



**Beverly Hills Girls High School**

**ASPIRE**

**Assessment Booklet**  
**Year 8**

# Foreword

*Success at school may mean different things to different people, however, most agree that high achievement in formal studies is very desirable.*

*The definition of 'high achievement' varies for each student as a result of personal circumstances. Apparent natural ability, motivation, family support and health are some of the outside factors which influence achievement.*

*It is generally accepted that offering a wide choice of subjects allows students the chance to achieve in areas of interest, but success goes far beyond subject choice. The curriculum organisation described in this book provides such choice. More importantly, it also provides for:*

- 1. Choice within subjects*
- 2. Units of Study which are in manageable amounts*
- 3. Placement at appropriate Levels to suit personal performance*
- 4. A credential that accumulates results each half year*
- 5. Review of progress and adjustment to placement as the need arises.*

*All of these benefits lead to maximum student success and confidence, which in turn fuel student effort for greater achievement.*

*The Pathways booklet and associated structure have been developed and implemented by staff with support from parents. Overall planning has been carried out by the executive staff in consultation with KLA'S. While sincere thanks are extended to all of these dedicated people, their real reward will take the form of widespread student success.*

*M.Iemma*  
*Principal*

# Introduction

At Beverly Hills Girls High School, we undertake assessment to inform students' learning. Assessment of student learning will be undertaken for all learners, including students whose learning is impacted by disability and students learning English as an additional language or dialect. Ongoing assessment of student learning is important to enable teachers to provide feedback to students and guide their continuing provision of appropriate learning tasks. Adjustments to assessment tasks may be required for a student whose learning is impacted by disability and students learning English as an additional language. This should reflect the adjustments made to support the student's learning.

Schools plan assessment so that:

- students can demonstrate achievement of the outcomes for the relevant stage of learning.
- valid and reliable assessment strategies are used.
- the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students

Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements during teaching and learning. Teachers use a variety of appropriate assessments for monitoring student learning, providing feedback and judging student achievement.

Teachers collect and record assessment information to:

- guide ongoing teaching and learning
- monitor and evaluate student progress
- report achievement to parents and relevant authorities in accord with school requirements and department policy.
- provide opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enable students to demonstrate what they know and can do, clarifying student understanding of concepts and promoting deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Assessment enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. School-based assessment tasks may include activities such as examination, tests, written or oral assignments, practical activities, fieldwork, performance and projects. The assessment requirements for each Board Developed Course are set out in the attachments to this document.

## The Common Grade Scale & Standards Referenced Assessment

Beverly Hills GHS use the following five-point achievement scale to report to parents/carers for students in Years 7 to 12. Achievement is judged in relation to syllabus standards. The achievement scale is to be used for reporting all KLAs or subjects.

Achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations	Outstanding	A
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.	High	B
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.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
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.	Limited	E

### Expectations of students

Students must attend all classes to satisfactorily complete courses. A minimum of 80% attendance is generally expected for students to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns will be reviewed regularly to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Student Responsibilities include:

- Arriving before 8:45am and be on time for all scheduled lessons.
- Remain at school for the duration of the day unless they bring a signed request from their parent/guardian.
- Attend all lessons as per their published timetable. Truancy may incur consequences such as lunchtime or afterschool detention, letters of concern sent home or parental interview.
- Attend classes on the day before and on the day an assessment task is due.
- Submit their own work

- Attempt all assessment tasks.
- Submission of work by the due date.
- Prepare for examinations/tests and make a serious attempt.
- Complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
- Taking responsibility for their learning. When absent on any day the student is responsible for ascertaining if an assessment task has been set or issued.

On the day of the Assessment Task, the student must attend school and be marked present. Students need to submit the task on or before the designated date in accordance with the Assessment Notification – within the timetabled lesson. Students are NOT permitted to work on the Assessment Task during school time, besides Recess, Lunch or a designated study period on the day the task is due.

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must provide a valid reason. It is the responsibility of the student to provide a doctor's certificate, where possible, and see their classroom teacher or Head Teacher to determine how to meet assessment requirements.

## **Nature and Notification of Tasks**

Students will receive a minimum of 2 weeks' notice for each assessment task.

Students may be required to sign for their assessment tasks on the notification register.

Notification of assessment tasks will be communicated to the student in writing using the standardized format and will include:

- The scope of each task e.g. Probability in Mathematics.
- The form the task will take e.g. 10 short answer questions.
- The proposed timing and duration of the task e.g. Tuesday 24 May, period 1 , 60 minutes.
- Where applicable, the assessment weighting allocated to the task e.g. 15%.
- The outcomes being assessed.
- The marking guidelines – Notification Information sheet.
- Any additional details (students will require calculators). Students should consult with their teacher on a regular basis, to confirm the scheduling of tasks and if absent if in case Assessment information is given out

# English

## ES302, EG302, EA302, EE302 - 8 English 1 - Look at You 2

2 units

In this unit students will ask “What’s your story? They will explore the stories of others through poetry and prose and discover ways to read and write more effectively. Students will also look at film, social media and VR texts and ask, “Why should I believe you?”.

Outcome	Areas of assessment:	Task 1 Scaffolded Essay Writing	Task 2 Visual Representation and Explanation	Task 3 Class Test- Reading/Short Answer Questions	Task 4 Multimedia Tasks
	Grade:	/20	/20	/20	Peer Review
	Approximate Date:	Term 1 or 3 Week 7	Term 2 or 4 Week 1	Term 2 or 4 Week 5	End of term
7	Demonstrates understanding of how texts can express aspects of their world	✓			
1	Responds to and composes texts for understanding and imaginative expression		✓		
9	Reflects on their individual skills for learning		✓		
6	Identifies and explains connections between texts			✓	

**ES301, EG301, EA301, EE301 - 8 English 2 - Look at You 1**

1 unit

This unit offers the opportunity to ask, "Can you see what I see?" Students will look texts from Shakespeare to picture books to verse novels as they consider the changing perspectives of others.

Outcome	Areas of assessment:	Task 1 Scaffolded Essay Paragraphs	Task 2 Diary Entry Writing	Task 3 Blooms Reading Tasks
	Grade:	/20	/20	Self Evaluation
	Approximate Date:	Term 1 or 3 Week 9	Term 2 or 4 Week 5	End of term
5	Thinks creatively to respond to and compose texts	✓		
3	Uses and describes forms and features of texts	✓		
4	Makes effectively language choices to creatively shape meaning		✓	

# Mathematics

## **MS302, MG302 MA302- 8 Mathematics 2 - Communicating Mathematics 1**

**2 units**

In this unit students will develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation. They will also identify, visualise and quantify measures and the attributes of shapes and objects and explore measurement concepts and linear

Outcome	Areas of assessment:	Task 1 Further Algebra and Indices	Task 2 Equations	Task 3 Measurement & Pythagoras
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 1/2 Week 5	Term 1/2 Week 9	Term 2/4 Week 5
MA4-2WM	Applies appropriate mathematical techniques to solve problems	✓	✓	✓
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		✓	
MA4-14MG	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume			✓
MA4-16MG	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems			✓



**MS301, MA301 - 8 Mathematics 1- Using Mathematics 1****1 unit**

In this unit students will be applying formulas, strategies to trigonometry and geometric reasoning in the solution of problems. Students will also collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements.

Outcome	Areas of assessment:	Task 1 Geometry	Task 2 Angle Relationships + Some transformation and congruence	Task 3 Online Activity
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 3 Week 5	Term 4 Week 5	Term 4 Week 5
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols .		✓	✓
MA4-3WM	Recognises and explains mathematical relationships using reasoning.	✓		✓
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines.	✓		✓
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.		✓	✓
MA4-20SP	Analyses single sets of data using measures of location, and range.		✓	✓

# Science

## SG/SA/SS302- 8 Science 3 - It's Structured

**2 units**

This unit looks at what makes up everything. Students learn about matter and how it consists of elements, compounds and mixtures. It then looks at how living things are structured from microscopic cells to biological systems of human and plants. All of this would not be known if it wasn't for the numerous scientific discoveries and contributions which continue to be important in our lives

Outcome	Areas of assessment:	Task 1 Research & in-class task	Task 2 Skills test	Task 3 Unit test
	Grade:	A-E	A-E	A-E
	Approximate Date:	Week 5 Term 1 or 3	Week 3 Term 2 or 4	Week 5 Term 2 or 4
K	Knowledge and understanding	✓	✓	✓
4/5	Questions & plans investigations			
6	Undertaking investigations	✓		
7	Analysing first & second hand sources			✓
8	Problem solving		✓	✓
9	Presenting information	✓		✓

**SG/SA/SS301 - 8 Science 4- It's Elementary****1 unit**

The Earth's structure and composition is explored in this unit, as is its position in the universe and how this impacts all humans. The force is also strong in this unit investigating balanced and unbalanced forces and their importance in everyday activities

Outcome	Areas of assessment:	Task 1 Practical & Skills Task	Task 2 Unit test
	Grade:	A-E	A-E
	Approximate Date:	Week 9 Term 1 or 3	Week 5 Term 2 or 4
<b>K</b>	Knowledge and understanding	✓	✓
<b>4/5</b>	Questions & plans investigations		
<b>6</b>	Undertaking investigations	✓	
<b>7</b>	Analysing first & second hand sources		
<b>8</b>	Problem solving	✓	✓
<b>9</b>	Presenting information		

# Personal Development, Health & Physical Education – PDHPE

## PE301 - 8 PDHPE 1 – Healthy Living

1 unit

Students propose skills and strategies to enhance their health and wellbeing. They recognise factors that influence changes and transitions and evaluate strategies to manage current and future challenges. Students will participate in a range of physical activities, investigating and creating plans to achieve movement and fitness outcomes.

Outcome	Areas of assessment:	Task 1 Risky Business	Task 2 Gymnastics
	Grade:	A-E	A-E
	Approximate Date:	Term 1	Term 2
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity concepts		✓
PD4-5	transfers and adapts solutions to complex movement challenges		✓
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences		✓
PD4-2	Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.	✓	
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.	✓	

**PE302 - 8 PDHPE 2– Healthy Living****1 unit**

Students propose skills and strategies to enhance their health and wellbeing. They recognise factors that influence changes and transitions and evaluate strategies to manage current and future challenges. Students will participate in a range of physical activities, investigating and creating plans to achieve movement and fitness outcomes.

Outcome	Areas of assessment:	Task 3 Healthy Lifestyle Practical	Task 4 Positive Relationships
	Grade	A-E	A-E
	Approximate Date:	Term 3	Term 4
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or context	✓	
PD4-2	Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.		✓
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	✓	
PD4-1	Examines and evaluates strategies to manage current and future challenges		✓
PD4-3	Investigates effective strategies to promote inclusivity, equality and respectful relationships		✓
PD4-9	Demonstrates self-management skills to effectively manage complex situations		✓

# Geography

## **HG301 - 8 Geography 1– Global Connections**

**1 unit**

Students discuss factors that influence people's perceptions of the liveability of places. In addition students focus on the connections people have to places across a range of scales.

Outcome	Area of assessment:	Task 1 Water Audit Research Task	Task 2 Course Exam
	Grade:	A-E	A-E
	Approximate Date:	Term 3 Week 8	Term 4 Week 5
<b>GE4-1</b>	locates and describes the diverse features and characteristics of a range of places and environments		✓
<b>GE4-2</b>	describes processes and influences that form and transform places and environments		✓
<b>GE4-3</b>	explains how interactions and connections between people, places and environments result in change		✓
<b>GE4-4</b>	examines perspectives of people and organisations on a range of geographical issues	✓	
<b>GE4-5</b>	discusses management of places and environments for their sustainability	✓	
<b>GE4-7</b>	acquires and processes geographical information by selecting and using geographical tools for inquiry	✓	
<b>GE4-8</b>	communicates geographical information using a variety of strategies	✓	✓

# Commerce

## HC311 Commerce 3 - World of Travel

1 unit

Open up a world of travel! Students learn how to be informed and financially savvy travellers, gaining the knowledge to effectively plan trips, organise an itinerary and travel budgets. They also learn about potential issues when travelling and what to do if they occur.

Outcome	Areas of assessment	Task 1 Topic Test	Task 2 Research Task or ICT Presentation or Oral
	Grade:	A-E	A-E
	Approximate Date:	Term 3 Week 8	Term 4 Week 4
COM4-1	uses appropriate terminology in consumer, financial, economic, business, legal, political and employment contexts	✓	
COM4-2	describes the rights and responsibilities of individuals within consumer, financial, economic, business, legal, political and employment contexts	✓	✓
COM4-3	identifies the role of the law in society		✓
COM4-4	describes key factors affecting decisions	✓	✓
COM4-5	identifies and describes options for solving problems and issues	✓	
COM4-6	identifies and explains plans for achieving goals	✓	✓
COM4-7	selects and organises information from a variety of sources	✓	
COM4-8	communicates information using a variety of forms	✓	
COM4-9	works independently and collaboratively to meet goals within specified timeframes		✓

# History

## HH201, HHE201- 8 History 1- Age of Empires

**1 unit**

This unit offers a bridge between the Ancient and Modern World. Students explore two depth studies focusing on life in Ancient China and Japan under the Shoguns, with a key focus on social, economic and political features of each society.

Outcome	Areas of assessment:	Task 1 Research Task or ICT Task	Task 2 Topic Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1 Week 8	Term 2 Week 5
<b>HT4.1</b>	describes the nature of history and archaeology and explains their contribution to an understanding of the past	✓	
<b>HT4.2</b>	describes major periods of historical time and sequences events, people and societies from the past	✓	✓
<b>HT4.3</b>	describes and assesses the motives and actions of past individuals and groups in the context of past societies	✓	✓
<b>HT4.4</b>	describes and explains the causes and effects of events and developments of past societies over time	✓	✓
<b>HT4.5</b>	identifies the meaning, purpose and context of historical sources	✓	✓
<b>HT4.6</b>	uses evidence from sources to support historical narratives and explanations	✓	✓
<b>HT4.7</b>	identifies and describes different contexts, perspectives and interpretations of the past	✓	✓
<b>HT4.8</b>	locates, selects and organises information from sources to develop an historical inquiry	✓	
<b>HT4.9</b>	uses a range of historical terms and concepts when communicating an understanding of the past	✓	✓
<b>HT4.10</b>	selects and uses appropriate oral, written, visual and digital forms to communicate about the past	✓	



**HH301, HHE301- 8 History 2 -The Medieval World****1 unit**

This unit offers a bridge between the Ancient and Modern World. Students explore two depth studies focusing on Medieval Europe and the Black Death in Asia, Europe and Africa.

Outcome	Areas of assessment	Task 1 Research Task or ICT Task	Task 2 Topic Test
	Grade:	A-E	A-E
	Approximate Date:	Term 3 Week 6	Term 4 Week 5
<b>HT4.1</b>	describes the nature of history and archaeology and explains their contribution to an understanding of the past	✓	
<b>HT4.2</b>	describes major periods of historical time and sequences events, people and societies from the past	✓	✓
<b>HT4.3</b>	describes and assesses the motives and actions of past individuals and groups in the context of past societies	✓	✓
<b>HT4.4</b>	describes and explains the causes and effects of events and developments of past societies over time	✓	✓
<b>HT4.5</b>	identifies the meaning, purpose and context of historical sources		✓
<b>HT4.6</b>	uses evidence from sources to support historical narratives and explanations		✓
<b>HT4.7</b>	identifies and describes different contexts, perspectives and interpretations of the past	✓	✓
<b>HT4.8</b>	locates, selects and organises information from sources to develop an historical inquiry	✓	
<b>HT4.9</b>	uses a range of historical terms and concepts when communicating an understanding of the past	✓	✓
<b>HT4.10</b>	selects and uses appropriate oral, written, visual and digital forms to communicate about the past	✓	

# Languages

**LA201,LC201,LF201,LJ201 - 8 Arabic/Chinese/French/Japanese 2** (one only for study over three semesters) **1 unit**

This course aims to give a basic introduction to a chosen language, an understanding of how languages work and an appreciation of the contribution made by Arabic/Chinese/French/Japanese culture to Australia. Students learn to ask and give information about themselves and their friends in the language, describe their home, family and school and learn to have simple conversations.

Outcomes	Assessment:	Task 1 In-class task	Task 2 In-class test
	Grade:	A-E	A-E
	Approximate Date:	Term 1 Week 9	Term 2 Week 6
Interacting (Speaking)	Interacts orally in simple conversations to exchange information	✓	
Understanding Texts (Listening)	Identifies information and main ideas in simple chosen language spoken texts		✓
Understanding Texts (Reading)	Identifies information and main ideas in simple chosen language written texts		✓
Creating Texts (Writing)	Composes simple texts using the chosen language	✓	✓

**LA301,LC301,LF301,LJ301 - 8 Arabic/Chinese/French/Japanese 3** (one only for study over three semesters) **1 unit**

This course aims to build on the understanding, use and culture of the chosen language. Students learn to ask and give information about themselves and their friends in the language, describe their home, family and school and learn to have basic conversations.

Outcomes	Assessment:	Task 1 In-class task	Task 2 In-class test
	Grade:	A-E	A-E
	Approximate Date:	Term 3 Week 9	Term 4 Week 6
Interacting (Speaking)	Interacts orally in basic conversations to exchange information	✓	
Understanding Texts (Listening)	Identifies information and main ideas in basic chosen language spoken texts		✓
Understanding Texts (Reading)	Identifies information and main ideas in basic chosen language written texts		✓
Creating Texts (Writing)	Composes basic texts using the chosen language	✓	✓

# Technology Mandatory

## **TM201- Technology Mandatory 3 - Creative Solutions**

**1 unit**

This unit of work focuses on solving several design problems. Students learn about what engineering is, different types of engineers and how engineering benefits society and the environment. Students will work independently and in groups to create innovative ideas to given scenarios.

Outcome	Areas of assessment:	Task 1 Research	Task 2 Management of classwork	Task 3 Class Project- Practical	Task 4 Class Project - Portfolio
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1 Week 8	Term 2 Week 6	Term 2 Week 6	Term 2 Week 6
K 1	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities				✓
D1	Plans and manages the production of designed solutions		✓		
D2	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects			✓	
D3	Explains how people in technology related professions contribute to society now and into the future	✓			

**TM202 - Technology Mandatory 4 Grow and Thrive****1 unit**

With an Agriculture and Food Technology focus, this unit of work explores the concept of 'paddock to plate'. Students will grow a herb, vegetable or fruit using a piece of recycled material as the vessel for growing it in. Several practical food experiences are included in this unit.

Outcome	Areas of assessment	Task 1 Workbook	Task 2 Design Folio	Task 3 Class Projects
	Grade	A-E	A-E	A-E
	Approximate Date:	Term 3 Week 9/10	Term 4 Week 5	Term 3/4 TBA
<b>D1</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities		✓	
<b>D1</b>	Plans and manages the production of designed solutions		✓	
<b>D1</b>	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects			✓
<b>K1</b>	Investigates how food and fibre are produced in a managed environment	✓		

**TM203– Technology Mandatory 5 Digital Technology: Make it APP'n****1 unit**

Utilising a design thinking process, students in this unit will explore the world of digital technology. They will create an app-based game that can be used for entertainment whilst traveling.

Outcome	Areas of assessment	Task 1 Portfolio	Task 2 Management of Classwork and Portfolio	Task 3 Practical Applications Tutorials	Task 4 Workbook
	Grade	A-E	A-E	A-E	A-E
	Approximate Date:	Term 2/4 Week 6	TBA	Term 1/3 Week 10	Term 1/3 Week 10
D1	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	✓			
D2	Plans and manages the production of designed solutions		✓		
D3	Designs algorithms for digital solutions and implements them in a general-purpose programming language			✓	
K1	Explains how people in technology related professions contribute to society now and into the future				✓

# Computing Technology

## **TC411 Computing Technology 1 – Designing for User Experience**

**1 unit**

In this unit of study, students will apply computing skill thinking to the development of projects considering user-centred design, such as personalisation. The projects will explore the use of interactive/multimedia software and hardware. Completed projects may include the safe and ethical use of online tools, a range of selected media files, and may use current and innovative software to design and develop an interactive or multimedia presentation.

Outcome	Areas of assessment:	Task 1 Spreadsheet Task	Task 2 Create your own 3D world	Task 3 Classwork
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 2/4 Week 2	Term 2/4 Week 6	Ongoing
CT5 – DAT-02	Summarise data using a spreadsheet including complex formulas, aggregate functions and lookup functions	✓		
CT5-DES-01	Design and implement a UI, UX or interactive media product allowing for functionality, accessibility, usability and aesthetics		✓	
CT5-THI-01	Knowledge and understanding of a range of computer software and hardware		✓	
CT5-DPM-01	Plan and manage projects using an interactive approach			✓

# Food Technology

## **TF411 – Food Technology 1 – Super Health Foods**

**1 unit**

This unit is the introduction to basic nutrition and food preparation. Students develop the ability to make informed healthy food choices and develop their cookery skills.

Outcome	Areas of assessment	Task 1 Practical Work	Task 2 Fibre Assessment	Task 3 Workbook	Task 4 Class test
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	TBA	Term 1/ 3 Week 10	Term 2/4 Week 5	Term 2/4 Week 6
FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product	✓			
FT5-3	Describes the physical and chemical properties of a variety of foods			✓	
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities				✓
FT5-9	Communicates ideas and information using a range of media and appropriate terminology		✓		



# Textile Technology

## **TT311,TT411 – Textiles Technology 1 – Fun with Fashion**

**1 unit**

An introduction to basic textile fibres, yarns and fabrics. Students develop skills in design, and manufacture while constructing simple clothing items.

Outcome	Areas of assessment	Task 1 Workbook	Task 2 Assignment on Peter Alexander	Task 3 Practical work	Task 4 Practical product
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 2/4 Week 5	Term 1/3 Week 7	Ongoing	Term 2/4 Week 5
TEX5-3	Explains the creative process of design used in the work of textile designers	✓			
TEX5-8	Selects and uses appropriate technology to creatively document, communicate and present design and project work		✓		
TEX5-10	Selects appropriate techniques and uses equipment safely in the production of quality textile projects			✓	
TEX5-11	Demonstrates competence in the selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items.				✓

# Music

## CM201 – 8 Music 3– Introduction to Music

1 unit

In this unit students will continue to look at music notation through performance, composition and listening. Students will also study a range of musical styles.

Outcome	Areas of assessment	Task 1 Performance	Task 2 Listening	Task 3 Composition
	Grade	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 3 Week 9	Term 4 Week 5
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 the 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		√	

## Elective Music

**CM312, Elective Music– Keyboard 1****1 unit**

In this unit students will be introduced to the keyboard. Students will learn to play with both hands and will appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 3 Week 9	Term 4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM313, Elective Music– Guitar 1****1 unit**

In this unit students will be introduced to the guitar. Students will learn to play simple melodies and will appreciate music through performance, composition, notation and listening activities.

**CM314, Elective Music– Vocal 1****1 unit**

In this unit students will be introduced to singing techniques. Students will learn to sing in groups and as a soloist and will appreciate music through performance, composition, notation and listening activities.

Outcome			Musicology	
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 3 Week 9	Term 4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition and Notation
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 3 Week 9	Term 4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

## Visual Arts

**CV201 - 8 Visual Arts 1 –Introduction to 3D Design****1 unit**

You will continue to explore the elements and principles of design but in three-dimensional art making such as ceramics, sculpture and mixed media, using Australian images, signs and symbols as your influences.

Outcome	Areas of assessment:	Task 1 Hybrid Monster	Task 2 Clay Test	Task 3 Jenny Orchard	Task 4 VAPD
	Grade	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1 Week 10	Term 1 Week 6	Term 1 Week 3	Term 2 Week 6
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artwork	✓			
4.2	explores the function of and relationships between artist – artwork – world – audience			✓	
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 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		✓		✓

**CV301 - 8 Visual Arts 2 –Introduction to Mixed Multi Media****1 unit**

You will be taken into the exciting world of mixed media. From photography and video and three-dimensional forms to found objects, you will explore new ways of communicating ideas and images.

Outcome	Areas of assessment	Task 1 Twin Photographs	Task 2 Darkroom Quiz	Task 3 Darkroom Images	Task 4 Video
	Grade	A-E	A-E	A-E	A-E
	Approximate Date:	Term 3 Week 5 or 10	Term 3 Week 5 or 10	Term 3 Week 5 or 10	Term 4 Week 6
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artwork			√	
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 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		√		

## Dance

**CD411– Dance 1****1 unit**

Students will be introduced to the basic principles and terminology of dance. Students will engage in a range of movement based exercises and activities. Students will develop knowledge of performance composition and appreciation.

Outcome	Areas of assessment:	Task 1 Safe Dance Practice Practical (Contemporary)	Task 2 Safe Dance Practice Theory	Task 3 Elements Of Dance Practical (Composition)	Task 4 Elements Of Dance Theory
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 3 Week 8	Term 3 Week 8	Term 4 Week 5	Term 4 Week 5
<b>4.1.1</b>	Demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances	✓		✓	
<b>4.1.2</b>	Demonstrates aspects of the elements of dance in dance performance	✓		✓	
<b>4.1.3</b>	Demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances	✓		✓	
<b>4.3.2</b>	Identifies that dance works of art express ideas	✓	✓		✓
<b>4.3.1</b>	Describes dance performances through the elements of dance		✓		✓
<b>4.2.1</b>	Identifies and explores aspects of the elements of dance in response to a range of stimuli		✓	✓	✓
<b>4.2.2</b>	Composes dance movement, using the elements of dance, that communicates ideas			✓	

## Drama



**CP411 – Drama 1 Introduction to Elective Drama1****1 unit**

This unit introduces dramatic terms and ways of performing and building confidence when performing in front of an audience. Students will learn by participating in acting exercises and making plays through improvisation, mime and movement.

Outcome	Areas of assessment:	Task 1 Group Performance	Task 2 Individual Performance	Task 3 Written Response (Log Book)
	Grade	A-E	A-E	A-E
	Approximate Date:	Term 3 Week 5-7	Term 4 Week 5-7	Term 4 Week 7
<b>4.1.1</b>	Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action	✓	✓	✓
<b>4.1.2</b>	Improvises and playbuilds through group-devised processes	✓		
<b>4.1.3</b>	Devises and enacts drama using scripted and unscripted material	✓	✓	
<b>4.1.4</b>	Explores a range of ways to structure dramatic work in collaboration with others.	✓		
<b>4.2.1</b>	Uses performance skills to communicate dramatic meaning	✓	✓	✓
<b>4.2.2</b>	Experiments with performance spaces and production elements appropriate to purpose and audience	✓		
<b>4.3.3</b>	Describes the contribution of individuals and groups in drama using relevant drama terminology.			✓