

# TUMBARUMBA HIGH SCHOOL

STAGE 4 COURSE  
ASSESSMENT BOOKLET  
YEAR 8 2022



Education  
Public Schools



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# Assessment Requirements

A **Record of School Achievement (RoSA)** is awarded to students at the end of Year 10 if they have fulfilled the NSW Education Standards Authority (NESA) and the NSW Department of Education requirements.

The school ensures that each student studies, in Years 7-10, a pattern of courses which meets NESA requirements for the receipt of the Record of School Achievement.

To meet academic requirements students in Year 10 must have:

- **Followed** the course developed or endorsed by NESA;
- **Applied** themselves with diligence and sustained effort to the set course work tasks and experiences provided in the course by the school including homework;
- **Achieved** some or all of the course outcomes as demonstrated in assessment tasks, practical requirements and assigned work;
- **Maintain** a satisfactory level of class attendance.

A student whose attendance affects the ability to demonstrate understanding of course outcomes is at risk of an N-determination. Where a student has been able to maintain or make up work that was missed during absences, teachers will use their professional judgment in determining whether the student is still at risk. Students are responsible for explaining their absences to each teacher. If they do not do this, the absence will be viewed as unexplained.

In cases of extended leave (which have been approved by the Principal or Director) the student is required to maintain a satisfactory level of course work and to negotiate with Head Teachers, in regard to formal assessment.

If attendance is less than 90% of available school time then a student would have difficulties achieving a reasonable range of outcomes for each course being studied.

Where a student's attendance and/or effort are in question or obviously unsatisfactory, parents will be notified by letter.

Faculties will provide assessment notification with a minimum of two weeks' notice of the due date. This advice will also provide:

- the nature of the task
- task description
- marking criteria
- outcomes to be assessed and
- the due date.

## HSC Minimum Standard

To reflect the importance of literacy and numeracy for success in daily life, a minimum standard of literacy and numeracy is required from 2020 to receive the Higher School Certificate (HSC).

HSC students will need to meet the HSC Minimum Standard in three areas – reading, writing and numeracy.

Literacy and numeracy skills are essential for success in learning and life after school. Together with the NSW Literacy and Numeracy Strategy, the HSC Minimum Standard is part of an effort to extend the literacy and numeracy focus up into secondary school.

### Exempt Students

Where possible, all students in NSW should be supported to develop core literacy and numeracy skills required for success in life after school. Some students sitting the tests will be eligible for disability provisions or be exempt from meeting the HSC Minimum Standard in order to receive their HSC.

More information on the HSC Minimum Standards can be found at:

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

## Grades

For each course of study, except Mathematics, students **will receive a grade (A-E)**. In Mathematics the range of grades is A10, A9, B8, B7, C6, C5, D4, D3, and E2.

Each subject area has a set of *Course Performance Descriptors* which are specifically related to the knowledge and skills of that subject. Throughout the whole of the Year 10 course students may be assessed via class tests, examinations, assignments and other set tasks. These assessments are set to determine students' knowledge and skills. By using the *Course Performance Descriptors*, teachers are able to mark student performance with a grade A-E. **These grades then become the grades earned by a student.** As a guideline to interpreting grades the following *General Performance Descriptors* indicate what each grade signifies.

Grade	General Performance Descriptors
A	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 process and skills and can apply these skills to new situations.
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.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

# Students' Responsibilities

## Work and Achievement

To be successful in Stage 4, students must adopt a serious approach to their school work and must be prepared to work consistently throughout the year.

Students need to make a serious effort to do well in both assessment and non-assessment tasks.

Class work and homework form part of the overall assessment and students should regard ALL set work as important and contributing to final assessment. This provides an overall picture of the student and allows teachers to allocate a grade.

If you do not complete the non-assessment work related to the course, you risk losing the Principal's certification that you have applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school. This means that your achievements are deemed 'unsatisfactory' in a Record of School Achievement subject.

## Attendance and Punctuality

You need to be punctual to BOTH school and class.

Attendance is critical. You must have a good reason to be absent from school, and a written note must be supplied by your parents/carers to explain your absence.

Any extended period of absence must be authorised by the Principal or Regional Director. Long periods of absence can place your Record of School Achievement in jeopardy.

Within this booklet is an assessment calendar outlining dates of tasks, their nature and value. More detailed information will be given to you closer to the date when the task is to be held.

**Students who are absent on any school day are responsible for checking whether a Notice of Assessment Task was given during their absence.**

## Unsatisfactory Progress

### 'N' Determination (Non-Completion of Course Requirements)

1. A student is considered for an 'N' determination in a subject if she or he **does not**:
  - a. seriously attempt all homework, tests and Assessment Tasks set for that subject;
  - b. show diligence and sustained effort throughout the year;
  - c. seriously attempt examinations, including external examinations.
  - d. If overall attendance is poor, students may find that they will receive an 'N' determination in courses because they will not be able to demonstrate the conditions outlined.
2. Student progress is monitored throughout the year. If at any time it appears that a student is at risk of receiving an 'N' determination in any course, parents/carers are notified of the tasks or actions to be undertaken in time for the problem to be corrected.

## Warning of 'N' Determination

This indicates that a student is not working satisfactorily and not completing set work adequately. It is a WARNING that a student's effort, attendance or application need to improve immediately. Students should discuss areas for improvement with their teachers and complete any work that is overdue. Parents may contact the Year Advisers to discuss progress and ways to assist students in the learning process.

If a student's work or attendance is unsatisfactory, parents are notified in writing so that the situation may be rectified. If there is no satisfactory improvement as the year progresses then an 'N' determination may be recommended.

## Appealing Against an 'N' Determination

1. Where a student feels she or he has sufficient grounds to appeal against an 'N' determination/s in a subject(s) because of poor overall attendance or non-compliance with the requirements, then a student can appeal.
2. Students who wish to lodge an appeal are to see the Principal for advice about the required procedures and for information about the final dates for appeals. Appeals are made first at school level and then to the NSW Education Standards Authority (NESA).
3. The Principal will consider all information provided by the student and parents about the circumstances relating to student non-performance.
4. The NESA has the final say in awarding grades, after the school has made a decision.

## Absence and Illness

### Absence from an Assessment Task

If you are absent on the day of an assessment task:

1. Your parents or caregiver must notify the school by telephone.
2. **Immediately** on your return to school, you must give the appropriate documentation to the **Head Teacher of the subject concerned or the Deputy Principal**. For example, if you have been ill, you may need a medical certificate.

If the reason is sufficient, you may be given the task. In special circumstances, you may be awarded an estimated mark. **If the documentation is not satisfactory, a ZERO mark will be recorded.** To satisfy participation requirements, the task or a replacement task will still need to be completed.

### Illness or Misadventure

*Illness or Misadventure* may prevent students, from time to time, successfully completing assessment tasks. It is the school's policy that students will be given a **ZERO** award for an assessment task not completed *unless* students can provide valid written evidence e.g. a **doctor's certificate**, dated on the day of the task or prior to the date of the task, which clearly indicates that the student would not be fit for the assessment on the due date, OR which proves inability to complete the task.

If illness and/or misadventure occur **on the day of an exam/assessment task**, the student (or family member) must contact the school on the day of the task to provide this information. **On the first day back at school**, the student must bring substantiating evidence to the relevant Head Teacher.



If your reason for missing a task is accepted, then you may be given a substitute task as soon as possible after the original task date, or where this is not possible because of the nature of the task or the circumstances, then an estimate *may* be awarded.

### **Approved Absence from a Task**

There may be some exceptional circumstances where students are required to be official ambassadors of the school. In these cases, students may apply for approval to do the task at another time.

It should be clearly understood that, it is not always possible to give permission for an alternative date or task. **Unless permission is granted the student is expected to complete the task at the scheduled time.** Failure to do so will result in the award of a **ZERO** mark for the task.

## **Receiving Zero for an Assessment Task**

There are a number of ways in which a student may be awarded a zero for an assessment task. These are listed below:

- Being absent for a task with no acceptable justification.
- Submitting a task late where there is no acceptable evidence to justify this.
- Cheating.

Work submitted for Assessment Tasks must be the student's own work. Where this is not so, it will be deemed as cheating by the student and a zero mark will be given.

Examples of cheating include:

- Plagiarism (to pass off words or ideas of another as one's own OR to use another's work without crediting source)
- Copying (using the work of another person and submitting it as your own).

**If you are awarded a zero mark a letter of notification will be sent home to your parents/carers by the Head Teacher.**

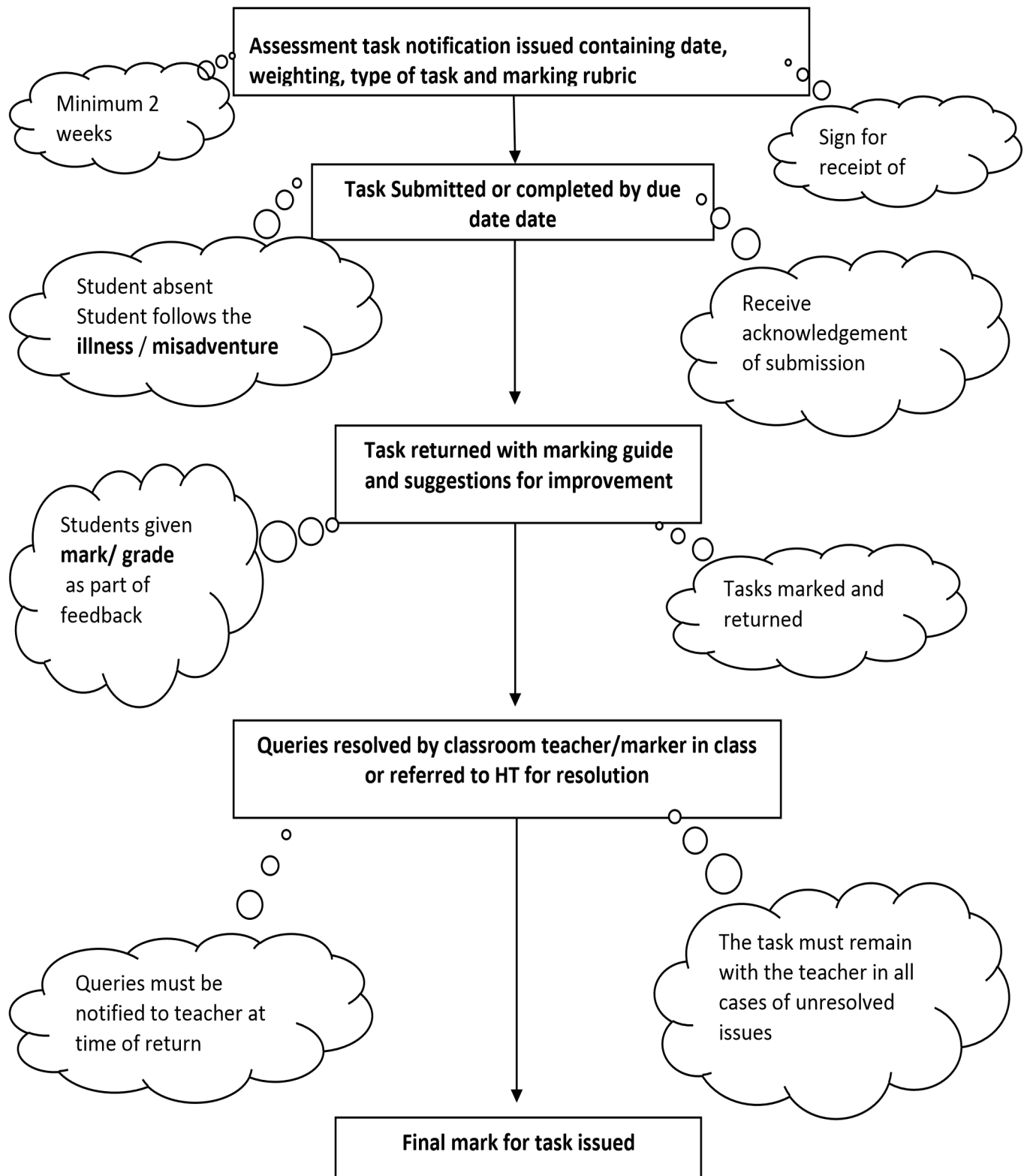
## **Learning Assistance**

All students are expected to effectively utilise allocated class time and timetabled study periods, as well as their own homework program, to work on scheduled assessment tasks.

Students are strongly encouraged to access support and guidance from their class teacher, if required, but this should be initiated well before the assessment task's due date.

Students are also encouraged to access support from the school's Learning & Support Teacher when planning and drafting assessment tasks.

# Completing an Assessment Task



# **Stage 4 Courses**

## **Year 8 Assessment Schedules by Subject**



	Task 1	Task 2	Task 3	Task 4
Outcomes	EN4-1A EN4-3B EN4-4B EN4-5C EN4-9E	EN4-1A EN4-2A EN4-3B	EN4-2A EN4-4B EN4-7D EN4-8D	EN4-1A EN4-2A EN4-5C EN4-6C EN4-7D EN4-8D
Due Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 2
Task Type	Analytical Essay and Reflection	Literacy Sample Bag and Oral Presentation	Multimodal SWAY Presentation	In-class Examination
Task Weighting	25%	25%	25%	25%
Task Topic	Introduction to Shakespeare	Survival	Media and Non- fiction Texts	All Topics

### **Course Outcomes:**

- EN4-1A** Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EN4-2A** Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.
- EN4-3B** Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.
- EN4-4B** Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
- EN4-5C** Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
- EN4-6C** Identifies and explains connections between and among texts.
- EN4-7D** Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
- EN4-8D** Identifies, considers and appreciates cultural expression in texts.
- EN4-9E** Uses, reflects on and assesses their individual and collaborative skills for learning.

	Task 1	Task 2	Task 3	Task 4	Task 5
Outcomes	GE4-1 GE4-5	GE4-1 GE4-5	GE4-1 GE4-7	GE4-8	GE4-1 GE4-4 GE4-5 GE4-8
Semester 1 Due Date	Term 1 Week 6	Term 2 Week 2	Term 2 Week 4	Term 2 Week 6	All Semester
Semester 2 Due Date	Term 3 Week 6	Term 4 Week 2	Term 4 Week 4	Term 4 Week 6	All Semester
Task Type	Open Book Test	Literacy Activity (2LS)	Research Task	Literacy Activity (2LS)	Class Mark
Task Weighting	30%	15%	30%	15%	10%
Task Topic	Water in the World	Water in the World	Intercon- nections	Intercon- nections	All Topics

### **Course Outcomes:**

- GE4-1** Locates and describes the diverse features and characteristics of a range of places and environments.
- GE4-2** Describes processes and influences that form and transform places and environments.
- GE4-3** Explains how interactions and connections between people, places and environments result in change.
- GE4-4** Examines perspectives of people and organisations on a range of geographical issues.
- GE4-5** Discusses management of places and environments for their sustainability.
- GE4-6** Explains differences in human wellbeing.
- GE4-7** Acquires and processes geographical information by selecting and using geographical tools for inquiry.
- GE4-8** Communicates geographical information using a variety of strategies.

Geography is a one semester course in Year 8.

	Task 1	Task 2	Task 3
Outcomes	HT4-2 HT4-3 HT4-8 HT4-9	HT4-3 HT4-4 HT4-5 HT4-6 HT4-9	HT4-3 HT4-4 HT4-5 HT4-6 HT4-7 HT4-9 HT4-10
Semester 1 Due Date	Term 1 Week 6	Term 1 Week 9	Term 2 Week 5
Semester 2 Due Date	Term 3 Week 6	Term 3 Week 9	Term 4 Week 5
Task Type	Research Task	Written Task	Written Test
Task Weighting	35%	35%	30%
Task Topic	The Vikings	The Black Death	Japan Under the Shoguns

### **Course Outcomes:**

- HT4-1** Describes the nature of history and archaeology and explains their contribution to an understanding of the past.
- HT4-2** Describes major periods of historical time and sequences events, people and societies from the past.
- HT4-3** Describes and assesses the motives and actions of past individuals and groups in the context of past societies.
- HT4-4** Describes and explains the causes and effects of events and developments of past societies over time.
- HT4-5** Identifies the meaning, purpose and context of historical sources.
- HT4-6** Uses evidence from sources to support historical narratives and explanations.
- HT4-7** Identifies and describes different contexts, perspectives and interpretations of the past.
- HT4-8** Locates, selects and organises information from sources to develop an historical inquiry.
- HT4-9** Uses a range of historical terms and concepts when communicating an understanding of the past.
- HT4-10** Selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

History is a one semester course in Year 8.

	Task 1	Task 2	Task 3	Task 4
Outcomes	MA4-8NA MA4-9NA MA4-10NA	MA4-12MG MA4-13MG MA4-14MG MA4-16MG	MA4-7NA MA4-17MG MA4-18MG	MA4-5NA MA4-6NA MA4-10NA MA4-11NA
Due Date	Term 1 Week 10	Term 2 Week 4	Term 3 Week 6	Term 4 Week 2
Task Type	Assignment	Assignment	Assignment	End-of-course Examination
Task Weighting	25%	25%	25%	25%
Task Topic	Algebra Indices Equations	Area, Volume & Pythagoras	Ratio & Rates Angles & Geometry	Equations Fractions, Decimals, Percentages & Finance Linear Relationships

### Course Outcomes:

- MA4-1WM** Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.
- MA4-2WM** Applies appropriate mathematical techniques to solve problems.
- MA4-3WM** Recognises and explains mathematical relationships using reasoning.
- MA4-4NA** Compares, orders and calculates with integers, applying a range of strategies to aid computation.
- MA4-5NA** Operates with fractions, decimals and percentages.
- MA4-6NA** Solves financial problems involving purchasing goods.
- MA4-7NA** Operates with ratios and rates, and explores their graphical representation.
- MA4-8NA** Generalises number properties to operate with algebraic expressions.
- MA4-9NA** Operates with positive-integer and zero indices of numerical bases.
- MA4-10NA** Uses algebraic techniques to solve simple linear and quadratic equations.
- MA4-11NA** Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.
- MA4-12MG** Calculates the perimeters of plane shapes and the circumferences of circles.
- MA4-13MG** Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area.
- MA4-14MG** Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume.
- MA4-15MG** Performs calculations of time that involve mixed units, and interprets time zones.
- MA4-16MG** Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems.
- MA4-17MG** Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.
- MA4-18MG** Identifies and uses angle relationships, including those related to transversals on sets of parallel lines.
- MA4-19SP** Collects, represents and interprets single sets of data, using appropriate statistical displays.
- MA4-20SP** Analyses single sets of data using measures of location, and range.
- MA4-21SP** Represents probabilities of simple and compound events.



	Task 1	Task 2
<b>Outcomes</b>	4.1 4.2 4.3 4.5 4.7 4.11 4.12	4.1 4.3 4.4 4.5 4.8 4.9 4.11 4.12
<b>Semester 1 Due Date</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 5</b>
<b>Semester 2 Due Date</b>	<b>Term 3 Week 7</b>	<b>Term 4 Week 3</b>
<b>Task Type</b>	Aural Performance	Aural Composition Group Performance
<b>Task Weighting</b>	50%	50%
<b>Task Topic</b>	Guitar Film Music	Drumming

### **Course Outcomes:**

- 4.1** Performs in a range of musical styles demonstrating an understanding of musical concepts.
- 4.2** Performs music using different forms of notation and different types of technology across a broad range of musical styles.
- 4.3** Performs music demonstrating solo and/or ensemble awareness.
- 4.4** Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.
- 4.5** Notates compositions using traditional and/or non-traditional notation.
- 4.6** Experiments with different forms of technology in the composition process.
- 4.7** Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.
- 4.8** Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
- 4.9** Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.
- 4.10** Identifies the use of technology in the music selected for study, appropriate to the musical context.
- 4.11** Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
- 4.12** Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Music is a one semester course in Year 8.

	Task 1	Task 2	Task 3	Task 4
Outcomes	PD4-2 PD4-6 PD4-7	PD4-4 PD4-5 PD4-11	PD4-1 PD4-6 PD4-7	PD4-3 PD4-8 PD4-10
Due Date	Term 1 Week 10	Term 2 Week 6	Term 3 Week 7	Term 4 Week 3
Task Type	Examination/ CPR Practical	Dance Creation	Group Task	Practical
Task Weighting	25%	25%	25%	25%
Task Topic	Summer Fun	Move and Groove	Your Body is a Wonderland	Stronger Together

### **Course Outcomes:**

- PD4-1** Examines and evaluates strategies to manage current and future challenges.
- PD4-2** Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.
- PD4-3** Investigates effective strategies to promote inclusivity, equality and respectful relationships.
- PD4-4** Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
- PD4-5** Transfers and adapts solutions to complex movement challenges.
- PD4-6** Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.
- PD4-7** Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.
- PD4-8** Plans for and participates in activities that encourage health and a lifetime of physical activity.
- PD4-9** Demonstrates self-management skills to effectively manage complex situations.
- PD4-10** Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.
- PD4-11** Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

	Task 1	Task 2	Task 3	Task 4
Outcomes	SC4-14LW SC4-15LW	SC4-10PW SC4-13ES SC4-14LW	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-9WS SC4-16CW SC4-17CW	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-9WS
Due Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9	Term 4 Week 4
Task Type	Research Task Presentation	Practical Task	Written Test	Student Research Project
Task Weighting	20%	20%	20%	40%
Task Topic	Living Systems	Pushing and Shoving	The Circle of Life	Elements and Compounds

### **Course Outcomes:**

- SC4-1VA** Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
- SC4-2VA** Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
- SC4-3VA** Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
- SC4-4WS** Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
- SC4-5WS** Collaboratively and individually produces a plan to investigate questions and problems.
- SC4-6WS** Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
- SC4-7WS** Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
- SC4-8WS** Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
- SC4-9WS** Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
- SC4-10PW** Describes the action of unbalanced forces in everyday situations.
- SC4-11PW** Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
- SC4-12ES** Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.
- SC4-13ES** Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.
- SC4-14LW** Relates the structure and function of living things to their classification, survival and reproduction.
- SC4-15LW** Explains how new biological evidence changes people's understanding of the world.
- SC4-16CW** Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
- SC4-17CW** Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

	Task 1	Task 2	Task 3	Task 4
Outcomes	SC4-10PW TE4-1DP TE4-8EN TE4-10TS MA4-3WM MA4-1WM	SC4-6WS SC4-7WS TE4-1DP TE4-10TS	SC4-6WS SC4-9WS TE4-2DP TE4-3DP	SC4-6WS SC4-8WS TE4-1DP TE4-4DP MA4-1WM
Due Date	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4
Task Type	Examination	Movie	Presentation	Portfolio
Task Weighting	25%	25%	25%	25%
Task Topic	Forces and Bridges	Software design and 3D modelling	Design Development	Coding & Robots

### Course Outcomes:

- SC4-4WS** Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
- SC4-5WS** Collaboratively and individually produces a plan to investigate questions and problems.
- SC4-6WS** Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
- SC4-7WS** Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
- SC4-8WS** Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
- SC4-9WS** Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
- TE4-2DP** Plans and manages the production of designed solutions.
- TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
- TE4-4DP** Designs algorithms for digital solutions and implements them in a general-purpose programming language.
- TE4-8EN** Explains how force, motion and energy are used in engineered systems.
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future.
- MA4-1WM** Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.
- MA4-2WM** Applies appropriate mathematical techniques to solve problems.
- MA4-3WM** Recognises and explains mathematical relationships using reasoning.

	Task 1	Task 2
Outcomes	TE4-1DP TE4-2DP TE4-5AG TE4-9MA	TE4-1DP TE4-2DP TE4-6FO
Semester 1 Due Date	Term 1 Week 10	Term 2 Week 5
Semester 2 Due Date	Term 3 Week 10	Term 4 Week 5
Task Type	Project Folio Safety	Project Folio Safety
Task Weighting	50%	50%
Task Topic	Grow & Thrive	Paddock to Plate

**Course Outcomes:**

- TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- TE4-2DP** Plans and manages the production of designed solutions.
- TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
- TE4-5AG** investigates how food and fibre are produced in managed environments.
- TE4-6FO** Explains how the characteristics and properties of food determine preparation techniques for healthy eating.
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future.

Technology Mandatory Agriculture & Food Technologies is a one semester course in Year 8.

	Task 1	Task 2
Outcomes	TE4-2DP TE4-3DP TE4-9MA	TE4-2DP TE4-3DP TE4-9MA
Semester 1 Due Date	Term 1 Week 7	Term 2 Week 4
Semester 2 Due Date	Term 3 Week 7	Term 4 Week 4
Task Type	Project Folio Safety	Project Folio Safety
Task Weighting	50%	50%
Task Topic	Wooden Display Truck	Metal Scroll Project

### **Course Outcomes:**

- TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- TE4-2DP** Plans and manages the production of designed solutions.
- TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
- TE4-9MA** Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future.

Technology Mandatory Material Technologies is a one semester course in Year 8.

	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Outcomes</b>	4.4 4.6 4.7 4.10	4.4 4.6 4.7 4.8	4.5 4.6 4.8 4.9	4.1 4.6 4.7 4.9	4.3 4.4 4.9 4.10
<b>Semester 1 Due Date</b>	<b>Term 1 Week 6</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 2 Week 7</b>	<b>Term 2 Week 8</b>
<b>Semester 2 Due Date</b>	<b>Term 3 Week 6</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 4</b>	<b>Term 4 Week 7</b>	<b>Term 4 Week 8</b>
<b>Task Type</b>	Case Study Art Making V.A.P.D.	Case Study Art Making V.A.P.D.	Case Study Art Making	Case Study Art Making V.A.P.D.	Case Study Art Making
<b>Task Weighting</b>	20%	20%	20%	20%	20%
<b>Task Topic</b>	Cubism	Caricature	Ceramics	Lino Cut Printing	Aboriginal Art Signs and Symbols

**Course Outcomes:**

- 4.1** Uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
- 4.2** Explores the function of and relationships between artist – artwork – world – audience.
- 4.3** Makes artworks that involve some understanding of the frames.
- 4.4** Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.
- 4.5** Investigates ways to develop meaning in their artworks.
- 4.6** Selects different materials and techniques to make artworks.
- 4.7** Explores aspects of practice in critical and historical interpretations of art.
- 4.8** Explores the function of and relationships between the artist – artwork – world – audience.
- 4.9** Begins to acknowledge that art can be interpreted from different points of view.
- 4.10** Recognises that art criticism and art history construct meanings.

Visual Arts is a one semester course in Year 8.





# Harvard Style Referencing

## (AUTHOR – DATE) STYLE

### Books, Pamphlets and Brochures

Cutling, K 1991, *A Guide to Police Writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

### References cited from a Secondary Source

Wright, S 1996, *The Way to Go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997

### An Article or Chapter in an Edited Book

Barry, P 1992, 'Controlling Corruption', in *Policing Australia: Old Issues New Perspectives*, eds P Moir & H Eijkman, MacMillan, Melbourne.

### An Article within a Journal (periodical)

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

### A Newspaper Article

Smith, DP, Jones, K & Wrightson, R 1999, 'The Great English Debate', *Sydney Morning Herald*, 8 August, p. 6.

### Electronic Sources (World Wide Web)

**Web site:** The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003, <<http://www.police.nsw.gov.au/main/>>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous Crime Prevention Projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <[http://www.cpu.sa.gov.au/sa\\_indproj.htm](http://www.cpu.sa.gov.au/sa_indproj.htm)>.

**A Web page without an author:** follow the same process as for anonymous works and begin with the title.

*The Nature of Cults* 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <<http://www.ccg.m.org.au/articles/TheNatureOfCults1.html>>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

**Web page within a Web site:** For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision), the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.

NSW Police n.d., *Crime Prevention in NSW*, viewed 29 April 2003, <<http://www.police.nsw.gov.au/prevention/prevention.cfm>>.



# TUMBARUMBA HIGH SCHOOL

Phone: (02) 6948 2500 Fax: (02) 6948 2611  
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TUMBARUMBA NSW 2553  
Email: [tumbarumba-h.school@det.nsw.edu.au](mailto:tumbarumba-h.school@det.nsw.edu.au)

Mr & Mrs K Smith  
1 First Street  
SYDNEY NSW 2000

Tuesday, 1st March 2022

Dear \_\_\_\_\_

## **Failure to Complete an Assessment Task**

Assessment tasks in Stage 4 represent an important facet of the learning process and an invaluable means by which a student can gain constructive feedback on their progress at school. Unfortunately, \_\_\_\_\_ has failed to complete an assessment task for \_\_\_\_\_.

The assessment task to date has not been submitted. According to school policy, assessment tasks which are submitted 5 school days after the due date will receive a zero. This will effect their overall result on their school report.

Assessment tasks are given on a regular basis within all faculties of the school. Could you please ensure that \_\_\_\_\_'s assessment task is completed adequately and submitted to their teacher.

Please see herewith details on this task.

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by \_\_\_\_\_ to correct the problem.

<b>Task Name/Course Requirement/Course Outcome</b>	<b>Percentage Weighting</b>	<b>Date Task Initially Due</b>	<b>Action Required by Student</b>	<b>Date to be Completed by</b>
Assessment 1	25%	2/2/2022	Complete this essay and submit	14/3/2022

**Action by Parent/Guardian**

To support \_\_\_\_\_ in meeting the course requirements, we request that you discuss this matter with them, and encourage and support them to carry out the required actions. If you have any questions about this matter, please contact \_\_\_\_\_.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal

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**Acknowledgement of Official Warning**  
**Please return to the school office**

I have received the letter dated Tuesday 1 March advising me that \_\_\_\_\_ has not completed some of the course requirements for \_\_\_\_\_.

Comments: \_\_\_\_\_

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## YEAR 8 2022 CALENDAR OF ASSESSMENT TASKS

(Enter other subjects when you are provided with specific dates)

WK	TERM 1 - 2022	TERM 2 - 2022	TERM 3 - 2022	TERM 4 - 2022
1				
2		Geography		English Geography Mathematics
3				Music PDHPE
4		Geography Mathematics Visual Arts		Geography Science S.T.E.M. Visual Arts
5		History Music S.T.E.M.		History
6	Geography History Visual Arts	English Geography PDHPE	Geography History Mathematics S.T.E.M. Visual Arts	Geography
7	S.T.E.M.	Science Visual Arts	Music PDHPE	Visual Arts
8	Music Science Visual Arts	Visual Arts	English Visual Arts	Visual Arts
9	English History Mathematics		History Science	
10	PDHPE			