

GREYSTANES



Student Assessment Handbook

Year 8

2025

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Note: Information provided in this booklet is accurate at time of publication. It may be varied at the discretion of the Principal.

Year 8 Adviser

Welcome to Year 8!

I hope you are all excited for another year at Greystanes High School. While last year was your first year adjusting to high school, this year will be another year of growth and learning. I hope you take advantage of all the opportunities afforded to you and use this chance to consolidate and strengthen your skills and understanding. Perhaps this is the year to really push yourself. Select a sport you are interested in and try out, put your name down for a public speaking competition, writing initiative or an ICAS test. Get involved in an afterschool program or an extracurricular! Take a chance because no matter what, we are all here to support you! A reminder that if you ever need to speak to me, I am available in Mathematics Staffroom which is in G block on the ground floor.

Have an amazing 2025 everyone!

Ms Tran



Pattern of Study in Year 8

In Year 8, students will be required to study:

Mandatory units

- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ History
- ◆ Languages
- ◆ Geography
- ◆ Visual Arts
- ◆ Music
- ◆ PD/H/PE
- ◆ Technology

Literacy and Numeracy

Students will be required to study Literacy and Numeracy across the year.

Schedule of Fees for 2025

General Contribution

Senior Students (Years 11 & 12)	\$ 100
Junior Students (Years 7 – 10)	\$ 80
2 nd Child	\$ 45
3 rd and Subsequent Children	\$ 30

Year 8 Mandatory Fees

Subject Technology Access fee (all students) \$ 65 per year
(English, Maths, Science, History/Geography, PD/H/PE)

Music	\$ 20 per semester
Visual Arts	\$ 40 per semester
Year 8 Industrial Arts	\$ 30 per semester
Year 8 Home Economics	\$ 50 per semester

Prices are current at time of publishing

Merit Award System

School Values Positive Entry/PBL School Values letter are given to students during the school day for demonstrating the school's values of respect, responsibility, and active learning. **The idea is for immediate and frequent reward and recognition of positive behaviour.**

Some examples of possible positive behaviours that could be rewarded –

Respect	Student	Uses polite and considerate communication Listens attentively to teacher and other students Is fair and plays by sports rules
Responsibility	Student	Assists teacher or other students Helps keep room or playground tidy Reports bullying or unsafe work environment
Active Learning	Student	Voluntarily seeks feedback and completes work Makes clear effort to improve their understanding Diligently completes class or homework tasks

Students will be awarded a school values acknowledgment through an online entry on Sentral. Teachers will tick the relevant core value achieved by the student. The values data will be automatically collated via Sentral and in combination with other positive rewards, the data will be used to award the appropriate achievement level in the Merit system.

Merit/Commendation letters are given out to students in recognition of excellence in academic, creative and sports performance. These are rewards for:

- Best in class/in cohort/or being on task
- Achievement at a certain level
- Personal best attempt in assignment

Students then progress through the award system to receive the Achievement Award per stage. The Achievement and the Bronze Awards will be presented at House Assemblies.

Higher Awards

Silver Award – To gain this award students must have earned 2 Bronze Awards and completed 10 hours of in school community service in a school community program or event (eg. Extra-curricular activity) or external community service (must be negotiated with relevant DP).

Gold Award – In Stage 4, students must have earned a Silver Award and completed 10 hours internal or external community service. In Stage 5 and 6, **students** must have earned a Silver Award and completed 10 external hours of community service.

Silver and Gold awards will be presented at Presentation Night.

Examples of School and Community Service

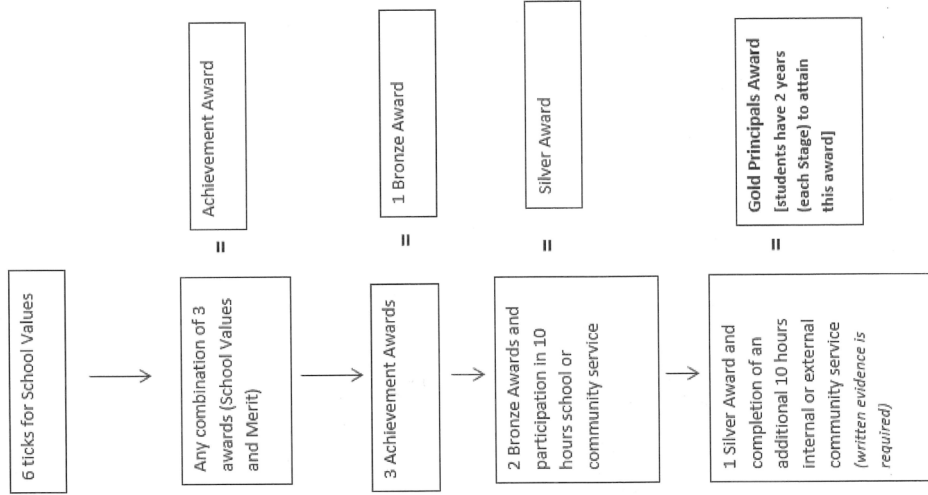
School service examples:-
Night of Stars performing/assisting
Debating/Public Speaking
Examination reader/writer
Volunteer – Parent Teacher
Year 12 Mocktails waitressing
Grade or KO sports assistant
Library monitor
Hall Crew
Peer Support

Community service examples:-
Charity work/fundraising
Volunteer work
Tutoring
Local sporting events helper
Helping at a nursing home

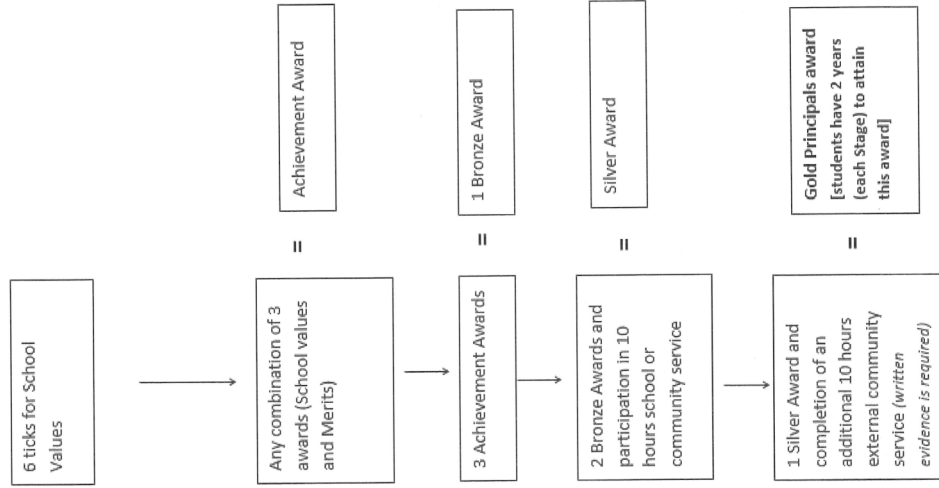
A log sheet tracking a minimum of 10 hours of service must be completed and signed by an independent person (not family). These sheets can be picked up at G Block office.

PLEASE NOTE: PBL Award System runs on a yearly basis but the Bronze, Silver and Gold awards will accumulate to the end of the students HSC year.

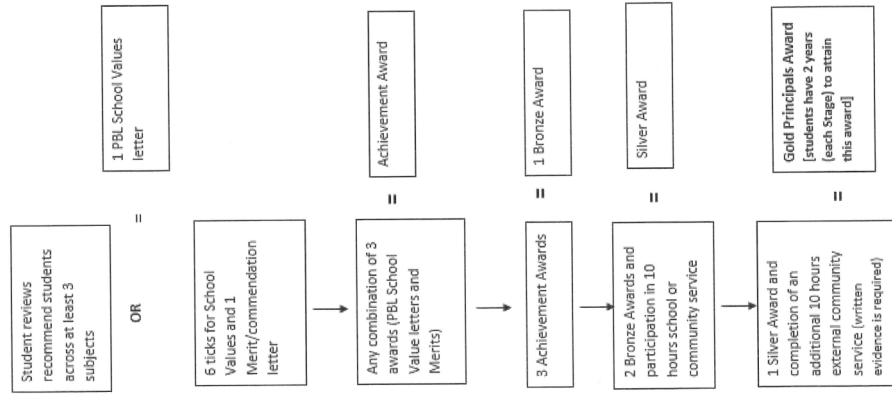
STAGE 4



STAGE 5



STAGE 6



BYOD Program

At Greystanes High School there is a mandatory BYOD program across all years. This means that all students are required to bring a device from home that meets the set of specifications determined by the school. These specifications are available on the school website. Please note in particular the specifications related to **wireless compatibility**.

Students will use devices in the classroom under the direction of their teachers to complete a range of classwork and learning activities. Student devices may not be used every day in every lesson; the use of the device will depend upon the particular learning activity and will blend with other activities such as reading, writing, discussion, debate, group activities and assessment. However, it is still expected that students bring a fully charged device to school every day. Students will be using Google Classroom for all subjects and their teachers will give them the codes to sign up at the beginning of the course.

All students and parents are required to read and accept the terms of the school BYOD policy agreement and charter before a device can be used at school. This can be found on the school website. Note that choosing to bring a personal device to school implies that the student and their parent/carer accept the agreement and charter.

It is important that students and parents are aware of the following essential responsibilities and information:

- ◆ **Students are responsible for securing and protecting their own devices at school.** Students and their parents/caregivers are responsible for arranging their own insurance if desired and should be aware of the policy and warranty conditions for their own device. **The school does not accept responsibility for any loss or breakage.**
- ◆ Students are solely responsible for the maintenance and upkeep of their devices. This includes the backing up of data and updating of applications including anti-virus software. **Any loss or damage to a device is not the responsibility of the school or Department.**

Students' devices may be confiscated and returned to parents if the school has reasonable grounds to suspect that a device contains data which breaches the BYOD student user agreement.

Please ensure that devices used for BYOD do not have parental controls or antivirus software that limit configuration of the following areas: network and connectivity, DNS and Proxy, VPN usage. Any limitations in the aforementioned fields can prevent internet access as usage of the DoE proxy is a requirement for internet usage at school.

Note too that students can download Microsoft and Adobe licensed software for free to use on their school device from: bit.ly/byodsoftware

Student Assessments

Assessment

Each course of study will have a series of assessment tasks. These will take a variety of forms including essays, topic tests, examinations, research tasks and practical class assessments.

At the completion of each task, students will receive a mark or grade for that task.

Method of Reporting

Reports will be available on a semester basis. There will also be a Parent Information Evening and a Parent Teacher Night.

Student Responsibilities

Assessment tasks must be completed on or by the due date.

Failure to complete a task by the required date will result in marks being deducted.

Note:

It is expected that students hand in their work on the due date in the lesson of the subject of the task, NOT after that time.

All work must be that of the students.

In the case of malpractice e.g. copying or Internet dumping, the student may suffer a penalty or be awarded zero. The decision will be made by the Principal in consultation with the relevant Head and class teacher.

All work, not only Assessment Tasks, is to be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied, i.e. assignments, practical work, class essays, topic tests or research are completed. Failure to complete all set work may place the student's completion of Stage 4 outcomes in jeopardy.

A genuine attempt at all tasks, including assessment tasks, must be made. All work must be submitted to an acceptable standard and as a hard copy (on paper), unless otherwise directed by the teacher.



Plagiarism Policy

Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- ◆ understand what plagiarism is;
- ◆ know the procedures that will be used when plagiarism occurs; and
- ◆ develop strategies to avoid plagiarism including the correct use of referencing.

Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

- ◆ When students use the ideas, words or work of **other students** and submit these in an assessment task as their own;
- ◆ When students use the ideas, words or work from published sources (Internet, books, magazines, electronic databases etc.) and submit these in an assessment task **without acknowledgment**; and
- ◆ When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.



How should sources be referenced at the end of work?

Students are required to acknowledge sources as a means of providing written recognition of any ideas that are used or adapted for their work.

Refer to the link below for information.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

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English

Course Description:

The aim of English in Year 8 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Throughout all units students will encounter a range of texts, including novels, plays, poems, songs, non-fiction, films, picture books and short stories. Students will use devices to publish their work and the internet to complete research. They will also be asked to express their ideas and understanding in many different ways.

Unit A: <i>The Hero's Journey</i>	In this unit students explore the concept and narrative structure of the 'hero's journey'. They do this through an exploration of culturally significant texts and myths and legends which either conform to or subvert the conventions, narrative structure and character archetypes common to 'hero's
Unit B: <i>Transformations</i>	In this unit students explore the idea that texts are a product of their context. They learn about audience and purpose by examining how and why texts are transformed across time and place in order to retain their significance to different audiences.
Unit C: <i>Visual Worlds</i>	In this unit students explore a vast range of visual texts. They broaden their understanding of how digital technology can be used to convey and manipulate meaning in visual texts.
Unit D: <i>Drama</i>	In this unit students experiment with the elements of drama and complete a variety of interactive exercises. They have the opportunity to read, write and perform various playscripts.

Report Outcomes:

These outcomes will be appearing on both Semester One and Semester Two reports. Individual classroom teachers will use a student's performance in assessment tasks and examinations to formally assess these outcomes. Homework and class activities will also be used to informally assess these outcomes.

Students will have:

Outcome 1	Used a range of approaches to read and understand increasingly complex texts
Outcome 2	Examined and explained how meaning is created through the use of language form, features and structures
Outcome 3	Made connections between concepts, texts, and their broader context
Outcome 4	Created a range of texts for different audiences and purposes
Outcome 5	Drafted texts and reflected on the development of their own and their peer's learning

English - Continued

Assessment Task	Timing	Weighting %
Unit A —The Hero’s Journey—Concept Map and Composition	Semester 1 or 2	15
Unit B —Transformations—Creative Composition	Semester 1 or 2	15
Unit C —Drama—Script Writing or Performance	Semester 1 or 2	15
Unit D —Visual Worlds—Topic Test	Semester 1 or 2	15
Wide Reading Tasks	Terms 1 –3	20
Class activities—Progressive	Semester 1 or 2	10
Journal Writing– Journal	Progressive	10
Total Weighting %		100

Mathematics

Course Description

This course is design to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Semester 1 Report Outcomes

Students will have:

- represented and operated with percentages to solve problems (MA4-FRC-C-01)
- applied Pythagoras' theorem to solve problems in various contexts (MA4-PYT-C-01)
- demonstrated a capacity to solve measurement problems involving circles and cylinders (MA4-ARE-C-01, MA4-VOL-C-01)
- classified and displayed data using a variety of graphical representations MA4-DAT-C-01)
- solved problems involving ratios and rates, and analysed distance–time graphs (MA4-RAT-C-01)

Fortnights

1	2	3	4	5
U01 Percentages		U02 Pythagoras Theorem		U03 Circles
1	2	3	4	5
U03 Circles	U04 Data collection and visualisation	U05 Ratios and Rates		

Semester 2 Report Outcomes

Students will have:

- analysed simple datasets using measures of centre, range and shape of the data (MA4-DAT-C-02)
- applied knowledge of volume and capacity to solve problems involving right prisms (MA4-VOL-C-01)
- generalised number properties to operate with algebraic expressions including expansion and factorisation (MA4-ALG-C-01)
- solved linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$ (MA4-EQU-C-01)
- created and displayed number patterns and found graphical solutions to problems involving linear relationships (MA4-LIN-C-01)

Fortnights

1	2	3	4	5
U06 Data Analysis			U07 Volume	
1	2	3	4	5
U08 Review of Algebra and Equations		U09 Linear Relationships		

Assessment Schedule

Students sit common tests every term. This is for all students in the year. Results from these tests are used to moderate class formative assessment marks which teachers have for their individual classes.

Date of Task	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 6	Ongoing	Weighting %
Task						
Term Common Test	20%					20
Term Common Test		20%				20
Term Common Test			20%			20
Yearly Examination				20%		20
Formative Class Assessment					20%	20
Total Weighting %						100

Class Assessment

The class assessment will be based on a range of class based assessments including project work, assignments and practical problem solving activities based on the topic content.



Column



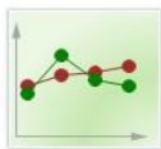
Bar



Pie



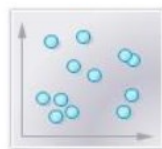
Doughnut



Line



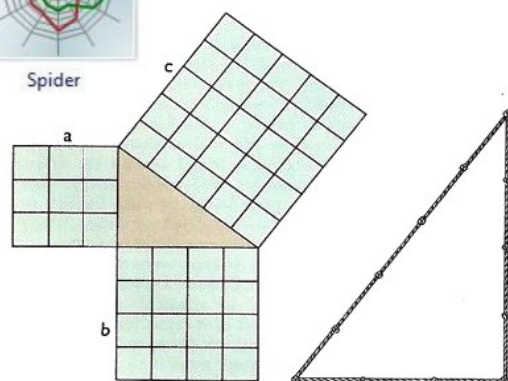
Area



Scatter



Spider



Science

Course Description - Semester 1

Students have developed an understanding of what makes up everything around them from their Year 7 studies. Students delve into the role of various body systems, investigating how they work together to enable humans to exist as functioning organisms. Students will then delve into the world of Space and the Universe. Students will then investigate the Earth, its inner layered mass and its outer liquid and gaseous coating, and its place in Space.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. A range of formal and informal strategies will provide opportunities for students to achieve the outcomes.

Report Outcomes - Semester 1

Students will have:

- ◆ Demonstrated knowledge and understanding of the content in this unit
- ◆ Planned and conducted a variety of investigations
- ◆ Processed and analysed data and information.
- ◆ Researched and communicated information effectively

Assessment Schedule - Semester 1

Task	Date of task	Weighting %
Test—Living Systems	Term 1 or 2	20
Practical Test—Forces	Term 1 or 2	20
Ongoing classwork	Term 1 or 2	10
Total Weighting %		50

Please note-

Due to equipment restrictions not all teachers will start with the same topic. Exact dates of tasks will be provided by the teacher.

Assessment is ongoing throughout the course. All student work will be continually monitored and individual teachers may set tasks in addition to those listed above e.g.- practical reports, class tests, homework, data interpretation and analysis.

Science - Continued

Course Description - Semester 2

These units will focus on the human body and the implications of science for society and the environment. Students will make value judgements based on what they are investigating in the classroom, their environment and from second hand data produced by other scientists. In this unit they will investigate the various types of forces and their applications in society and in the environment. Through practical activities students will learn about the nature and practice of science showing how observations can become theories and how we can use science in real life situations. Students will compare the impact of humans on ecosystems and extrapolate to make predictions about the future.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. A range of formal and informal strategies will provide opportunities for students to achieve the outcomes.

Report Outcomes - Semester 2

- ◆ Demonstrated knowledge and understanding of the content in this unit
- ◆ Planned and conducted a variety of investigations
- ◆ Communicated information effectively
- ◆ Applied research skills in elements of science and its applications

Assessment Schedule - Semester 2

Task	Date of task	Weighting %
Ongoing Classwork	Term 3 or 4	10
Assignment on Space	Term 3 or 4	15
Assignment of Ecosystems	Term 3 or 4	20
Research skills task	Term 3 or 4	5
Total Weighting %		50

Please note-

Due to equipment restrictions not all teachers will start with the same topic. Exact dates of tasks will be provided by the teacher.

Assessment is ongoing throughout the course. All student work will be continually monitored and individual teachers may set tasks in addition to those listed above e.g.- practical reports, class tests, homework, data interpretation and analysis.

Human Society and its Environment

Geography

Course Description

Through the study of global geographical issues, students will develop knowledge and understanding about water as a resource, and the need for sustainable management and the interconnections between people and places.

Report Outcomes

Students will have:

- ◆ Located and described the diverse features and characteristics of a range of places and environments.
- ◆ Described processes and influences that form and transform places and environments
- ◆ Explained how people connect with places and environments and influence a range of geographical issues.
- ◆ Discussed management of places and environments for their sustainability.
- ◆ Acquired and processed geographical information by selecting and using geographical tools for inquiry .
- ◆ Communicated geographical information using a variety of strategies

Program Summary

Course Overviews:

- ◆ Water and the World
- ◆ Interconnections

Assessment Schedule

Date of Task	Term 1 or 3	Term 2 or 4	Ongoing	Weighting %
Type of Task				
Research Task	40%			40
Semester Examination		40%		40
Course Work			20%	20
Total Weighting %				100

Student participation in class activities and the satisfactory completion of homework are essential components of this course and will constitute a major part of the assessment weighting.

Human Society and its Environment

History

Course Description

Students study the period of History from the Fall of the Roman Empire c 450 AD to the beginning of the Industrial Revolution c1750 AD. Aspects of medieval history in Europe and Asia as well as expanding contacts across the world form the focus of the study in this course.

Report Outcomes

Students will have:

- ◆ Demonstrated knowledge and understanding of past societies and their legacies.
- ◆ Identified and sequenced people and events within specific periods of time.
- ◆ Used historical sources.
- ◆ Identified different motives, perspectives and interpretations of the past.
- ◆ Communicated in appropriate oral, visual, digital and written forms.
- ◆ Located, organised and selected information from a variety of sources.

Program Summary

- ◆ Depth Study 4 Vikings or Medieval Europe
- ◆ Depth Study 5 The Asia - Pacific World: Japan under the Shoguns
- ◆ Depth Study 6 Expanding Contacts: Mongol expansion or black Death in Asia, Europe and Africa or Spanish Conquest of the Americas or Aboriginal and Indigenous Peoples, Colonisation and Contact History

Assessment Schedule

Date of Task	Term 1 or 3	Term 2 or 4	Ongoing	Weighting %
Type of Task				
Research Task	40%			40
Semester Examination		40%		40
Course Work			20%	20
Total Weighting %				100

Student participation in class activities and the satisfactory completion of homework and class work are essential components of this course and will constitute a major part of the assessment of outcomes.

PDHPE

Course Description

This course provides the opportunity for students to explore issues that are likely to impact on their health and wellbeing, now and in the future. These issues include physical activity, mental health, drug use, nutrition and respectful relationships. Students will increase their knowledge and understanding of healthy food habits; they explore how to develop and maintain equal and respectful relationships, the concept of risk, in particular in relation to drug use. They will explore factors that can increase the potential harm and describe strategies to minimise harm in a range of relevant contexts.

Students will develop a willingness and capacity to engage in lifelong physical activity and develop an understanding of the components of a balanced lifestyle. They will participate in track and field, boot camp and a range of invasion, target and striking sports.

Report Outcomes

Students will have:

- ◆ Demonstrated fundamental movements skills
- ◆ Refined, applied and adapted movement skills in a variety of dynamic physical activity contexts.
- ◆ Explored strategies that contribute to community health, wellbeing and participation in a lifetime of physical activity
- ◆ Investigated health practices, behaviours and resources to promote health, safety and wellbeing.
- ◆ Devised and explored strategies that promote respectful relationships.
- ◆ Proposed strategies that enhance health, safety and wellbeing

Assessment Schedule

Date of Task	Ongoing	Term 1	Term 2	Term 3	Term 4	Weighting %
Task						
Practical Track and Field Practical		10%				10
Practical Fundamental Movement skills	20%					20
Practical Application of Skills	20%					20
Physical Activity Task		10%				10
Nutrition Task			20%			20
Respectful Relationships / Digital Jigsaw				10%		10
Health Lifestyle Habits - in class task					10%	10
Total Weighting %						100

Please note: Assessment is ongoing throughout the course.



Creative and Performing Arts

Music

Course Description

Where did popular music come from? Who are the stars? Trace the history and development of Popular Music through the performance of various popular songs. Study the impact this style had on society and how it changed the course of musical history. Create and perform your own rock music. You become the star!

Report Outcomes

Students will have:

- ◆ Performed music representative of the topics studied
- ◆ Created and notated musical compositions
- ◆ Listened to and discussed music from a variety of musical styles
- ◆ Complete a research assignment analysing the characteristics of various musical styles

Program Summary

Term 1

- ◆ What is Rock?
- ◆ History of Rock 'n' Roll
- ◆ Rock 'n' Roll Culture in Australia
- ◆ 12 Bar Blues/ Walking Bass
- ◆ Pentatonic improvisation
- ◆ Instruments used in Rock music
- ◆ Research Rock 'n' Roll stars

◆ Term 2

- ◆ History overview of various styles of popular music
- ◆ Performing various popular songs
- ◆ Composition: Creating a rap/riff based piece
- ◆ Listening and responding to various pieces of popular music

Component	Task	Date of Task Semester 1	Date of Task Semester 2	Weighting %
Performance	12 Bar Blues	Term 1	Term 3	15
Listening	Research Assignment	Term 1	Term 3	20
Composition	Riff based composition	Term 2	Term 4	30
Performance	Popular Piece	Term 2	Term 4	25
Listening	Song Recognition / Concepts	Term 2	Term 4	10
Total Weighting %				100

Visual Arts

Course Description

Students explore Australian Art to create a Body of Work in forms such as drawing, painting, sculpture and ceramics. Students will study the works of a variety of artists both contemporary and historical.

Report Outcomes

Students will have:

- ◆ Made artworks and worked with particular forms, materials and techniques.
- ◆ Experimented with a range of media to produce different works.
- ◆ Comprehended that works can be explained critically and historically in different ways.
- ◆ Completed a research assignment.
- ◆ Presented work in a Visual Arts diary recording their artmaking and critical/historical studies.

Program Summary

Australian Art

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ Artistic terms, processes, procedures.
- ◆ In-depth case studies of a variety of artists.
- ◆ Safety in the Visual Arts classroom.
- ◆ Theory and application of artmaking techniques.
- ◆ Development of artwork designs.
- ◆ Resolution of a variety of artworks.

Students are required to maintain a Visual Arts diary throughout the course documenting all classwork, homework, procedures and evaluations.

Assessment Schedule

Timing	Semester 1	Semester 2	Weighting %
Task			
Practical Tasks	Ongoing	Ongoing	20
Research Assignment	Term 2	Term 4	20
Body of Work	Ongoing	Ongoing	20
Visual Arts Diary	ongoing	ongoing	20
Art Critical and Historical Studies	Ongoing	Ongoing	20
Total Weighting %			100

Technology and Applied Studies (TAS)

Technology Mandatory

Course Description

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.

Report Outcomes

A student:

- ◆ Designs, communicates and evaluates innovative ideas and creative solutions to authentic problem or opportunities.
- ◆ Plans and manages the production of designed solutions.
- ◆ Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
- ◆ Designs algorithms for digital solutions and implements them in a general purpose programming language
- ◆ Investigates how food and fibre are produced in managed environments
- ◆ Explains how the characteristics and properties of food determine preparation techniques for healthy eating
- ◆ Explains how data is represented in digital systems and transmitted in networks.
- ◆ Explains how force, motion and energy are used in engineered systems
- ◆ Investigates how the characteristics and properties of tool, materials and processes affect their use in designed solutions.
- ◆ Explains how people in technology related professions contribute to society now and into the future

Assessment Schedule

Dates due are a guide only and may be changed at the discretion of the Head Teacher.

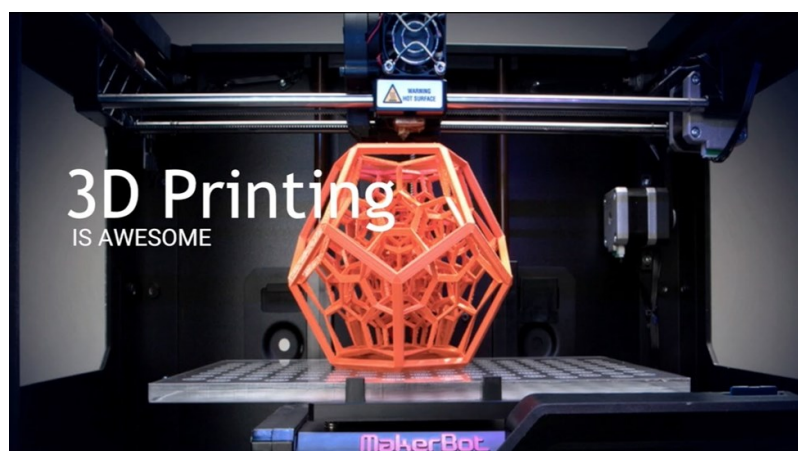
Semester 1 and Semester 2		
Task	Date of Task	Weighting %
1. Practical Class work	Ongoing throughout the course	60
Course fee due by Week 4 each semester to purchase materials to make projects.		
2. Assignment	Week 9 of the semester	20
3. Design Folio	Ongoing throughout the course	20
Total Weighting %		100

Technology Mandatory - Continued

Program Summary

The following context areas will be continuously incorporated into the teaching and learning program:-

- ◆ Safe working procedures when working on practical tasks.
- ◆ The Agriculture and Food Technologies context integrates content from agriculture (food and fibre production) and food technologies
- ◆ The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions.
- ◆ 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.
- ◆ The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials.



Languages

Japanese

Year 8 JAPANESE 2025

Course Description

This course is an introductory course in Japanese. It aims to develop a student's listening, speaking, reading and writing skills in basic Japanese. Students will also study various aspects of Japanese culture. They will learn to read and write in the Hiragana alphabet and recognise some characters in the Katakana and Kanji alphabets. This course runs for one year.

Report Outcomes

Students will have:

- Evaluated and responded to information, opinions and ideas in texts
- Experimented with linguistic patterns to compose texts in Japanese using a range of formats for different context, purposes and audiences
- Demonstrated an understanding of key aspects of Japanese writing conventions
- Identified that language use reflects cultural ideas, values and beliefs

Program Summary

- Exchanging greetings
- Describing themselves and others
- Talking about family and pets
- Describing their home and houses in Japan
- Expressing likes and dislikes
- Talking about food and drinks
- Discussing hobbies and sport
- Understanding classroom commands
- Discussing school subjects
- Telling the time, saying the day and date

Assessment Schedule

Task	Date of Task	Weighting
Culture Presentation	Term 1	10%
Self-Introduction Speech	Term 2	15%
Listening & Reading: Greetings, Family & Pets	Term 2	15%
Listening & Reading: Food & Drinks	Term 3	15%
Hobbies & Sports Presentation	Term 4	15%
Hiragana Script Tests	ongoing	15%
Coursework	ongoing	15%
Total Weighting		100%

Languages

French

Course Description

This course is an introductory course in French. It aims to develop a student's listening, speaking, reading and writing skills in basic French. Students will study various aspects of French culture and history. The course will run for one year.

Report Outcomes

Students have:

- ◆ Demonstrated their knowledge of spoken and written French introductory phrases and words.
- ◆ Applied French pronunciation and intonation when having conversations about school life.
- ◆ Applied French vocabulary, grammar rules and sentence structures to compose written texts.
- ◆ Composed a multimodal presentation around the topic of family.
- ◆ Demonstrated their understanding of how culture and language are interrelated.

Semester 1

- ◆ Greetings, farewells, basic phrases
- ◆ Alphabet and numbers 0-60
- ◆ Describing people
- ◆ School life
- ◆ Hobbies and leisure

Semester 2

- ◆ Family
- ◆ Fashion and clothing
- ◆ Food and drink
- ◆ Animals
- ◆ French festivals
- ◆ French history

Assessment Schedule -

Task	Date of Task	Weighting %
Listening and Reading Task	Term 1, Week 9	25
Speaking Task	Term 2, Week 7	15
Family Tree Presentation	Term 3, Week 6	25
End of Year Exam	Term 4, Week 3	35
Total Weighting %		100

Literacy

Course Description

This course aims to improve student capacity when reading for comprehension and for meaning. This program is split between an explicit teaching model that revisits the Super Six Reading comprehension strategy in Semester 2, followed by 'mystery' based units in Term 4 which require students to apply their knowledge and understanding of the Super Six strategies. The emphasis in these mystery units is on developing student capacity to be critical readers who can progress beyond simple and predictable texts, moving towards an analysis of more moderately complex and challenging texts. Students will keep a journal and take notes using the Super Six strategies. The finale of the mystery unit will be a student led report whereby they will present their findings having synthesised information from various sources.

Report Outcomes

1. Make connections between information to draw out logical conclusions
2. Make predictions about text type and content based on processes of skimming and scanning
3. Questioning and monitoring patterns in texts to come to logical conclusions
4. Summarise information in a concise yet comprehensible manner
5. Apply a consistent strategy when examining increasingly complex words, sentences, paragraphs and texts.
6. Evaluates and represents an understanding of the varied meaning and purpose of a range of texts

Assessment Schedule

Type of Task	Timing
Post test 1	Term 1
Post test 2	Term 2
Post test 3	Term 3
Presentation- Unit 1	Term 4
Classwork	Term 1-2-3-4

Please note:

Some assessments are for formative purposes and remain at teacher discretion.