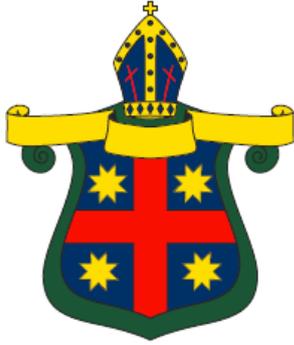


MACQUARIE  
ANGLICAN GRAMMAR SCHOOL

**YEAR 8  
CURRICULUM  
HANDBOOK**

**2017**

**INFORMATION FOR  
PARENTS AND STUDENTS**



# MACQUARIE

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## Introduction

This booklet has been prepared in order to provide students and their parents with information about Year 8 subjects with a focus on assessment requirements. As students move through senior schooling they are given more choice over the courses that they undertake moving towards careers.

## **A checklist for success at MAGS**

- Set goals
- Read widely
- Be organised
- Be prepared to seek help from your teachers
- Be aware that study is more than homework
- Be involved in sport and co-curricular activities
- Balance your time

## **Assessment Expectations**

- Attempt all activities with sustained diligence and effort
- Take an active role in their learning
- Prepare adequately and well in advance
- Adhere to deadlines
- Approach work honestly
- Actively seek advice from teachers
- Make a serious and full attempt at all set tasks
- Come to class fully prepared for each lesson
- Submit your task on time as due dates are strictly enforced
- Plagiarism is not tolerated

## **Assessment Policy**

### **Why do we assess our students?**

School assessment is designed to determine how well students have achieved the whole range of outcomes for any given course at Stage 4 (Years 7 & 8) level. It also provides data for teachers so they can ensure their teaching and learning activities are designed to enhance student development.

The breakdown of formal assessment activities for each course is provided below. In accordance with NESAs (New South Wales Education Standards Authority) guidelines, teachers use a range of formal and informal assessment information to make on balance professional judgements when reporting on students in relation to course grades.

For more information see

<http://www.boardofstudies.nsw.edu.au/rosa/grades/awarding-grades.html>

### **How do we assess our students?**

As students complete their courses they undertake assessment activities at different times throughout their course. Students undertake a wide range of assessment activities as they complete courses. This provides greater scope for students to demonstrate their

understanding than is possible from a single examination. It allows for flexibility in the nature of assessment tasks and so tests a wider range of skills than is possible to test in examinations.

Outcomes, tasks and weightings are different for different subjects. Assessment details for each subject are provided below.

The mark for each task forms part of the total assessment grade. Each task is given a weighting which shows how much it contributes to the total assessment grade.

The weighted results for each task are calculated to provide an overall picture of the student's achievement to assist teachers in making an on-balance professional judgement of achievement in relation to the NESA Grade Scale (see below) relevant for the course.

### ***NESA Common Grade Scale***

While completing these assessment tasks, student achievement will be mapped to one of five clearly defined grades (A, B, C, D & E), based on what students have demonstrated they know and can do.

The five grades indicate the standard at which the student is performing in a given course, with the grade A being the highest level of achievement and grade E being the lowest level of achievement in each of the courses.

GRADE A EXTENSIVE	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a <b>very high level of competence</b> in the processes and skills and can apply these skills to new situations.
GRADE B THOROUGH	The student has a <b>thorough</b> knowledge and understanding of the content and a <b>high level of competence</b> in the processes and skills. In addition, the student can apply these skills to most situations.
GRADE C SOUND	The student has a <b>sound</b> knowledge and understanding of the main areas of the content and an <b>adequate level of competence</b> in the processes and skills.
GRADE D BASIC	The student has a <b>basic</b> knowledge and understanding of the main areas of the content and a <b>limited level of competence</b> in the processes and skills.
GRADE E ELEMENTARY	The student has an <b>elementary</b> knowledge and understanding of the main areas of the content and a <b>very limited level of competence</b> in some of the processes and skills.

The grades are defined by the words used to identify them – Extensive, Thorough, Sound, Basic and Elementary - and the descriptions of what can be expected of a student at a given grade. These descriptions are provided by NESA and are used by all schools

across the State and help to minimise the differences that would otherwise occur from school to school. (see <https://arc.bostes.nsw.edu.au/go/7-8/common-grade-scale/> for more information)

## ***Assessment Procedures***

### **Assessment Notification**

In addition to this assessment booklet, each subject teacher will distribute a task notification a minimum of 2 weeks before each assessment task.

No extra time will be given to students for a task because they did not receive the task notification when it was distributed either by hard-copy or electronically in class, unless there are exceptional circumstances. Students should regularly check CANVAS to locate the task notification and meet with the teacher if they have questions relating to the task.

This notification will give students a clear indication of what will be expected of them in a task. This assessment notification will outline;

- The outcomes assessed by the task
- The content, knowledge and skills covered by the task
- Any relevant text references, and
- The weighting of the task.

### **Assessment Outline**

For each subject in Year 8, an Assessment Program is provided below.

The Assessment Program indicates:

- The approximate time when tasks take place during the year (specific times will be supplied at the commencement of the term);
- The syllabus outcomes each task is intended to measure;
- The nature of each task eg. class test, assignment, research project, practical task, oral presentation etc;
- The weighting of the task.

### **Non Attendance/Late Submission**

The only satisfactory reasons for non-attendance at, or late submission of, assessment tasks are:

- Illness on the day the task is sat or submitted, evidenced by a medical certificate from someone other than a family member
- Leave granted by the Headmaster or authorised representative before the date of the assessment task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

The following are not acceptable reasons for non-attendance at, or late submission of, assessment tasks:

- Any type of computer/printer malfunction, memory stick corruption or family members accidentally deleting files will not be accepted as reasons. (Be sure your work

is backed up on a second disk or emailed to yourself every time you leave the computer, regardless of whether it is finished or not);

- Tasks are not to be printed out on the School printers on the due date. Students wanting to use the School printers to produce assessment tasks must print out their tasks prior to the due date;
- Illness without a medical certificate presented on the first day of return to School;
- Illness with a medical certificate provided by a member of the family;
- Lateness due to minor transport problems (you must allow for variations in time of travel);
- Lateness due to sleeping in;
- Early holidays;
- Loss of task;
- An extension/permission to be absent granted by anyone other than the Headmaster, the Deputy Headmaster or the Director of Studies;
- If you are representing the School on the day a task is due it is your responsibility to submit your task prior to your departure.
- If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late.
- If a task is submitted late, students will lose 10% of the available marks per day until a maximum of 5 days when they will receive a zero.

## **Collection of Assessment Tasks**

The Assessment Calendar distributed each term lets students know when tasks are due.

Students are to submit take home tasks as directed on the task notification.

When assessment tasks are completed in class students:

- Must remain in the room until all work is collected from each student.
- Be responsible for ensuring all work is handed in. Any work that is not handed in at the end of the assessment task, and then submitted by the student after leaving the room where the task was held, will not be marked.

## **Procedures for Absence**

Students absent from an assessment task due to illness must:

- Obtain a medical certificate (from someone other than a member of the family) that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- Advise the School Receptionist or the relevant Class Teacher by phone on the day of an assessment task if they are unable to attend
- Submit the medical certificate to the Director of Studies on the first day of return to school.
- Keep a copy of the medical certificate for the student's own records

- Submit the assessment task on the first day of return to School to the Director of Studies

If the reason for missing a task is accepted by the Deputy Headmaster or the Director of Studies, the student may be asked to sit the task upon their return to school. Teachers do not need to issue a notification of assessment task in this event. A replacement task may be given as soon as possible after the original task date.

Only in highly exceptional circumstances will an estimated mark be awarded. Students are expected to attempt all tasks and to demonstrate their knowledge and skills.

## **Appeals**

The only way to appeal a decision is to complete an Appeal Application form. A committee made up of the Deputy Headmaster, Director of Studies and at least one specialist teacher will decide the outcome. A copy of this form can be found in the back of this booklet.

The rules of this handbook will be used to govern all decisions in response to an appeal letter.

## **Extensions**

Extensions for assessment tasks will only be granted in exceptional cases such as prolonged illness leading up to the date an assessment task is due. Even then, extensions will only be granted if the student negotiates a suitable date for submission with the Director of Studies prior to the due date of the assessment task. (See request form at the end of this booklet). Extensions can only be granted by the Deputy Headmaster or the Director of Studies.

## **Zero Awards**

- If an assessment task reflects a non-serious attempt, it may be awarded zero and the student will be in danger of receiving an “N” determination.
- If a task is not submitted or is late, students will lose 10% of the available marks per day until a maximum of 5 days when they will receive a zero.
- Students who do not complete all assessment tasks (or replacement assessment tasks) will not be eligible to receive a Presentation Day award for any course for which tasks are missing.
- Assessment tasks awarded a zero score must still be completed to ensure the student satisfies the minimum outcomes and so completes the course.
- Compensation should not be expected during marking of assessment tasks for the following factors:
  - Prolonged illness;
  - long-term domestic problems;
  - holiday trips which affect preparation or performance on a task;
  - computer/printer malfunction.

## **Malpractice**

Malpractice includes (but is not restricted to) the following:

Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination;

- Cheating in any form (including having someone such as a tutor complete a take home task);
- Plagiarism – from the Internet, books or other sources, from another person’s work;
- Providing a false explanation of why work was not handed in by the due date;
- Using the work done during sessions with a tutor in a take home assessment task.

Students must follow examination rules regarding conduct within an examination room or during the administration of an assessment task. Students whose behaviour is deemed unacceptable during the sitting of an assessment task or examination may be withdrawn from the task and a zero score will be awarded for part or the entire task.

Students found to be guilty of cheating during an assessment task will usually be awarded a zero score for part or the entire task concerned.

If the results of an assessment task are found to be invalid or unreliable due to malpractice, cheating or plagiarism, then an alternative assessment task will be given.

It is important to read the “Malpractice & Plagiarism” document included in the appendix of this handbook.

## **Accelerated Students**

- Will be required to complete all assessment tasks in the normal time frame;
- May require flexibility in the order and timing of assessment tasks;
- Will be eligible to receive a prize for first in course for any course, in the year that the course is undertaken

## **Student Responsibilities**

You must be familiar with the assessment policies set out in this booklet.

If you are absent for any number of days you must, on returning to School, check with your teachers to see if any assessment tasks have been set or check on the relevant CANVAS course.

Review the assessment calendar at the start of each term and ensure you are prepared to complete tasks on their due dates.

Your work must be consistent and of as high a standard as possible throughout all of Year 8 in both assessment and non-assessment tasks. Non-assessment tasks (such as homework and the completion of classwork) must be completed for the following reasons:

They prepare students for assessment tasks and exams;

They provide the basis of all future learning;

If students do not complete non-assessment work related to the future course in Stage 5, they risk losing the Headmaster’s certification that they have shown acceptable participation and application in the course.

## Course Assessment Information

### ENGLISH

Year 8, 2017

TASK	MODE	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	Writing	25	EN4-1A EN4-3B EN4-4B EN4-5C EN4-6C EN4-7D EN4-8D	Term 1
2	Viewing and Representing	25	EN4-1A EN4-2A EN4-4B EN4-5C EN4-9E	Term 2
3	Speaking and Listening	25	EN4-1A, EN4-2A EN4-5C EN4-6C EN 4-7D	Term 3
4	Reading and Writing - Examination	25	EN4-1A EN4-3B EN4-5C EN4 – 6C EN4-8D	Term 4

### ENGLISH OUTCOMES

A student:

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

## GEOGRAPHY

Year 8, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>GEOGRAPHY REPORT</b>	Knowledge and Understanding Investigation Skills Communication	25	4.1 4.2 4.3 4.4 4.5 4.6 4.10	Term 1
2	<b>GLOBAL ENVIRONMENT STUDY</b>	Knowledge and Understanding Investigation Skills Communication	25	4.1,4.2,4.3,4.6, 4.8,4.10	Term 2
3	<b>GLOBAL COMPANY GEOGRAPHY RESEARCH</b>	Knowledge and Understanding Historical Skills Communication	25	4.2 4.3 4.6 4.7 4.9 4.10	Term 3
4	<b>SEMESTER 2 EXAMINATION GEOGRAPHY</b>	Knowledge and Understanding Historical Skills Communication	25	4.1 4.4 4.5 4.8 4.10	Term 4
			100		

## GEOGRAPHY OUTCOMES

*A student:*

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.4 uses a range of geographical tools
- 4.5 demonstrates a sense of place about global environments
- 4.6 describes the geographical processes that form and transform environments
- 4.7 identifies and discusses geographical issues from a range of perspectives
- 4.8 describes the interrelationships between people and environments
- 4.9 describes differences in life opportunities throughout the world
- 4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship

## JAPANESE (100 hours)

Year 8, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>IN CLASS TEST</b>	Modes: Reading and Writing Content: Self-introduction School life	20	4.UL.2 4.UL.4 4.MLC.1	Term 1
2	<b>ASSIGNMENT</b>  Cultural assessment: students research a city of their own choosing and create a travel brochure to be presented to the class.		30	4.MBC.1 4.MBC.2	Term 2
3	<b>IN CLASS TEST</b>  Listening and speaking examination - talking about family.	Modes: Listening and Speaking Content: Family/Hobbies	20	4.UL.1 4.UL.3 4.MLC.1	Term 3
4	<b>SEMESTER 2 EXAMINATION</b>	Modes: Reading, Writing and Listening. Content: Self Introduction School life Family/Hobbies	30	4.UL.1 4.UL.2 4.UL.4 4.MLC.2 4.MBC.1 4.MBC.2	Term 4

## JAPANESE OUTCOMES

*A student:*

4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately

4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately

4.UL.3 establishes and maintains communication in familiar situations

4.UL.4 applies a range of linguistic structures to express own ideas in writing

4.MLC.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts

4.MBC.1 demonstrates understanding of the interdependence of language and culture

4.MBC.2 demonstrates knowledge of key features of the culture of Japanese-speaking communities.

## MATHEMATICS

Year 8, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>ASSIGNMENT</b>  <b>Area of Plane Shapes, Pythagoras' Theorem</b>	Measurement and Geometry Working Mathematically	20	MA4-1WM MA4-2WM MA4-3WM MA4-12MG MA4-13MG MA4-16MG	Term 1
2	<b>IN CLASS TEST</b>  <b>Data, Financial Mathematics, Volume &amp; Capacity.</b>	Statistics and Probability Number and Algebra Measurement and Geometry Working Mathematically	30	MA4-1WM MA4-WM MA4-3WM MA4-19SP MA4-20SP MA4-5NA MA4-6NA MA4-14MG	Term 2
3	<b>ASSIGNMENT</b>  <b>Algebra &amp; Linear Equations.</b>	Number and Algebra Working Mathematically Measurement	20	MA4-1WM MA4-2WM MA4-3WM MA4-8NA MA4-10NA	Term 3
4	<b>SEMESTER 2 EXAMINATION</b>  <b>Linear Relationships, Geometry &amp; Congruence</b>	Statistics and Probability Number and Algebra Measurement and Geometry Working Mathematically	30	MA4-1W MA4-2WM MA4-3WM MA4-7NA MA4-11NA MA4-17MG MA4-19SP MA4-20SP	Term 4

## MATHEMATICS OUTCOMES

*A student:*

- 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 generalizes 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 volume
- 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 in location, and range
- MA4-21SP represents probabilities of simple and compound events
- MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- MA4-2WM applies appropriate mathematical techniques to solve problems
- MA4-3WM recognizes and explains mathematical relationships using reasoning

## MUSIC

Year 8, 2017

TASK	DESCRIPTION of TASK	COMPONENT			WEIGHT	SYLLABUS OUTCOMES	DATE
		COMPOSE	LISTEN	PERFORM			
1	COMPOSITION	25		10	35	4.4 4.5 4.6 4.11 4.12	Term 1
2	PERFORMANCE			15	15	4.1 4.2 4.3 4.11 4.12	Term 3
3	RESEARCH / LISTENING		10	10	25	4.7 4.8 4.10	Term 3
4	SEMESTER 2 EXAM		15	10	25	4.1 4.2 4.3 4.7 4.8 4.9	Term 4
					100		

## MUSIC OUTCOMES

A Student:

- 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
- 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

## PDHPE

Year 8, 2017

<b>TASK</b>	<b>DESCRIPTION of TASK</b>	<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>SYLLABUS OUTCOMES</b>	<b>DATE</b>
<b>1</b>	<b>WRITTEN TASK - COMPONENTS OF FITNESS</b>	Strand 4 – Lifelong Physical Activity	25	4.4, 4.5, 4.9, 4.10, 4.15	Term 1
<b>2</b>	<b>ONGOING PRACTICAL ASSESSMENT SEMESTER 1</b>	Strand 2 – Movement Skill and Performance	10	4.4, 4.5, 4.13, 4.14	Terms 1- 2
<b>3</b>	<b>DRUG USE FACT SHEET</b>	Strand 3 – Individual and Community Health	25	4.6, 4.7, 4.8, 4.12, 4.16	Term 3
<b>4</b>	<b>SEMESTER 2 EXAMINATION</b>	Strand 1 - Self and Relationships Strand 2 - Movement Skill and Performance	25	4.1, 4.2, 4.3, 4.4, 4.5, 4.11	Term 4
<b>5</b>	<b>ONGOING PRACTICAL ASSESSMENT SEMESTER 2</b>	Strand 2 – Movement Skill and Performance	15	4.4, 4.5, 4.13, 4.14	Terms 3 - 4

## **PDHPE OUTCOMES**

A student:

- 4.1 describes and analyses the influences on a sense of self
- 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
- 4.4 describes the benefits of a balanced lifestyle and participation in physical activity
- 4.5 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
- 4.6 describes the nature of health and analyses how health issues may impact on young people
- 4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm
- 4.8 describes how to access and assess health information, products and services
- 4.9 describes the benefits of a balanced lifestyle and participation in physical activity
- 4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
- 4.11 selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations
- 4.12 assesses risk and social influences and reflects on personal experience to make informed decisions
- 4.13 demonstrates cooperation and support of others in social, recreational and other group contexts
- 4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move
- 4.15 devises, applies and monitors plans to achieve short-term and long-term goals
- 4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them

## SCIENCE

Year 8, 2017

TASK	DESCRIPTION OF TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>RESEARCH ASSIGNMENT</b>	Knowledge and Understanding, Interpreting Data and Drawing Conclusions, Communicating and Presenting Information	25	SC4-1VA SC4-4WS SC4-5WS SC4-8WS SC4-9WS	TERM 1
2	<b>PRACTICAL INVESTIGATION</b>	Knowledge and Understanding, Interpreting Data and Drawing Conclusions, Communicating and Presenting Information	25	SC4-1VA SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	TERM 2
3	<b>STUDENT RESEARCH PROJECT</b>	Knowledge and Understanding, Interpreting Data and Drawing Conclusions, Communicating and Presenting Information, Investigating and Researching	25	SC4-1VA SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	TERM 3
4	<b>SEMESTER 2 EXAMINATION</b>	Knowledge and Understanding, Interpreting Data and Drawing Conclusions, Communicating and Presenting Information	25	SC4-1VA SC4-3VA SC4-9WS SC4-10PW SC4-11PW SC4-13ES SC4-14LW SC4-15LW SC4-16CW SC4-17CW	TERM 4
			100		

## SCIENCE OUTCOMES

*A student:*

- 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

## TECHNOLOGY (MANDATORY)

Year 8, 2017

Task Number	Task Description	Components			Weighting	Outcomes	Due Date
		Practical	Research Report etc.	Exam			
1	<b>Plant Production Technology</b> <i>Establish a garden bed &amp; complete report</i>	10%	20%		30%	4.1.1 4.1.2 4.2.1 4.2.2 4.3.1 4.3.2 4.5.1 4.5.2 4.6.1	Term 2 Week 4
2	<b>ICT Project</b> <i>Interactive Word Document</i>	30%			30%	4.1.1 4.1.2 4.2.1 4.2.2 4.3.1 4.3.2 4.5.1 4.5.2 4.6.1	Term 3 Week 5
3	<b>Animal Technology</b> <i>Workplace Health &amp; Safety Research Project</i>		20%		20%	4.1.1 4.1.2 4.2.1 4.2.2 4.3.1 4.3.2 4.5.1 4.5.2 4.6.1 4.6.2	Term 4 Week 5
4	<b>End of Year Examination</b> <i>Written Test</i>			20%	20%	4.1.1 4.1.2 4.1.3 4.2.1 4.2.2 4.3.1 4.3.2 4.4.1 4.5.1 4.5.2 4.6.1 4.6.2	Mid Term 4
					100%		

## **TECHNOLOGY OUTCOMES**

A Student:

- 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

## VISUAL ARTS

Year 8, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>WRITTEN ASSESSMENT Artist Research Task</b>	Critical and Historical	20	4.7, 4.8, 4.9, 4.10	Term 1
2	<b>ART MAKING Including VAPD</b>	Art making Practice	20	4.1, 4.2, 4.5	Term 2
3	<b>ART MAKING including VAPD</b>	Art making Practice	30	4.1, 4.3, 4.4, 4.6	Term 3
4	<b>SEMESTER 2 EXAMINATION Written Assessment</b>	Critical and Historical	30	4.7, 4.8, 4.9, 4.10	Term 4

## VISUAL ARTS OUTCOMES

*A student:*

- 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

## Appendix 1: Malpractice and Plagiarism

### INTRODUCTION:

Macquarie Anglican Grammar School seeks to instil in the lives of its students a high regard for truth, honesty, and academic integrity and scholarly work. Students are encouraged to study the work of others in a critical and reflective way so that they may communicate their own ideas in an informed, principled and ethical way. Such standards and processes will assist students to present work of a high standard; work of which they can be proud.

There is a great deal of material which students can draw from and use in preparing and submitting assessment tasks, assignments and major works. However, whilst students are encouraged to read, research widely, and explore a range of different ideas, opinions and practical works, students must not wilfully present the ideas or work of another (in any form) as their own.

The proliferation of various technologies which allow the easy perusal and retrieval of information has given rise to a significant increase in the incidence of plagiarism in school years (Conradson: 2004, Underwood and Szabo: 2003; Cromwell: 2000, Schulte: 2002) and it appears that students are using increasingly sophisticated methods for their plagiarism.

### DEFINITIONS & EXAMPLES:

(from Conradson, 2004 et. al. & <http://www.plagiarism.org/>)

Malpractice is any behaviour or action that results in, or has the potential to result in, the candidate or any other candidate gaining an unfair advantage in an assessment task.

Malpractice includes:

- a. Plagiarism
- b. Collusion
- c. Duplication
- d. Any Other Behaviour that gains an unfair advantage for a student or behaviour that affects the results of another candidate.

#### a. Plagiarism

Plagiarism is the representation of the ideas or work of another person (or persons) as the student's own. Plagiarism can be wilful or unintentional. Examples of plagiarism include: Direct duplication of paragraphs, sentences, a single sentence or significant part of a sentence, by copying (or allowing to be copied) another's work. This includes copying from a book, article, web site, electronic media or another student's work;

Paraphrasing another person's work with minor changes, but keeping the meaning, form and/or progression of ideas of the original, without acknowledging the source of the material;

Piecing together sections of the work of others into a new whole;

Submitting an assignment that has already been submitted for assessment in another subject;

Presenting an assignment as independent work when it has been produced in whole or part in collusion with other people, for example, another student;

Submitting a practical task such as an artwork or design & technology project which has been completed, in part or whole, by another person, without acknowledgement of the other's involvement;

- Submitting the work of a coach or tutor, in part or whole, without acknowledgement.

#### b. Collusion

Collusion is supporting an act of malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another student (whether or not the student whose work is copied gains an advantage or not). Examples of collusion include:

- Sharing an assessment task that has previously been submitted by another person with others;
- Working with another student to complete an assignment, when neither student covers the whole of the assignment (e.g. each student agrees to do half of the assignment).

#### c. Duplication

Duplication of work is the presentation of the same work for different assessment tasks.

Examples of duplication include:

- Submitting all or part of a previously completed assessment task as a part of a task in the same subject;
- Submitting all or part of a previously completed assessment task as a part of a task in a different subject.

#### d. Other Examples of Malpractice

- fabricating data for an assessment task
- taking unauthorised material into an assessment task or examination room (for example, an electronic device other than a permitted calculator)
- misbehaving during an examination, including any attempt to disrupt the examination or distract another candidate
- copying the work of another candidate
- failing to comply with the instructions of the supervising teacher or another member of the School's staff responsible for the conduct of the assessment tasks or examination
- including offensive material in a script for reasons other than analysis
- stealing examination papers.

### THE COPYING OF WORKS

The copying works of art, whether music, film, dance, theatre arts or visual arts, constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged, and must be within the parameters set by the teacher.

It is acknowledged that in some subjects where practical assessment tasks are attempted, students may need to use outside expertise to complete a part of an assessment task (for example, in Design & Technology or Visual Arts.) In such a case it is necessary for the student to clearly acknowledge the assistance sought.

## Appendix 2: Application for Appeal

*To be submitted to the Director of Studies within 3 days of the return of an Assessment Task or in the case of absence, upon returning to School.*

**STUDENT NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

Please be advised that \_\_\_\_\_ hereby requests an Appeal regarding the Assessment Task in:

**SUBJECT:** \_\_\_\_\_ **TEACHER:** \_\_\_\_\_

**Title of Task and Due Date:**

\_\_\_\_\_

**REASON FOR APPEAL: (Please attach relevant documentary evidence)**

<b>Student Signature:</b> _____	<b>Date:</b> _____
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**RESULT OF APPEAL (Date of interview/ panel and comments)**

<b>Director of Studies Signature:</b> _____	<b>Date:</b> _____
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*One copy to be given to the student and one retained in the student's file.*

## Appendix 3: Request for extension of time or alternative task

*To be submitted to the Director of Studies before the Task Due Date.*

**STUDENT NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

Please be advised that \_\_\_\_\_ hereby requests an extension of time for Assessment Task specified below or an alternative task;

**SUBJECT:** \_\_\_\_\_ **TEACHER:** \_\_\_\_\_

**Title of Task and Due Date:**

\_\_\_\_\_

**REASON FOR EXTENSION OR ALTERNATIVE TASK: (Please attach relevant documentary evidence from a Parent and/or a Doctor)**

**Student Signature:**

**Date:**

**RESULT OF REQUEST**

**I have noted the above request and Have/ Have Not granted an extension of time or alternative task.**

**Extension Time \_\_\_\_\_ days and Task is now due on \_\_\_\_\_**

Or Alternative Task is to be completed by \_\_\_\_\_  
Director of Studies Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*One copy to be given to the student and one retained in the student's file.*

## Appendix 4: Academic Code of Honour

Macquarie Anglican Grammar School seeks to instil in the lives of its students a high regard for honesty, personal and academic integrity and scholarly work and thought. As students you are encouraged to study the work of others in a critical and reflective manner so that you can communicate your own ideas in an informed, principled and ethical way. Such standards and processes will assist you to present work of a high standard; work which you can be proud of.

There is a great deal of material which you can draw from and use in preparing and submitting assessment tasks, assignments and major works. However, whilst you are encouraged to read, research widely, and explore a range of different ideas, opinions and practical works, you must abide by all of Macquarie Anglican Grammar School's expectations regarding ethical scholarship and academic integrity, and must not wilfully present the ideas or work of someone else (in any form) as your own.

To assist in the development of the values espoused by Macquarie Anglican Grammar School, this Academic Honour Code has been developed. As a student of Macquarie Anglican Grammar School you are expected to maintain the highest standards of personal and academic integrity, scholarship, leadership of your peers, and communal responsibility. In signing this Academic Code of Honour, you are agreeing that you;

- Have read and understand the school's policy regarding malpractice and plagiarism.
- Understand the consequences of being involved in any form of malpractice or plagiarism.
- Agree to abide by the school's expectations regarding ethical scholarship, and personal and academic integrity.
- Agree to abide by the school's expectations regarding the completion and submission of assessment tasks.

I, \_\_\_\_\_ agree to abide by the Macquarie Anglican Grammar School Academic Code of Honour.

Signed (student) \_\_\_\_\_

Date: \_\_\_\_\_

Signed (parent) \_\_\_\_\_

Date: \_\_\_\_\_