

# **DUBBO COLLEGE**

# **SOUTH CAMPUS**



## **YEAR 8 ASSESSMENT**

## **BOOKLET**

**Term 1**

**2017**



# Year 8 Assessment Tasks

## Term 1 2017

Subject	Assessment Task Title	Week Due	Weighting	Assessment Type
English	Reading / Writing / Viewing and Representing / Speaking	27.3.17	20%	Picture Book Creation / Public Reading
Mathematics	Integers, Indices, Algebra and Equations	10	20%	Exam
Science	Working Scientifically	5/6	20%	Practical Task
History	Ancient to the Modern World / Western and Islamic World: The Vikings	3	15%	In class Literacy
History	Western and Islamic World: The Vikings	8	35%	Source Analysis
Music	Rock Music - Listening	5	5%	Exam
Music	Rock Music - Performance	9	10%	Performance
PDHPE	Self and Relationships	4-6	20%	In Class Tasks
LOTE (Wiradjuri)	Language from Country	8	20%	Hand-in
LOTE (German)	Using Language	5	5%	Listening / Reading / Comprehension
LOTE (German)	Using Language	9	10%	Writing
Technology Mandatory	Built Environment, Product, Information and Communication	10	25%	Practical/Folio
Visual Arts	Part A- Critical and Historical Study	6	10%	In class, written analysis
Visual Arts	Part B- Art making	6	15%	In class art making

**ENGLISH****Assessment Task1****Weighting 20%****Date Due: Part A: 27<sup>th</sup> of March 2017****Part B: Week 11 Term 1****Syllabus Area** Reading/Writing/ Viewing and Representing/Speaking**Type of Task** Picture Book Creation/ Public Reading**Task Description****Part A: (15%)**

You have been studying a picture book in class and examining how visual literacy techniques have been used to convey meaning.

Using this knowledge, you are to compose your very own picture book. You are to base your picture book on one the themes provided in class that relates to the picture book that you are studying.

Your picture book must consist of between 6 and 8 pages and be no longer than 500 words in length.

You will be given 4 lessons in the computer room to assist with the creation of this task.

You will be required to submit your picture book as a PDF on Google Classroom by 3:00pm on Monday the 27<sup>th</sup> of March 2017.

The following visual techniques must be used to convey the theme:

- Saliency
- Vectors
- Demand
- Offers
- Colour
- Symbolism

**Part B: (5%)**

You will be required to read your picture book aloud to a small audience. You will be required to provide a printed copy of your picture book for this component of the task.

**You will be assessed on your ability to:****Part A:**

- Use visual techniques to effectively convey meaning within the picture book.
- Sustain the conventions of a narrative within the picture book format.

**Part B:**

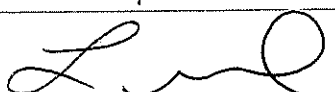
- Speak using tone, clarity, volume, expression and pacing to justify ideas.

**Outcomes being assessed**

EN 4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN 4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN 4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose text.

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## MATHEMATICS

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**Assessment Task 1****Weighting: 20%****Date: Week 10 Term 1**

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**Syllabus Area:** Integers, Indices, Algebra and Equations

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**Type of Task:** Examination50 Minutes

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**Task Description:**

This examination will consist of the following topics;

- ☐ Non-Calculator
- ☐ Short answer response- Topic: Integers and Indices
- ☐ Short answer response- Topic: Algebra
- ☐ Short answer response- Topic: Equations

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**You will be assessed on how well you:**

- Demonstrate knowledge, skills and understanding in mental and written computation and numerical reasoning.
- Correctly applies understanding and knowledge of indices properties
- Uses the algebraic symbol system to simplify, expand and factorise simple algebraic expressions
- Demonstrates knowledge and skills when solving simple equations.

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**Outcomes being assessed:**

MA4-2WM - applies appropriate mathematical techniques to solve problems

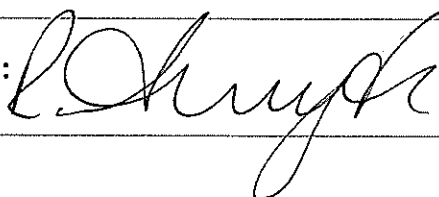
MA4-4NA - compares, orders and calculates with integers, applying a range of strategies to aid computation

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

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## SCIENCE

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**Assessment Task Number 1    Weighting: 20%    Date: Week 5/6 Term 1**

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**Syllabus Area:** Skills-Working Scientifically  
Knowledge and Understanding-Physical World

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**Type of Task:** Practical Task (completed in class)    40 Minutes

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### Task Description

Students are required to:

- ☐ Safely construct electrical circuits from written descriptions and diagrams.
- ☐ Make accurate measurements and observations from circuits.
- ☐ Answer questions about electricity.

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### You will be assessed on how well you:


- Safely follow a planned procedure.
  - Create an accurate record of observations
  - Analyse the observations to develop considered inferences.
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### Outcomes being assessed:

- PW3.d**      Construct and draw circuits containing a number of components to show a transfer of electricity
- SC4-6WS**    Follow a sequence of instructions to safely undertake an investigation collaboratively and individually
- SC4-4WS**    Identify questions and problems that can be tested and makes predictions based on scientific knowledge

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# HISTORY

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**Assessment Task Number 1**    **Weighting: 15%**    **Date:** Week 3 Term 1

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**Syllabus Area:**            The Ancient to the Modern World - The Western and Islamic World:  
The Vikings

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**Type of Task:**            In Class: Literacy

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## Task Description

Students will be asked to answer the following question in class using SEAR paragraph structure.

**Question:** Explain ONE key feature of Viking society.

Students MUST refer ONE of the following:

- Social
- Cultural
- Economic
- Political

**You will be assessed on how well you:**

- Outline the roles and relationships in Viking society
- Outline the everyday life of men, women and children in Viking society
- Use SEAR paragraph structure

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## Outcomes being assessed:

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

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

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Date:

1/2/2017

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## HISTORY

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**Assessment Task Number 2    Weighting: 35%    Date: Week 8 Term 1**

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**Syllabus Area:**    The Western and Islamic World – The Vikings

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**Type of Task:**    Source Analysis Task

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### Task Description

Students will be provided time to answer Parts A and B in class. Teachers will scaffold, practice and teach the content required for Part C. However, students will need to complete this section in their own time outside of school.

Parts A, B and C will be presented in a 'Booklet' style format.

There will be 3 sections to this Assessment Task:

- ☐ Part A - Source skills study (5 marks)
- ☐ Part B - Source analysis (10 marks)
- ☐ Part C - Extended response (20 marks)

Question:

*Explain the significant developments and/or cultural achievements that led to Viking expansion?*

**You will be assessed on how well you:**

- Identify the extend of Viking exploration and trade
- Identify the regions conquered and/or settled by the Vikings
- Explain how and why Viking expansion occurred, including developments in weaponry and shipbuilding technologies

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### Outcomes being assessed:

HLT4-5 identifies the meaning, purpose and context of historical sources

HT-9    uses a range of historical terms and concepts when communicating and understanding the past

HLT-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

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Date:

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## MUSIC

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**Assessment Task: 1-Part A Weighting: 5%****Date: Term 1 Week 5**

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**Syllabus Area: Listening –Rock Music**

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**Type of Task: In class aural and theory Examination**

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**Task Description:****You will complete a written test****Students will learn about these aspects of the course content:**

- Musical concepts and their definitions
- Traditional Notation note values
- Notes in bass and treble clef

**Students will learn to apply these aspects of the course content:**

- Aural identification of musical concepts.
- Correctly draw traditional notation.

**You will be assessed on how well you:**

- Classifying words and their meanings.
- Constructing mathematical problems in relation to musical notation.
- Distinguishing note names and rhythmical names.
- Distinguishing between major and minor tonalities.
- Responding to a piece of music through listening.
- Writing about elements present in the musical excerpt.

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**Outcomes being assessed:**

- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.
- 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

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## MUSIC

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**Assessment Task:** 1-Part B**Weighting:** 10%**Date:** Term 1 Week 9

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**Syllabus Area:** Performance - Rock Music

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**Type of Task:** In class performance**Task Description:**

You will perform a piece for your teacher in class on a rock instrument . You can perform as a SOLOIST or as part of an ENSEMBLE

**Suggested steps for completing this assessment task:**

1. PRACTISE on your own to learn your part for the group's performance. Make sure you know what YOU have to do.
2. REHEARSE together as a group concentrating on the start and the end so your piece sounds completed.
3. Create a recording or video of your performance so that you can evaluate how you have performed and any improvements you could make before the actual assessment task.
4. Perform as an ENSEMBLE/SOLOSIT for your teacher to be marked.
5. Complete the STUDENT ASSESSMENT REFLECTION TASK and hand in to your teacher.

**You will be assessed on how well you:**

- Perform demonstrating use of relevant EXPRESSIVE TECHNIQUES linked to STRUCTURE and DYNAMICS
- Perform as part of the ensemble demonstrating stylistic manipulation of STRUCTURE, DURATION and PITCH.
- Interacts with the other members of the ensemble.
- Demonstrate links between technique and stylistic interpretation through the use of EXPRESSIVE TECHNIQUES and DYNAMICS.

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**Outcomes being assessed:**

- 4.1 perform in a range of musical styles demonstrating an understanding of musical concepts.
- 4.2 perform music using different forms of notation and different types of technology across a broad range of musical styles.
- 4.3 perform music demonstrating solo and/or ensemble awareness.
- 4.12 demonstrate a developing confidence and willingness to engage in performing, composing and listening experiences.

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**Head Teacher signature:****Date:**1 Feb 2017

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**PDHPE**

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**Assessment Task Number 1      Weighting: 20%      Date: Term 1, Week 4 - 6**

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**Syllabus Area:**              Self & Relationships

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**Type of Task:**              In Class Research Task

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**Task Description:**

This is an in class based assessment task. Students will receive their instructions and work booklets in class.

After viewing the clip on 'Chloe's Law' address the following questions:

- a) Identify the different types of bullying that Chloe faced
- b) Outline how bullying affected Chloe and her family.
- c) Identify support networks that could be accessed to support people like Chloe who are victims of cyber bullying and describe how each can offer support. (Use appendix 1)
- d) In 2013 Cassie (Chloe's sister) started a petition that was sent the federal parliament in Canberra calling for the introduction of "cyber bullying" laws. After reading the fact sheet, analyse two (2) cyber bullying consequences in relation to the Australian law. (Use appendix 2)

**You will be assessed on how well you:**

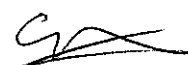
- Recognise forms of bullying.
- Outline the effects of bullying.
- Identify and describe support networks available.
- Analyse the law in relation to Cyber Bullying.

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**Outcomes being assessed:**

- 4.2 Identifies and selects strategies that enhance their ability to cope and feel supported.
- 4.3 Describes the qualities of positive relationships and strategies to address the abuse of power.
- 4.16 Clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.

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**LOTE - WIRADJURI**

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**Assessment Task Number 1    Weighting: 20%    Date: Week 8**

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**Syllabus Area:**    Language from Country

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**Type of Task:**    Hand-in Task

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**Task Description**

- ☐ Students are required to write a 2 page report on the Wiradjuri country.
- ☐ Students are to include a range of Wiradjuri vocabulary and structures you have learned in this unit of work, e.g. placenames, geographical features, locations, directions, flora, fauna, time words and phrases, verb forms, suffixes, connecting words.
- ☐ Students are to include images to accompany and illustrate your text, e.g. maps, pictures of rivers.

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**You will be assessed on your ability to:**

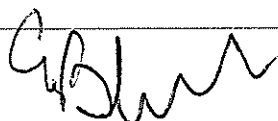
- Access and choose resources (including vocabulary, structures and images) which are suitable for a factual text and your reading audience
- Select and use in your poster Wiradjuri structures and vocabulary learned this term in the unit of work on country
- Indicate links between land, culture, language and a sense of identity in the Wiradjuri culture.

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**Outcomes being assessed:**

- 4.MLC.1      demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts
- 4.UL.4        experiments with linguistics patterns and structures in Aboriginal languages to convey information and to express own ideas effectively
- 4.MBC.2      demonstrate knowledge of the cultures of Aboriginal communities

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**LOTE – GERMAN**

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**Assessment Task Number 1    Weighting: 5%    Date: Week 5 Term 1**

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**Syllabus Area:**            Using language

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**Type of Task:**            Listening and Reading Comprehension

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**Task Description**

Students will be asked to respond to a short listening task and complete a reading comprehension task.

Content will cover foundational aspects of grammar.

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**You will be assessed on how well you:**

- Can identify key words in a short spoken exchange between two people in German.
  - Can identify key grammar elements in written German.
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**Outcomes being assessed:**

**Outcome 4.UL.1:** A student demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately.

**Outcome 4.UL.2:** A student demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately.

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**Head Teacher signature:****Date:**1/2/2017,

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**LOTE - GERMAN**

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**Assessment Task Number 2    Weighting: 10%    Date: Week 9 Term 1**

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**Syllabus Area:**        Using language

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**Type of Task:**        Writing

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**Task Description**

You are to write a short paragraph (5-7 sentences) about your family.

Include information about

- Who you live with
- How old they are
- What they do, and
- What are they like

Complete a short cloze passage describing the relationships between family members using the help of a family tree.

**You will be assessed on how well you:**

- Can identify key words in a short spoken exchange between two people in German.
- Can identify key grammar elements in written German.


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**Outcomes being assessed:**

**Outcome 4.UL.2:** A student demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately.

**Outcome 4.UL.4:** A student applies a range of linguistic structures to express own ideas in writing.

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## TECHNOLOGY MANDATORY

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**Assessment Task Number:** 1    **Weighting:** 25%    **Date:** Term 1 Week 10

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**Syllabus Area:** Built Environment, Product, Information and Communication

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**Type of Task:** Practical work    15%    Design Portfolio    10%

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### Task Description

Students will be provided with a Design Challenge related to one of the following syllabus areas: Built Environment, Product, Information and Communication.

- ☐ Students will work through the design process to develop an appropriate solution.
- ☐ They will develop their knowledge and understanding of the focus area and apply a range of skills and techniques using relevant equipment and technology.

### You will be assessed on how well you:

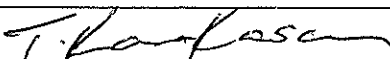
- produce your practical project/design solution to meet the needs of the brief.
- prepare a design folio to describe and outline the processes undertaken in the development and production of your practical projects.
- select and use personal protective equipment and use equipment safely.
- define specialist terms and produce a glossary

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### Outcomes being assessed:

- 4.1.1 applies design processes that respond to needs and opportunities in each design project
- 4.1.2 describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
- 4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life
- 4.2.1 generates and communicates creative design ideas and solutions
- 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
- 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
- 4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
- 4.4.1 explains the impact of innovation and emerging technologies on society and the environment
- 4.5.1 applies management processes to successfully complete design projects
- 4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project
- 4.6.1 applies appropriate evaluation techniques throughout each design project
- 4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects

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**Date:** 1/2

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## VISUAL ARTS

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**Assessment Task:** 1 Part A      **Weighting:** 10%      **Date:** Term 1 Week 6

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**Syllabus Area:** Critical and Historical study

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**Type of Task:** In class, written analysis of an artists work      10%

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### Task Description: Part A

Students will describe the Practice of an artist using the Frames.

*200 words with artworks, annotations and referenced correctly.*

**Practice:** Describe the Artist's Practice in the artwork:

- **Material Practice** – describe the materials and how the artist used them
- **Conceptual Practice** – describe the concepts/ideas in the artwork.

**Frames:** Use language of the Frames in the description-

- **Subjective** - describe the emotion, memories, associations and their own opinion of the work
- **Structural** - identify the elements, materials and signs and symbols of the work
- **Cultural** - identify the relevance of the place and time the artwork was made.
- **Postmodern** - show how the artist: challenges the conventions of practice, appropriates, uses irony/parody or recontextualises something

**You will be assessed on how well you:**

- Identifies and describes the materials and concepts in the artwork.
- Describe how the artwork is aesthetically pleasing, shows signs and symbols, considers place and challenges conventions.

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**Outcomes being assessed:**

- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.9 begins to acknowledge that art can be interpreted from different points of view

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Date: 1 Feb 2017

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## VISUAL ARTS

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**Assessment Task:** 1 Part B**Weighting:** 15%**Date:** Term 1 Week 6

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**Syllabus Area:** Artmaking

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**Type of Task:** In class, - Artmaking and Visual Arts Process Diary

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**Task Description: Part B**

Students will complete at least one artwork and explorations in the Visual Arts Diary

**PRACTICE:** Investigate different forms of Material and Conceptual Practice set by the teacher

- **Material Practice:**

Brainstorming and planning the material ideas in their Visual Arts Process Diary

- **Conceptual Practice:**

Brainstorming ideas for their artwork that match the theme of the task.

**FRAMES:** Use the Frames when planning and developing resolved original artwork/s.

- **Subjective** – Show; emotion, memories, associations and your own aesthetic
- **Structural** – uses signs and symbols and considers skills and materials.
- **Cultural** - shows place and/or culture in planning and artmaking
- **Postmodern** - challenges the conventions of practice, appropriates, uses irony/parody or recontextualises something.

**CONCEPTUAL STRENGTH AND MEANING:**

research and investigate ways to clearly show meaning and ways to make the meaning interesting

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**You will be assessed on how well you:**

- use the Visual Arts Process Diary to plan and document the artwork/s.
- create aesthetically pleasing, interesting, personal work that refers to their 'culture'
- create an original design that shows an aspect of the world that is meaningful to them.

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**Outcomes being assessed:**

- 4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks
- 4.3 makes artworks that involve some understanding of the frames
- 4.5 investigates ways to develop meaning in their artworks

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Date:

1 Feb 2017

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