unit tests</li></ul>	<ul style="list-style-type: none"><li>• Observation of student learning</li></ul>
<ul style="list-style-type: none"><li>• Projects / Research Assignments</li></ul>	<ul style="list-style-type: none"><li>• Classroom activities</li></ul>
<ul style="list-style-type: none"><li>• Oral Engagement / Presentations</li></ul>	<ul style="list-style-type: none"><li>• Homework assignments</li></ul>
<ul style="list-style-type: none"><li>• Practical Tasks and Artworks</li></ul>	<ul style="list-style-type: none"><li>• Mini tests</li></ul>
<ul style="list-style-type: none"><li>• Portfolios</li></ul>	<ul style="list-style-type: none"><li>• Group and pair work</li></ul>
<ul style="list-style-type: none"><li>• Practical performances and compositions</li></ul>	<ul style="list-style-type: none"><li>• Experiments/performances</li></ul>
<ul style="list-style-type: none"><li>• Half Yearly and Yearly examinations</li></ul>	<ul style="list-style-type: none"><li>• Bookwork</li></ul>

## **HOMEWORK GUIDELINES**

Homework is a very important part of learning. You are responsible for regularly reviewing and consolidating at home the work which has been covered in lessons. This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the Curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that you develop a pattern of regular revision.

Homework needs to be balanced with family, social and extracurricular activities.

You can help yourself by:

- writing down all details of homework in your school diary
- recording due dates for tasks and major assignments in your diary
- planning your homework task completion appropriately - not leaving work to the last minute
- ensuring your homework is completed to a high standard and
- submitting assigned work punctually.

## Assessment Procedures

### Assessment Task Notification

At least 2 weeks prior to an assessment task, students will be provided with a written assessment notice containing information on the task, the outcomes to be assessed and a marking criteria.

### Assessment Deadlines and Attendance

Students need to manage their time to meet assessment deadlines.

When an assessment task takes the form of research or a practical, which is to be completed at home and submitted on or before a set date, it must be submitted at the start of the lesson unless otherwise at the time stated in the notification.

When an assessment task is during class time, students must attend school for all lessons on that day. (i.e. a student cannot miss lessons to prepare for their assessment task).

Where assessment deadlines are not met and the Illness or Misadventure policy does not apply, students will receive a zero mark and a letter will be sent home notifying parents and guardians.

### Electronic Submission of Assessment Tasks

You are not to assume that you may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher or Teacher may allow you to submit electronically. Head Teachers/ Subject Teachers may also require you to hand in a printed copy of the task. Any such instructions will be made clear to you on the assessment task notification.

- When this is required or permitted, your task may be submitted on USB or by email. When electronic submission does occur, the following rules will apply:
  1. The school will not be responsible for unreadable, unusable or virus infected files or media.
  2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
  3. The assessment task should be readily identifiable.
- An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
- The school will not be responsible for not receiving emails. If submitting work by email, you must request that the teacher let you know that he/she has received your work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If you do not receive a receipt within a reasonable time, it will mean that the teacher did not receive your work.

## Illness or Misadventure

Students who are absent from school on the day of an assessment task, examination or the day a hand-in task is due, must supply acceptable documentation:

- A Doctor's Certificate for illness
- A completed and signed [Illness / Misadventure Form](#) (copy attached at the back of this book).  
You may print this directly or ask for a blank copy from the relevant Head Teacher.

**These two documents must be returned to the relevant Head Teacher/Deputy on their first day back at school.**

Once this documentation has been received by the relevant Head Teacher, they will then determine the appropriate action. This may involve the student sitting the task on the same day or an alternate date will be confirmed.

If the required medical and misadventure documentation is not provided and this process is not followed, the student will receive a zero mark and a letter of Academic Concern will be sent home notifying parents or guardians.

## Non-School Sport and Other Activities – Procedures for Students to Follow

Cumberland High School supports students who participate in both school-based and non-school-based sporting and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handing-in of assessment tasks since school routines and calendars accommodate and communicate this information in advance.

*The following guidelines apply for students who participate in non-school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handing in of assessment tasks:*

1. Student provides teacher with notice of the activity occurring prior to the scheduled assessment. This must include a letter from the parent/caregiver that lists the date, timing, event and location of the activity.
2. Teacher informs Head Teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.

## Appeals Procedures

If a student feels there is a problem with the marking or administration of an assessment task, he or she should discuss the matter with the relevant Faculty Head Teacher. If the issue is not resolved, the student should discuss the issue with the Deputy Principal of their year group.



## Student Rights and Responsibilities

Students have the **right** to:

- be informed of the assessment policies of your school and NESAs.
- receive clear guidelines relating to the requirements of each assessment task including a minimum of a 2-week written notification on all assessment tasks (incl. formal examinations).
- be told in advance of the due date for each assessment task with a minimum 2-week notification.
- calmly discuss any concerns regarding the marking of the task on return of the task.

Students have the **responsibility** to:

- ensure that **all work is their own** and avoid behaviour that could be considered malpractice/cheating, including plagiarism.
- become familiar with and follow the assessment requirements set by the school.
- complete all set tasks on-time, or talk to their teacher about what is required if they can't meet a deadline.
- follow up any concerns they have with tasks at the time they are marked and returned.

## Ethical Practice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an assessment task and examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- using material directly from books, journals, or the internet without acknowledging the source.
- producing work that has been memorised and contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

Cumberland High School and NESAs treat cheating in all assessment tasks including written examinations and practical works very seriously.

Depending on the circumstances of the case, **zero marks** may be awarded for part or all of the assessment.

***It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do your work for you.***

***Remember that doing your own work is not only about learning, it adds to your overall sense of achievement.***

## Rules for Examinations/Assessment Tasks – Years 7 to 9

### GENERAL RULES (Which apply to ALL examinations and assessment tasks)

- NO electronic devices, except NESAs approved calculators (with memory cleared) may be brought into the examination room.
- Candidates must ensure that their **mobile phone(s) is turned off**, (or preferably secured at home or the front office) and not with them while sitting an **examination** nor an **in-class assessment task**.
- Candidates must enter the examination venue silently.  
Complete silence MUST be adhered to whilst candidates are in the examination hall.
- Bags, containing notes/mobile phones/watches, are to be left in an orderly fashion at the back of the examination hall, or at the front of a classroom for an in-class assessment task.
- Candidates are to remove their watches as these are no longer permitted – these must be secured elsewhere.
- Only clear, plastic pencil cases may be taken to examination desks.
- Candidates MUST sit facing the front and are NOT to turn around or look at any other candidates' paper.
- Candidates are NOT to communicate with any other candidates in any way.
- Candidates must remain for the entire duration of every examination.
- Candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- Food and drink are NOT permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates MUST obey all reasonable instructions given by supervisors.
- Borrowing is NOT permitted.
- No equipment will be lent by the faculty, unless specified by the faculty – e.g. Japanese Dictionary
- Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
- Codes of Conduct/School Rules apply during ALL exams.
- NO exam papers or the writing paper provided is to be removed from the examination hall by a student.
- For shorter length exams, classes will quietly depart the hall when dismissed by the supervising teachers.

### **IMPORTANT FOR YEAR 7-10 STUDENTS:**

If the above examination rules are not followed, you may receive a ZERO MARK and be removed from the examination and referred to the Head Teacher / Deputy Principal.

## Disability Provisions

You may be granted disability provisions if you have:

- visual or auditory difficulties
- learning difficulties
- fine motor difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on your ability to complete an assessment task
- psychological difficulties

(Your parents/guardians are responsible for providing all documentation and informing the school of your disability)

Successful applicants will be granted provisions that are appropriate as determined by the Board of Studies or the School. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where you have a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by the Board of Studies you may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

### Administration of Disability Provisions within the School

Some Disability Provisions, such as the provision of a Writer and/or Reader, require resources which may, at times, be difficult for the school to provide. To ensure that we support you as best we can, the following procedures should be followed:

1. For extra time for assessment tasks (such as in-class tests) you should notify your teacher as soon as you receive your assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. For the use of a personal computer, he/she will ensure that no inappropriate material/software is available on the computer. The following rules will apply:
  - a. You may not use functions such as spell checking or grammar checking, or other computer functions which may give you an advantage over others sitting a pen and paper examination.
  - b. You are not to format your work beyond simple paragraphing and other conventions which would be accessible to a student sitting a pen and paper examination.
  - c. A computer calculator is not an approved calculator for the purposes of Board of Studies Examinations.
  - d. Simple drawing programs are permitted where you are required to draw diagrams etc. for an assessment task.
  - e. For the purposes of ensuring compliance with these rules, you may be closely supervised when using personal computers.

## Reporting to Parents

### FORMAL SCHOOL REPORTS

The school formally reports on student progress twice each year: a Semester 1 report (Half-Yearly Report) for Years 7-12 and a Semester 2 report (Yearly Report) for Years 7, 8, 9 and 10, issued at the end of Term 4.

Half-Yearly and Yearly Reports will provide information concerning your progress within each course. For Years 7-10, Grades (A to E) will reflect your achievement within the subject. The following additional information will be provided for each course:

- A number of statements indicating the degree to which you are succeeding in your study of the subject
- A learning profile reflecting your commitment and attitude towards learning
- Extra-curricular involvement will also be reported. (Extra-curricular activities are the things you do other than normal school work e.g. Debating, SRC etc.)

It is the responsibility of the Head Teacher to ensure that, as far as possible, final grades are an accurate reflection of each student's achievement of the course outcomes. Hence the Head Teacher may exercise appropriate professional judgment in finalising marks to ensure that this requirement is met and that marks reflect an appropriate pattern of grades.

All students will participate in a Report Conference with a member of the school executive each time they receive a report. During this conference students will evaluate their progress during the semester and set learning goals for the next semester.

<b>Meaning of Grades</b>	
For half-Yearly and Yearly Reports, Head Teachers give you a grade to reflect your academic achievement within each course. The meaning of grades allocated to you is explained as follows:	
<b>A</b> <b>(86 - 100%)</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b> <b>(70 - 85%)</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b> <b>(50 - 69%)</b>	The student has a sound knowledge and understanding of the main areas of content and have achieved an adequate level of competence in the processes and skills.
<b>D</b> <b>(35 - 49%)</b>	The student has a basic knowledge and understanding of the content and have achieved a limited level of competence in the processes and skills.
<b>E</b> <b>(0 - 34%)</b>	The student has an elementary knowledge and understanding in few areas of the content and have achieved very limited competence in some of the processes and skills.

# Assessment Schedules:



## Year 8 English

In Year 8 English, students will explore a range of classic and contemporary texts from various cultures. Students will increase their ability to create sustained texts across a range of modes. They will continue developing their ability to interpret and evaluate texts individually and collaboratively. Students will examine how the texts studied have been influenced by context, purpose and audience.

### Overview of Year 8 English Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"><li>Adaptions of a Novel to a Film: The book was so much better!</li><li>Poetic Voices</li></ul>	<ul style="list-style-type: none"><li>All the World's a Stage: Shakespearean Drama Study</li><li>Mass Media Madness &amp; Conspiracy Theories</li></ul>

### Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK	WEIGHTING	DUE
Comparative Critical Essay	35%	Term 2, Week 1
Multimodal Response to Play	35%	Term 3, Week 9
Yearly Examination	30%	Term 4, Week 3
	<b>100%</b>	

## Year 8 Mathematics

The mathematics syllabus outcomes are arranged into stages. Each stage is covered over a 2 year period. Years 7 and 8 follow the Stage 4 course.

By the end of Stage 4, students use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts. They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate.

Students develop fluency with a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

### Overview of Year 8 Mathematics course content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"><li>Financial Mathematics</li><li>Single Variable Data Analysis</li><li>Equations</li><li>Volume</li></ul>	<ul style="list-style-type: none"><li>Right Angled Triangles (Pythagoras)</li><li>Linear Relationships</li><li>Ratios and Rates</li><li>Properties of Geometric Figures</li></ul>

### Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Investigation Task	15%	Term 1, Week 7
Half Yearly Examination	30%	Term 2, Week 5
Term 3 Examination	25%	Term 3, Week 8
Yearly Examination	30%	Term 4, Week 4
	<b>100%</b>	

**Note: For all assessment tasks, only NESA Approved Calculators may be used.**

[http://www.boardofstudies.nsw.edu.au/hsc\\_exams/calculators.html](http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html)

## ***Year 8 Accelerated Mathematics (Year 9, 5.3 Course)***

Years 9 and 10 follow the stage 5 course. This course is divided into three strands.

### **Mathematics Stage 5.3**

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

### **Overview of Year 9 Mathematics 5.3 course content**

<b>Semester 1 Topics:</b>	<b>Semester 2 Topics:</b>
<ul style="list-style-type: none"><li>• Right-Angled Triangles</li><li>• Numbers of Any Magnitude</li><li>• Expressions, Equations &amp; Inequations</li><li>• Financial Mathematics</li><li>• Linear Relationships</li><li>• Length, Area &amp; Surface Area</li></ul>	<ul style="list-style-type: none"><li>• Indices &amp; Surds</li><li>• Single Variable &amp; Bivariate Data Analysis</li><li>• Quadratic Expressions &amp; Algebraic Fractions</li><li>• Geometry</li></ul>

### **Assessment Schedule – Semesters 1 and 2**

Students will complete the following tasks throughout the year:

<b>TASK</b>	<b>WEIGHTING</b>	<b>DUE</b>
Term 1 Examination	20%	Term 1, Week 10
Half Yearly Examination	30%	Term 2, Week 4
Practical Task	20%	Term 3, Week 8
Yearly Examination	30%	Term 4, Week 5
	<b>100%</b>	

**Note: For all assessment tasks, only NESA approved calculators may be used.**

[http://www.boardofstudies.nsw.edu.au/hsc\\_exams/calculators.html](http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html)



## Year 8 Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge is contestable and is revised, refined and extended as new evidence arises or existing evidence is re-conceptualised. The study of science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

The study of science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences, they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

### Overview of Year 8 Science content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"> <li>• M5 – Dig It Up</li> <li>• M6 – Lift Off</li> </ul>	<ul style="list-style-type: none"> <li>• M7 – Science Detectives</li> <li>• M8 – Cells at Work</li> </ul>

### Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
<b>Working Scientifically Task</b> (Skills from the <i>Working Scientifically</i> strand. Incorporates extracting and reorganizing information in the form of flow charts, tables, graphs, diagrams, prose, keys, spreadsheets and databases. Safely undertaking 1 <sup>st</sup> - hand investigations)	25%	Term 1, Week 10
<b>Depth Study</b> (As mandated in the NSW Science K-10 Syllabus for the Australian Curriculum, all students in Stage 4 are required to undertake one individual project involving a hands-on primary practical investigation)	35%	Term 3, Week 5
<b>Yearly Examination</b> (All topics studied this year)	40%	Term 4, Week 4
	<b>100%</b>	

## Year 8 History

Year Eight History students will study a variety of historical eras and areas including Vikings, Medieval Europe, The Incas and Japan.

NOTE - This is a Semesterised (half-yearly) course.  
If not taken in Semester 1, it will be taken Semester 2.

### Overview of Year 8 History Course Content

Topics: (Semesterised course)
<ul style="list-style-type: none"><li>• The Vikings</li><li>• Medieval Europe</li><li>• Spanish Conquest of the Americas (Incas)</li><li>• Japan – Under the Shoguns</li></ul>

### Assessment Schedule – Semesters 1 / 2

Students will complete the following tasks throughout a Semester, and alternate with Geography for the other Semester:

SEMESTER 1		
TASK	WEIGHTING	DUE
Viking Research, Source Analysis and Extended Response	50%	Term 1, Week 8
Final examination	50%	Term 2, Week 5
	<b>100%</b>	

SEMESTER 2		
TASK	WEIGHTING	DUE
Viking Research, Source Analysis and Extended Response	50%	Term 3, Week 8
Final examination	50%	Term 4, Week 4
	<b>100%</b>	

This is a SEMESTER (half-yearly) course. If not taken in Semester 1, it will be taken Semester 2.

## Year 8 Geography

Year 8 Geography students will study Water in the World and Interconnections courses.

NOTE - This is a Semesterised (half-yearly) course.

If not taken in Semester 1, it will be taken Semester 2.

### Overview of Year 8 Geography Course Content

<b>Topics: (Semesterised course)</b>
<ul style="list-style-type: none"><li>• Water in the World</li><li>• Interconnections</li></ul>

### Assessment Schedule – Semesters 1 / 2

Students will complete the following tasks throughout a Semester, and alternate with History for the other Semester:

SEMESTER 1		
TASK	WEIGHTING	DUE
Task 1 – Water Task	50%	Term 1, Week 8
Task 2 – Interconnections Task	50%	Term 2, Week 4
	<b>100%</b>	

SEMESTER 2		
TASK	WEIGHTING	DUE
Task 1 – Water Task	50%	Term 3, Week 8
Task 2 – Interconnections Task	50%	Term 4, Week 4
	<b>100%</b>	

This is a SEMESTER (half-yearly) course. If not taken in Semester 1, it will be taken Semester 2.

## Year 8 Music

In Year 8 Music students will engage in listening, performing and creative activities. Students will experience a wide variety of musical styles and genres. The focus is the development of practical skills on the guitar, ukulele or keyboard and the study of the musical concepts to develop students' knowledge of the language of music. The students will use digital technology to write and create their own techno and rap songs.

### Overview of Year 8 Music Course Content

Course Topics:	Learning Experiences:
<ul style="list-style-type: none"><li>• Musical Concepts</li><li>• Techno Music</li><li>• Rap Music</li><li>• Popular Music</li></ul>	<ul style="list-style-type: none"><li>• Performing</li><li>• Composing / Arranging</li><li>• Listening</li></ul>

Performing - Students perform on an instrument of their choice. There are solo instrumental performance opportunities as well as group ensemble performances.

Composing/ Arranging - Students create original compositions in various styles and formats. Students also modify, mix and arrange the works of other artists/composers.

Listening - Students develop aural listening skills and they respond by describing and notating what they hear. All of the musical concepts form the basis of aural studies: Pitch, Duration, Dynamics & Expressive Techniques, Tone Colour, Texture and Structure.

### Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Listening & theory test	30%	Term 2, Week 2
Rap composition & performance	40%	Term 3, Week 6
Performance	30%	Term 4, Week 2
	<b>100%</b>	

## ***Year 8 Personal Development, Health and Physical Education (PDHPE)***

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

The content is presented in three content strands and the syllabus requires study from each strand in each of the Years 7 to 10.

- Strand 1      Health, Wellbeing and Relationships*
- Strand 2      Movement Skill & Performance*
- Strand 3      Healthy, Safe and Active Lifestyles*

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. The skills developed in PDHPE are categorised into three domains:

- Self-management skills
- Interpersonal skills
- Movement skills

### **Overview of Year 8 PDHPE course content**

<b>Semester 1 Topics:</b>	<b>Semester 2 Topics:</b>
<ul style="list-style-type: none"> <li>• Food Literacy</li> <li>• Our Diverse World</li> <li>• Practical: Strategy Games, Athletics and Invasion Games</li> </ul>	<ul style="list-style-type: none"> <li>• Risky Business</li> <li>• Safety Snapshots</li> <li>• Practical: Striking Games and Court Games</li> </ul>

### **Assessment Schedule – Semester 1 and 2**

Students will complete the following tasks throughout the year:

<b>TASK</b>	<b>WEIGHTING</b>	<b>DUE</b>
Food Literacy	30%	Term 1, Week 8
Practical Evaluation- Semester One	20%	Ongoing assessment in practical lessons throughout Semester One.
Risky Business	30%	Term 3, Week 6
Practical Evaluation- Semester Two	20%	Ongoing assessment in practical lessons throughout Semester Two.
	<b>100%</b>	

## **Year 8 Technology Mandatory – Food & Agriculture**

Technology Mandatory provides the opportunity for students to learn about a variety of technologies and to use a range of materials, tools, and techniques relevant to the needs of society. The Food & Agriculture context focuses on the application of specialist skills and techniques within the food industry. Students develop knowledge and understanding of the characteristics and properties of a range of foods through research, experimentation, and practical investigation, and when they cook products to satisfy identified needs and opportunities.

<b>Topics: Semester 1 and Semester 2</b>	
<b>Food &amp; Agriculture: Agriculture Focus</b> <ul style="list-style-type: none"> <li>Agricultural practices and plot management</li> <li>Work Health and Safety</li> <li>Practical skills in the kitchen</li> </ul>	<b>Food &amp; Agriculture: Food Focus</b> <ul style="list-style-type: none"> <li>Oz Harvest</li> <li>Healthy eating</li> <li>Practical skills in the kitchen</li> </ul>
<p><i>* Note: Students will rotate between Woodwork or Textiles each term, depending on workshop availability.</i></p>	

**FEES APPLICABLE** - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

### **Assessment Schedule – Semesters 1 and 2**

Students will complete the following tasks throughout a Semester, and alternate with TM-Materials for the other Semester:

<b>SEMESTER 1</b>		
<b>TASK</b>	<b>WEIGHTING</b>	<b>DUE</b>
Part A - Portfolio Part B - Practical Project	40% 40%	Term 1, Week 10
Context Area Examination	20%	Term 2, Week 4
	<b>100%</b>	

<b>SEMESTER 2</b>		
<b>TASK</b>	<b>WEIGHTING</b>	<b>DUE</b>
Part A - Portfolio Part B - Practical Project	40% 40%	Term 3, Week 10
Context Area Examination	20%	Term 4, Week 4
	<b>100%</b>	

## **Year 8 Technology Mandatory – Materials Technologies**

Technology Mandatory provides the opportunity for students to learn about a variety of technologies and to use a range of materials, tools, and techniques relevant to the needs of society. The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary, and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation, and practical investigation, and when they make products to satisfy identified needs and opportunities.

<b>Topics: Semester 1 and Semester 2</b>	
<b>Materials Technology: Textiles</b> <ul style="list-style-type: none"> <li>• Fabric Types and Construction Techniques</li> <li>• Indigenous Australian Fabric Uses</li> <li>• Practical Skills Development in Context Areas</li> </ul>	<b>Materials Technology: Woodwork</b> <ul style="list-style-type: none"> <li>• Properties of Timbers and Plastics</li> <li>• Woodworking Tools and Techniques</li> <li>• Practical Skills Development in Context Areas</li> </ul>
<p><i>* Note: Students will rotate between Woodwork or Textiles each term, depending on workshop availability.</i></p>	

**FEES APPLICABLE** - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

### **Assessment Schedule – Semesters 1 and 2**

Students will complete the following tasks throughout a Semester, and alternate with TM-Food & Agriculture for the other Semester:

<b>SEMESTER 1</b>		
TASK	WEIGHTING	DUE
Part A - Portfolio Part B - Practical Project	20% 60%	Term 1, Week 10
Context Area Examination	20%	Term 2, Week 4
	<b>100%</b>	

<b>SEMESTER 2</b>		
TASK	WEIGHTING	DUE
Part A - Portfolio Part B - Practical Project	20% 60%	Term 3, Week 10
Context Area Examination	20%	Term 4, Week 4
	<b>100%</b>	

## Year 8 Visual Arts

Visual Arts fosters interest and enjoyment in the making and studying of art. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

### Overview of Year 8 Visual Arts Course Content

Students learn to make artworks in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist’s practice. They also develop skills to critically and historically interpret art and to make informed judgements about artists and the art world.

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"><li>• Pop Art</li><li>• 2D &amp; 3D Art</li></ul>	<ul style="list-style-type: none"><li>• Urban Art Study</li><li>• Skateboard Deck Painting</li></ul>

**FEES APPLICABLE** - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

### Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Pop Art Works and Statement	40%	Term 2, Week 4
Art Examination	20%	Term 3, Week 5
Street Art Body of Work	40%	Term 4, Week 3
	<b>100%</b>	





# Cumberland High School

## Illness / Misadventure Form

Student Name: ..... Date: .....

Subject: ..... Teacher: .....

Task Number/Title: ..... Date of task: .....

REASON FOR NON-SUBMISSION <i>(please circle)</i>		
Illness	Approved Leave	Approved School Activity
Misadventure	COVID - Related	Other

Explanation:

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**You must attach supporting documentation.**

**Illness must be accompanied by a Medical Certificate.**

Student Signature: ..... Date: .....

Parent Signature: ..... Date: .....

Approved	
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Not Approved	
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Classroom Teacher Signature: ..... Date: .....

Faculty Head Teacher Signature: ..... Date: .....

Comments:

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Approved	
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Not Approved	
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Classroom Teacher Signature: ..... Date: .....

Faculty Head Teacher Signature: ..... Date: .....

Comments:

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