

Queanbeyan High School

High Expectations – High Achievement



Year 8 Learning and Assessment Booklet



2024

Contents

Introduction	2
Pattern of Study	3
High Expectations – High Achievement	3
High School Organisational Structure	4
Faculties and Key Learning Areas (KLAs)	4
Support Staff Available	4
Assessment Tasks	5
Reporting and the Common Grading Scale	7
Staff, Student and Parent Expectations	7
Late or non-submission of tasks	8
Term Planner	9
ENGLISH	11
MATHEMATICS	13
SCIENCE	15
HSIE (Human Society and it’s environment)	18
PD/H/PE	20
TAS & Art	22
Learning Centre	26
SUPPORT	27

Introduction

The information in this booklet is designed to provide students and parents with a summary of the assessment outline and expectations of Year 8. The information on the following pages is not comprehensive but designed to be a quick reference for the most relevant information.

Pattern of Study

In Year 8 at Queanbeyan High School, students study the following subjects, which are all mandatory subjects within the Stage 4 NSW Curriculum:

- English
- Mathematics
- Science
- HSIE: Human Society and Its Environment
- Semester One: History
- Semester Two: Geography
- PDHPE: Personal Development, Health and Physical Education
- Technology Mandatory
- Visual Art

High Expectations – High Achievement

At Queanbeyan High School we have high expectations of all our stakeholders: students, staff and parents. We believe there is a high correlation between having high expectations and students achieving high results. Throughout the junior years of high school, we are aiming to prepare all students for the rigour of senior study and workplace expectations.

This booklet has been developed to assist students in achieving to their potential. We understand that assessment tasks can be stressful for students and have attempted to ensure a manageable workload for students with an even spread of tasks throughout the year. This booklet also contains all the relevant information that students and parents need to ensure a successful year with regards to assessment tasks.

High School Organisational Structure

High School is structured very differently to Primary School.

The teaching staff are led by the Principal who oversees the management of the school, finances, reporting and educational programs.

The Principal is supported by the Deputy Principals who oversee the day-to-day operations of the school and support classroom and Head Teachers in delivering their lessons and managing student behaviour.

Faculties and Key Learning Areas (KLAs)

The teaching staff are grouped into faculties based on Key Learning Areas (KLAs), such as English, Maths and Science. Each faculty has a Head Teacher who is responsible for overseeing the teaching and learning and assessments that are undertaken within their KLA. Should there be any concerns with educational delivery or student behaviour, the Head Teacher is responsible for ensuring these are addressed and rectified efficiently.

Support Staff Available

Knowing who to go to in certain situations is important as it will mean any situations will be able to be dealt with efficiently.

- Classroom Teacher
- Head Teacher
- Year Advisor
- Aboriginal Education Officer
- EALD Teacher
- Learning and Support Teacher
- Head Teacher Teaching & Learning
- Front Office Staff
- Deputy Principal

Assessment Tasks

In high school, assessment tasks are the main pieces of work that students should be working on at home throughout the term. In many instances, students will not receive regular weekly homework so that they can prioritise working on their assessment tasks.

Assessment tasks take various forms including tests, presentations, research projects, speeches and essays among others. They can be either formal tasks which have a weighting and contribute to end of year rankings and reports, or informal tasks that are not weighted but help staff to make an on-balance judgement of a student's progress within the course.

Assessment Tasks form an integral part of a student's time at school. They are used for three main reasons:

- To formally assess a student's understanding of syllabus content
- To provide the teacher with information as to a student's progress and inform future teaching to better support students
- To provide the student with feedback about their performance and explicit information on how to improve

Teachers use the information gathered from assessment tasks to form the basis of student reports each semester. Therefore, it is essential that all students attempt and submit all assessment tasks by the due date. This information can also be used to determine future patterns of study and classes.

This booklet provides an overview of the assessment tasks Year 7 students will need to complete throughout the academic year. Students will be provided with detailed assessment schedules from each of their teachers.

For each formal assessment task, students will receive further information about the task on a formal notification – as shown on the following page.



ASSESSMENT TASK NOTIFICATION



COURSE		TASK TYPE	
DATE OF NOTIFICATION		TASK NUMBER	
DUE DATE		TASK WEIGHT	

TASK DESCRIPTION	

OUTCOMES ASSESSED	

FURTHER INSTRUCTIONS

Junior students (Yr7-9) are reminded that late submissions of tasks incur a **10% penalty per day late** (max 5 days) - weekends inclusive. Students are still required to complete the task during lunchtime sessions unless a misadventure form is submitted and approved by the Head Teacher.

Teacher:		Date:		Head Teacher:		Date:	
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Reporting and the Common Grading Scale

For school reports and assessment tasks, students will be graded on an A-E scale, where:

- A** indicates the student has demonstrated an **outstanding** knowledge of the syllabus content
- B** indicates the student has demonstrated a **high** understanding of the syllabus content
- C** indicates the student has demonstrated a **sound** understanding of the syllabus content
- D** indicates the student has demonstrated a **basic** understanding of the syllabus content
- E** indicates the student has demonstrated a **limited** understanding of the syllabus content

Students who receive a C are deemed to be working at the level appropriate for their year group.

Staff, Student and Parent Expectations

Staff will provide students with an assessment schedule for each course they are undertaking. The assessment schedule will list the type of task, its due date and the weighting assigned to that task. Students will also receive a formal notification of each assessment task at least two weeks in advance of the due date.

Students are provided with this booklet at the beginning of the year to ensure that they are aware of all assessment requirements. They also receive a presentation from the member of the senior executive at the start of the year to clarify these processes and expectations.

Students are expected to refer to this booklet for any information regarding assessment tasks. We expect students will submit all assessment tasks by the due date. The ability to meet deadlines and submit tasks by the due date is a skill which is valued highly at Queanbeyan High School. Students who can demonstrate such responsibility are much better equipped to succeed in their future studies and in the work environment. Should students not submit tasks by the due date they will be required to complete these tasks during lunchtime sessions.

Students are expected to be proactive in seeking help with an assessment task if it is required. They should also talk to their classroom teacher first if they are struggling with a particular task. QHS offers numerous support strategies and programs including ACTIVATE and The Aboriginal Learning Centre.

We respect the pivotal role that parents play in promoting and valuing education. We ask that parents assist their children with the organisational demands of high school by reading this booklet and talking to their children about their assessments. We also ask that parents contact the school should their child be having trouble with a task and talk directly to their child's teacher about this.

Late or non-submission of tasks

Junior students who do not submit assessment tasks by the due date may be expected to attend lunchtime sessions run by the teacher/faculty overseeing the incomplete task. During these sessions they will be working on their overdue task which will be submitted to their teacher for marking when the task is completed to a satisfactory standard.

Students with a valid reason can seek an extension for an assessment task by completing a Misadventure Form (7-9) and submitting it to their teacher. This will need to be submitted no less than two (2) days before the due date. The Head Teacher of the faculty area will approve or reject extension and misadventure applications. Only students with approved misadventure forms will be exempt from attending the lunchtime catch-up sessions for overdue tasks.

We ask for staff, student and parent support in following these processes to ensure that all student assessment tasks are dealt with in a fair and consistent manner.

Term Planner

The term planners are designed to provide students with an overview of when each of their tasks is due throughout the term. This is to help the student in mapping out their tasks and organizing their time outside school to complete these tasks. Students will be given further information within a formal assessment notification about each task closer to the due date. Teachers are required to give at least two weeks written notice of each assessment task.

While every effort will be made to adhere to the dates listed in this booklet, in exceptional circumstances it may be necessary to move an assessment task. Should this happen, students will be given ample notice of the change.

SEMESTER ONE

Term 1

Week 1	B	29/1 - 2/2	Students commence Thursday 2nd February
Week 2	A	5/2 - 9/2	
Week 3	B	12/2 - 16/2	
Week 4	A	19/2 - 23/2	
Week 5	B	26/2 - 1/3	
Week 6	A	4/3 - 8/3	HSIE (History Test), Science
Week 7	B	11/3 - 15/3	
Week 8	A	18/3 - 22/3	Mathematics
Week 9	B	25/3 - 29/3	English
Week 10	A	1/4 - 5/4	Visual Arts Parent Teacher Interview Night
Week 11	B	8/4 - 12/4	Technology Mandatory

Term 2

Week 1	A	29/4 - 3/5	
Week 2	B	6/5 - 10/5	
Week 3	A	13/5 - 17/5	PDHPE, HSIE (History Task)
Week 4	B	20/5 - 24/5	
Week 5	A	27/5 - 31/5	
Week 6	B	3/6 - 7/6	Visual Arts
Week 7	A	10/6 - 14/6	
Week 8	B	17/6 - 21/6	Science, Mathematics
Week 9	A	24/6 - 28/6	English
Week 10	B	1/7 - 5/7	Technology Mandatory

SEMESTER TWO

Term 4

Week 1	A	22/7 -26/7	
Week 2	B	29/7- 2/8	Parent Teacher Interview Night
Week 3	A	5/8 - 9/8	
Week 4	B	12/8 - 16/8	
Week 5	A	19/8 - 23/8	Mathematics
Week 6	B	26/8 - 30/8	
Week 7	A	2/9 - 6/9	Visual Arts
Week 8	B	9/9 - 13/9	
Week 9	A	16/9 - 20/9	HSIE (Geography Test), English
Week 10	B	23/9 - 27/9	Technology Mandatory, Mathematics

Term 4

Week 1	A	14/10 - 18/10	
Week 2	B	21/10 - 25/10	PDHPE
Week 3	A	28/10 - 1/11	Science
Week 4	B	4/11 - 8/11	Visual Arts, Mathematics
Week 5	A	11/11 - 15/11	HSIE (Geography), English
Week 6	B	18/11 - 22/11	
Week 7	A	25/11 - 29/11	
Week 8	B	2/12 - 6/12	
Week 9	A	9/12 - 13/12	
Week 10	B	16/12 - 20/12	Technology Mandatory

Head Teacher



Mr Phillip Nimmo

ENGLISH

Location:
A-Block

Subjects within this KLA:
English and Music

Required Equipment:

- English: A4 192pg exercise book, A4 display folder, pens, pencils, scissors, glue, ruler.
- Music: A4 128pg exercise book, pens, pencils, scissors, glue, and a ruler.

Other Staff

English: Ms K. Le Mesurier, Mr J. Diggelman, Mr L. Pepingco, Ms M, Kayess, Ms V. Williams
Music: Ms. M Kayess, Mr S. Spellman

What will I learn in English in Year 8?

Year 8 English continues to set the foundation for learning about English language and literature in the Secondary school setting.

The aim of English in Years 7–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

The study of English from Year 7 to Year 10 should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning

In Year 8, students will get their first taste of Shakespeare, study the intricacies of the film, how an advertisement coaxes a response from an audience as well as continue the investigative journey of the novel text type.



What does a good learner look like in English?

A good learner in English embodies Queanbeyan High School’s ethos of *‘Respect, Responsibility and Resilience’*. They will be prepared for learning within their classes, engage in classroom activities to the best of their ability and be open to challenges and reflect on their own learning processes.

An effective learner in English is also proactive in seeking feedback, clarification and assistance from their teachers when required to assist in their learning.

One of the best qualities of an English learner is love of language, and the interest in consistent reading at home. The beauty of reading is that it does not even matter what a student has in front of them! Lord of the Rings, or a fishing magazine. If a student is reading, it’ll have an observable, positive impact in their engagement and enjoyment of English.

What are the homework requirements?

Assessment tasks in Year 7 English are a mixture of in-school tasks and take-home projects. Additional classwork or finishing incomplete classwork may be allocated by class teachers as homework. What is most encouraged as extra-curricular work in English is reading widely for enjoyment and pleasure.



Year 8 ENGLISH SCOPE AND SEQUENCE 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p><u>Thematic Study: 'Survival'</u> Students explore the concept of 'survival' through a close study of text. In response to a novel study, students develop an understanding and appreciation of the features of a novel and the promotion of textual ideas through; context, setting, characterisation, thematic lines and so forth. Suggested texts: Gary Paulsen, <i>Hatchet</i>, Morris Gleitzman, <i>Then</i>, John Marsden, <i>Tomorrow When the War Began</i>, Jacob Glatstein, <i>Emil and Karl</i>, Andy Mulligan, <i>Trash</i>, Robert C O'Brien, <i>Z for Zachariah</i>. Types of supplementary texts: film, nonfiction texts, media etc.</p>										
	<p>Focus Outcomes: EN4-1A, EN4-3B, EN4-5C</p>										
	<p>Summative Assessment: Evaluative personal response. Weighting: 25%</p>					<p>Formative Assessment: Comprehension and language skills test.</p>					
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><u>A Taste of Shakespeare/Drama Text Study: 'Sassy Sisters and Mad Men'</u> Students explore a range of Shakespeare's extracts and excerpts. Through the exposure to extracts that feature: dialogue, dramatic monologue and soliloquy, students consider a range of human behaviours under the umbrella of, 'Sassy Sisters and Mad Men.' Suggested texts: Types of supplementary texts: drama scripts, sonnets, film, media, digital texts.</p>										
	<p>Focus Outcomes: EN4-1A, EN4-4B, EN4-9E</p>										
	<p>Summative Assessment: Script composition with independent peer-reflection. Weighting: 25%</p>					<p>Formative Assessment: Reading and comprehension of studied play texts.</p>					
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><u>Critical Study: Consumer Culture – 'Are We Being Bought?'</u> In this unit, students will focus on using critical literacy skills to explore consumer culture and the world of advertising. The students will use critical literacy strategies to inquire into both the obvious and the ambiguous messages behind advertising. Suggested texts: Types of supplementary texts: media, advertisements, multimedia.</p>										
	<p>Focus Outcomes: EN4-2A, EN4-7D, EN4-8D</p>										
	<p>Summative Assessment: 'Fad' Campaign Project. Weighting: 25%</p>					<p>Formative Assessment: A digital guide to being consumer savvy in the 21st century.</p>					
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><u>Film Study: An Introduction to the Study of Film</u> Students explore and identify a suite of film conventions. The unit should equip students to be able to interact and compose a basic analysis of a film text and discern how a composer creates meaning through film conventions. Students will transition into composing film texts as they apply their knowledge in creative ways. Suggested texts: <i>Hunt for the Wilder People</i>, Taika Waititi Types of supplementary texts: Selected film shorts or feature films for comparative study</p>										
	<p>Focus Outcomes: EN4-2A, EN4-3B, EN4-6C</p>										
	<p>Summative Assessment: Topic test on cinematic features. Weighting: 25%</p>										

Head Teacher



MATHEMATICS

Location:
B-Block

Subjects within this KLA:
Mathematics

Required Equipment:

- A4 Workbook (128 pages), pen, pencil, eraser, ruler, protractor
- Calculator – CASIO fx82-auPlusII (this is a NESA approved calculator used by the school)

Other Mathematics Staff:

Ms Kerrie Jenkins Mr. T. Hansen, Mr. N. Islam, Ms. D. Morris, Mr. M. Stanmore

What will I learn in Mathematics in Year 8?

Students learn how to work mathematically. This means that a student can understand, reason and communicate in mathematical terms with a degree of fluency. Students will also learn skills and strategies that will develop their problem-solving capabilities.

In Year 8, there are three main content areas in Mathematics.

These are:

- Number and Algebra;
- Measurement and Geometry;
- and Statistics and Probability.



What does a good learner look like in Mathematics?

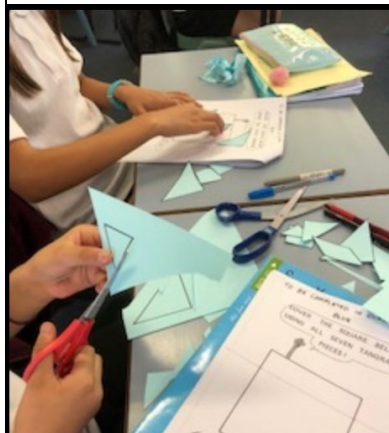
In Mathematics, a good learner is a student who: actively listens to the teacher; follows teacher instructions; works through and demonstrates mathematical processes; and completes set work to the best of their ability.

A good learner also is proactive in seeking help for work that they find difficult to understand or requires clarification.

A good learner is responsible and respectful in their behaviour within the classroom.

What are the homework requirements?

Students may receive homework on a weekly basis. Sometimes, this work is just completion of set tasks or assignments from class or revision prior to tests. Homework can also take the form of Numeracy worksheets and tasks set on Mathsonline or Mathletics





SCOPE AND SEQUENCE

Queanbeyan High School

Course Year 8 Mathematics **Teacher** **Year** 2024

Week	2	3	4	5	6	7	8	9	10	11
Term 1										
Unit	1. Measurement- Area and Volume									
Outcomes	MA4-13MG, MA4-14MG									
Assessment	Assessed in Investigation									
Notes	Textbook Chapter 3									
	Investigation (20%)									
	Not formally assessed									
	Textbook Chapter 4									
	MA4-5NA, MA4-6NA									
	2. Fractions, Decimals and Percentages									

Week	1	2	3	4	5	6	7	8	9	10
Term 2										
Unit	3. Algebra and Indices									
Outcomes	MA4-8NA, MA4-9NA									
Assessment	Assessed in Topic Test 1									
Notes	Textbook Chapter 1									
	4. Circles and Cylinders									
	MA4-12MG, MA4-13MG, MA4-14MG									
	MA4-10NA									
	5. Rates and Ratios									
	MA4-7NA									
	Topic Test 1 (20%)									
	Not formally assessed									
	Textbook Chapter 2									
	Textbook Chapter 5									

Week	1	2	3	4	5	6	7	8	9	10
Term 3										
Unit	6. Data Collection, Representation and Analysis									
Outcomes	MA4-19SP, MA4-20SP									
Assessment	Assessed in Assignment									
Notes	Textbook Chapter 9									
	7. Equations									
	MA4-10NA									
	Mathematics Assignment (20%)									
	Assessed in Topic Test 2									
	Textbook Chapter 2									
	MA4-16MG									
	8. Pythagoras Theorem									
	Assessed in Topic Test 2 (20%)									
	Textbook Chapter 3									

Week	1	2	3	4	5	6	7	8	9	10
Term 4										
Unit	9. Probability-21SP									
Outcomes	MA4-21SP									
Assessment	Assessed in Topic Test 3									
Notes	Year 7 Textbook Chapter 5									
	10. Angles									
	MA4-17MG, MA4-18MG									
	Topic Test 3 (20%)									
	Not formally assessed									
	Textbook Chapter 6									
	11. Linear Relationships									
	MA4-11NA									
	Not formally assessed									
	Textbook Chapter 7									
	12. Transformations and Congruence									
	MA4-11NA, MA4-17MG									
	Not formally assessed									
	Textbook Chapter 8									
	Activities									

Head Teacher	<h1>SCIENCE</h1>	
Ms Simone Norrish	Location: J Block – 1 st Floor	Subjects within this KLA: Science, Agriculture, Marine and Aquaculture Technology, Biology, Chemistry, Physics, Earth and Environmental Science, Investigating Science
Required Equipment: Student workbook, Calculator, ruler, Enclosed leather shoes		
Other Science Staff: Mr M. Frakes, Ms L. Stevens, , Mrs R. Szeremet, Ms L Clark, Mr S Barton		

What will I learn in Science in Year 8?

In year 8 science, students will build on the skills and processes they learnt in year 7. Each of the four terms will focus on a specific science strand and investigative skills will be embedded throughout. Assessment tasks will be a mix of practical investigations, research tasks and tests or exams.

The topics covered in year 8 will be:

- Term 1: The Physical World – Energy
- Term 2: The Chemical World – All about Matter
- Term 3: The Living World – Classification & Ecology
- Term 4: Earth & Space – The Rock Cycle

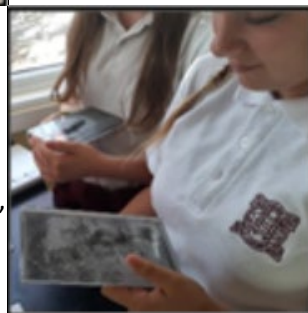


What does a good learner look like in Science?

A successful scientist asks questions and identifies relationships between different things. They will identify 'cause and effect' and try to work out how the world works. A strong focus on safety and following procedures is important, as well as documenting our learning so we can inform others of our discoveries. Scientists learn by doing. So keep an eye out for moments of inspiration and share any moments of awe.

What are the homework requirements?

Generally, we have no formal homework issued in Science. Although there are assessment tasks that will require some learning to be done outside the classroom. Reading over your notes in your workbook, keeping up to date with current news and taking opportunities to explore new ideas will help you to develop in a good scientist.



Year 8 SCIENCE SCOPE AND SEQUENCE

Year 8 Science				Scope & Sequence				2024			
Week	1	2	3	4	5	6	7	8	9	10	
Term 1	Module	Energy = To Burn or Not to Burn - Physics The Physical World strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this strand are that forces affect the motion and behaviour of objects and that energy can be transferred and transformed from one form to another. Through this strand students gain an understanding of how the concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.									
	Outcome(s)	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS, , SC4-16CW, SC4-17CW, SC4-10PW, SC4-11PW PW3 – Energy & Energy Transformations, PW4 – Energy Efficiency									
	Assessment					AT1: Investigation – Design a Fair Test					
	Week	1	2	3	4	5	6	7	8	9	10
Term 2	Module	All About Matter – Chemistry The Chemical World strand is concerned with understanding the composition and behaviour of matter. The key concepts developed in this strand are that the chemical and physical properties of substances are determined by their structure on an atomic scale and that substances change and new substances are produced in chemical reactions by rearranging atoms through atomic interactions and energy transfer									
	Outcome(s)	SC4-16CW, SC4-17CW CW2 – Classification of Matter CW4 – Chemical Change									
	Assessment								AT2: Topic Test – Physics & Chemistry		
	Week	1	2	3	4	5	6	7	8	9	10
Term 3	Module	All About Me – Cells & Systems – Biology The Living World strand is concerned with understanding living things. The key concepts developed within this strand are that the cell is the basic unit of life and that there is a diverse range of living things that have evolved on Earth. Students will gain an appreciation of the interdependence of living things and how they interact with each other and the environment. Through this strand students gain an understanding of how the structure of living things relates to the functions that their body systems perform and how these features aid their survival.									
	Outcome(s)	SC4-14LW, SC4-15LW, SC4-8WS LW1 – Classification LW5 – Managing Ecosystems (2025 – LW2, LW3, LW4, Cells & Systems)									
	Assessment								Formative Topic Test - Biology		
	Week	1	2	3	4	5	6	7	8	9	10 / 11

Term 4	Module	Solid Rock – Earth & Space The Earth and Space strand is concerned with the Earth’s dynamic structure and its place in the cosmos. The key concepts developed within this strand are that the Earth is part of a solar system that, in turn, is part of a larger universe and that the Earth is subject to change within and on its surface, over a range of timescales, as a result of natural processes. Students explore the ways that humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.	
	Outcome(s)	SC4-12ES, SC4-13ES, SC4-5WS, SC4-7WS, SC4-9WS ES1 – Rocks & Rock Cycle, ES3 – Managing Resource	
	Assessment		AT4 – Investigation – Porosity of Rocks

**Head Teacher HSIE
(rel)**

HSIE (Human Society and it's environment)



Mr Ross Mackay

Location: A-Block

Stage 4 subjects within this KLA:
History and Geography.

Required Equipment:

Workbook, pens, pencils, scissors, glue, and a ruler.

Other HSIE Staff

Mr A. Bailey, Ms A Wilkey, Ms K Flick, Mr D Powter, K Arai

What will I learn in HSIE in Year 8?

By the end of Year 8 students describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions and may take action to address contemporary geographical challenges and predict outcomes.

By the end of Year 8 students should recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time. They identify and describe the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanations. They identify and describe different contexts, perspectives and interpretations of the past. Students identify and explain different points of view in sources.



What are the homework requirements??

Our assignments are conducted in class but also have homework-based requirements for their successful completion. Otherwise, additional class work may be allocated by the class teacher.

What does being a good learner look like in HSIE?

A good learner in HSIE is someone who follows the Respectful, Responsible Learner ethos of the school. This includes engagement in class activities, completion of set work, and being prepared for the lessons by bringing correct equipment.

Year 8 HSIE SCOPE AND SEQUENCE

Term 1	Week	2	3	4	5	6	7	8	9	10	11	
	Unit	Aboriginal and Indigenous Peoples, Colonisation and Contact History						Japan under the Shoguns				
	Outcome(s)	HT4-4, HT4-6, HT4-7						HT4-2, HT4-3, HT4-10				
	Assessment	Class Test (Week 6) Weighting 50%						Pirozzo Grid (Week 3) Weighting 50%				

Term 2	Week	1	2	3	4	5	6	7	8	9	10	
	Unit	Japan under the Shoguns		The Vikings								
	Outcome(s)	HT4-2, HT4-3, HT4-10		HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10								
	Assessment	Pirozzo Grid (Week 3) Weighting 50%		No formal assessment								

Term 3	Week	1	2	3	4	5	6	7	8	9	10
	Unit	Interconnections									
	Outcome(s)	GE4-2, GE4.3, GE4-4, GE4-5, GE4-7									
	Assessment	Interconnections Test (Week 9) Weighting 50%									

Term 4	Week	1	2	3	4	5	6	7	8	9	10
	Unit	Water in the World									
	Outcome(s)	GE4-2, GE4-3, GE4-5, GE4-7, GE4-8									
	Assessment	Presentation (Week 5) Weighting 50%									

Head Teacher

Mr Kyle Bray



PD/H/PE

(Personal Development, Health and Physical Education)

Location:

H- BLOCK

Subjects within this KLA:

PDHPE, Sport

Required Equipment:

- Practical Lessons (PE&Sport): Maroon sports shirt, Black shorts/tracksuit pants, running shoes
- Theory Lessons (PDH): A4 exercise book, pen, glue, scissors

Other PDHPE Staff

Mr R.Burt, Ms M.Kirk, Mrs L.Trounce, Miss A. Collins and Mr R. McClure

What will I learn in PDHPE in Year 8?

All about the human body and how you connect with the world around you. You will explore the different dimensions of health and how you can be the happiest, healthiest version of you!

You will cover content across four strands:

- Health, wellbeing and relationships
- Movement skill and performance
- Healthy, safe and active lifestyles
- Physical activity for life



What are the homework requirements??

It is not a common thing. Once or twice a term. One theory assessment task per year is required to be worked on at home.

What does being a good learner look like in PDHPE?

A proactive attitude and willingness to engage whole-heartedly in physical activities.

An independent, responsible learner who is also able to work collaboratively in group activities.

Able to contribute to class discussions and engage in hands-on learning tasks



Term 1	Week	2	3	4	5	6	7	8	9	10	11	
	Prac Unit Outcomes	<u>Developing thinking players</u> – How can I implement a range of strategies and tactics to maximise my chance of success? Can I transfer these to multiple invasion game sports? Outcomes: PD 4.4, 4.11										
	Theory Unit Outcomes	<u>Vaping</u> - What are the facts about vaping? Is vaping good for my physical health? Outcomes PD: 4.6, 4.7, 4.9				<u>Relationships</u> – How do I build the skills needed to develop and maintain respectful relationships that contribute positively to my community? Outcomes: PD 4.2, 4.3, 4.7, 4.9 4.10						
	Assessment											

Term 2	Week	1	2	3	4	5	6	7	8	9	10	
	Prac Unit Outcomes	<u>Hitting the target</u> – How can I refine my skills to manipulate my shot to get as close to the target as possible? Outcomes: PD 4.4, 4.5, 4.9, 4.11					<u>Rhythm and timing</u> – How can I confidently move to music around my peers? Outcomes: PD 4.4, 4.11					
	Theory Unit Outcomes	<u>Relationships</u> – How do I build the skills needed to develop and maintain respectful relationships that contribute positively to my community? Outcomes: PD 4.2, 4.3, 4.7, 4.9 4.10					<u>Stronger together</u> – In what ways can I acknowledge and embrace the diversity of my local and global environment? Outcomes: PD 4.6, 4.8, 4.9, 4.10					
	Assessment				Theory							

Term 3	Week	1	2	3	4	5	6	7	8	9	10	
	Prac Unit Outcomes	<u>Over the net</u> - How can I utilise feedback and practice to develop skills and understanding of the principles of play for net/wall games? Outcomes: 4.4, 4.7, 4.8, 4.9, 4.11					<u>SEPEP</u> – Using my interpersonal skills to help facilitate sporting fixtures for my peers and helping them develop their skills Outcomes PD: 4.9, 4.10					
	Theory Unit Outcomes	<u>Stronger together</u> – In what ways can I acknowledge and embrace the diversity of my local and global environment? Outcomes: PD 4.6, 4.8, 4.9, 4.10					<u>Minimising harm</u> : What strategies can I use to minimise the harm to myself in others in risky situations such as drug use and sexual activity? Outcomes: PD 4.2, 4.6, 4.7, 4.8, 4.9, 4.10					
	Assessment											

Term 4	Week	1	2	3	4	5	6	7	8	9	10	
	Prac Unit Outcomes	<u>Striking and Fielding</u> – How can I utilise feedback and practice to develop skills and understanding of the principles of play for striking/ fielding games? Outcomes: PD 4.4, 4.9, 4.10, 4.11					<u>Physical activity for life!</u> : What recreational pursuits can I engage in to reach physical activity needs and how can I promote these to others? Outcomes PD: 4.8, 4.9, 4.6, 4.10					
	Theory Unit Outcomes	<u>Minimising harm</u> : What strategies can I use to minimise the harm to myself in others in risky situations such as drug use and sexual activity? Outcomes: PD 4.2, 4.6, 4.7, 4.8, 4.9, 4.10					<u>We are what we eat 2</u> : How can I be an informed consumer of foods to contribute to my overall health and wellbeing and use this knowledge to educate others? Outcomes: PD 4.2, 4.6, 4.7, 4.8, 4.9, 4.10					
	Assessment				Prac & exam							

Head Teacher



TAS & Art

(Technology and Applied Studies & Art)

Staffroom Location:
Block 2

Subjects within this KLA:
Technology Mandatory

Required Equipment:

- Technology Classes – Require an A4 192 page exercise book, an A4 display folder, pens, pencils, scissors, glue, and a ruler.
- Practical Equipment – leather enclosed shoes, apron, safety glasses and hearing protection.

Mr Luke Warwick (rel).

Other Staff

TAS: Mr M.Pilgrim, Mr D.Suine, Ms Y.Cochrane, Mr R Glase

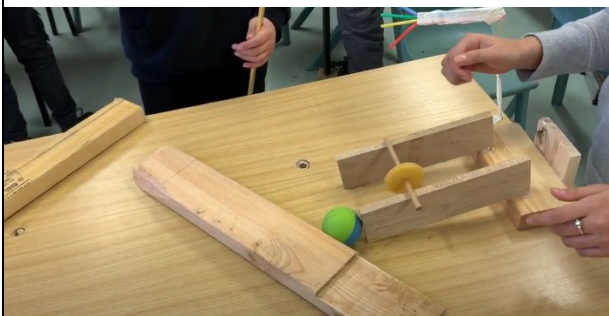
Visual Arts: Mrs C.Wallace, Ms K.Pultar

What will I learn in Technology in Year 8?

The opportunity to investigate problems, generate ideas and produce sustainable solutions to develop skills and attitudes that are valued in our society and are integral to Australia's economic future. The skills and capabilities developed by students are learnt through the study of a variety of technology contexts and can be applied to further education, and career opportunities in design, technology, engineering, science, mathematics and related fields.

Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.

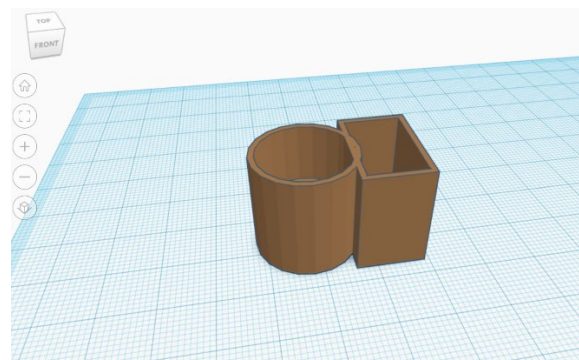
Year 7 and 8 are excellent opportunities for you to try a variety of different subject areas and skills to determine what future subjects you would like to select for your electives from Years 9 – 12.



What does being a good learner look like in Technology?

A good learner in Technology is someone who has a creative mindset, who strives to learn the skills of each subject area whilst following the safety rules within each class.

Technology is an excellent outlet for any student who enjoys hands-on learning tasks but also enjoys thinking outside the box to develop creative solutions.



What are the homework requirements??

Assessment tasks in Year 7 & 8 Technology are in-school tasks. Additional classwork or finishing incomplete classwork may be allocated by class teachers as homework.

Year 8 TECHNOLOGY MANDATORY SCOPE AND SEQUENCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 - 4	Unit:	Jewellery – Mixed Materials (Delivered in either Term 1, 2, 3 or 4)								
	Context:	Material Technologies								
	Outcomes:	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS								
	Assessment:	Week 10 – Portfolio								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 - 4	Unit:	Timber Technologies (Delivered in either Term 1, 2, 3 or 4)								
	Context:	Material Technologies								
	Outcomes:	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS								
	Assessment:	Week 10 – Assessment Task (Practical and Report)								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 - 4	Unit:	Food for Thought (Delivered in either Term 1, 2, 3 or 4)								
	Context:	Food and Agriculture								
	Outcomes:	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS								
	Assessment:	Week 9 - Assessment Task (Practical and Report)								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1 - 4	Unit:	Crack the Code (Delivered in either Term 1, 2, 3 or 4)								
	Context:	Digital Technologies								
	Outcomes:	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS								
	Assessment:	Week 9 - Portfolio								

What will I learn in Visual Arts in Year 8?

The content for Visual Arts provides opportunities for students to investigate the field of visual arts in complex and rich ways. Opportunities to investigate practice in the visual arts contribute to students' creative and interpretive achievements and the works they produce. These opportunities lead to a greater understanding of the field of art through critical and historical studies. Such a focus also offers practical and theoretical insights into some of the post-schooling opportunities available to students, in tertiary, vocational and world of work settings.

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. Visual Arts empowers students to engage in visual forms of communication.

Visual Art encourages students to become informed, interested and active citizens as participants in, and consumers of, the visual arts and contemporary culture.

The syllabus identifies the structural, subjective, postmodern and cultural frames as a basis for understanding the visual arts. Each frame represents a different assumption about the visual arts and provides the grounds for addressing questions related to artistic meaning and value.



What does being a good learner look like in Visual Arts?

A good learner in Visual Arts is someone who has a creative mindset, who strives to learn the different skills techniques in arts. Students will be Landscape painting, lino printing, Aboriginal posters, tonal drawing and portraiture design.

Visual Arts is an excellent outlet for any student who enjoys hands-on learning tasks and developing their Visual Arts skills.




What are the homework requirements?

Assessment tasks in Visual Arts Assessment tasks are in-school tasks. Additional classwork or finishing incomplete classwork may be allocated by class teachers as homework.



Year 8 VISUAL ARTS SCOPE AND SEQUENCE

Course		Visual Arts					Teacher					Wallace and Pultar					Year		8													
Term 1	Week	2		3		4		5		6		7		8		9		10		11												
	Unit	Elements of Design: Artists Toolbox										Fantasy Art																				
	Strand/ Focus Study	Introduction: frames class expectations,		Principles of designs: tone, line, texture, colour and shapes										Introduction: Portraits, History		Art making: of mythical creatures																
	Outcome(s)	4:1, 4:3										4.1, 4.3, 4.5, 4.6, 4.8																				
	Assessment																					Assessment 1# Portraiture, VD										
Term 2	Week	1		2		3		4		5		6		7		8		9		10												
	Unit	Aboriginal Art: NAIDOC Day – Poster Design										Aboriginal Art: Lino Printing																				
	Strand/ Focus Study	Intro: Aboriginal Art/ NAIDOC		Art making: research, NAIDOC Day poster planning and designing										Introduction: Lino designs and artists		Planning, designing & carving lino																
	Outcome(s)	4.1, 4.2, 4.3, 4.5, 4.6, 4.9, 4.10										4.3, 4.4, 4.6, 4.7, 4.9, 4.10																				
	Assessment																					Assessment 2# Poster, VD										
Term 3	Week	1		2		3		4		5		6		7		8		9		10												
	Unit	Aboriginal Art: Lino Printing										Environmental Landscapes: responding to the landscape																				
	Strand/ Focus Study	lino printing										Introduction: Landscape artists Art making: introducing different painting technique																				
	Outcome(s)	4.3, 4.4, 4.6, 4.7, 4.9, 4.10										4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.9																				
	Assessment																					Assessment 3 # Lino, VD, research										
Term 4	Week	1		2		3		4		5		6		7		8		9		10												
	Unit	Environmental Landscapes: responding to the landscape																														
	Skills/ Strand/ Focus Study	Art Critical & Historical, planning, designing landscape image																														
	Outcome(s)	4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.9																														
	Assessment																					Assessment 4 # Artworks, VD, Research,										

<u>Learning Centre</u>		
<p>Head Teacher (relieving)</p>  <p>Mrs Trisha Long</p>	<p>Location:</p> <p>J block – top level</p>	<p>Why would I go to the learning centre?</p> <ul style="list-style-type: none"> ● Learning and Support (L&S) ● Aboriginal Learning Centre (ALC) ● English as an Additional Language or Dialect (EALD) ● Careers ● Library ● Activate sessions <p>Hearing support</p>
<p>Required equipment:</p> <p>Pens, pencils, workbooks, your enthusiasm!</p>		
<p>Who are the Learning Centre staff?</p> <p>Mrs Trisha Long - HT Teaching and Learning (relieving) Ms Yvette Cochrane - Careers Adviser (relieving) Mrs Naomi Feeney - Year 10 Student Adviser, Learning Support Teacher Ms Anne Barratt - Senior student mentoring Ms Kristin French - Year 12 Student Adviser, Learning Support Teacher Ms Emma Cox - Teacher Librarian Ms Madie Russell - Aboriginal Education Officer Mrs Lorraine Ebert - Librarian Assistant Ms Petah Stewart - Learning Support Administration Assistant School Liaison Support Officers (SLSOs)</p> <p>What will I do in the Learning Centre in Year 7?</p> <ul style="list-style-type: none"> - Activate sessions (1-on-1 or small group support for assessments or classwork) - EALD withdrawal lessons (EALD-identified students only) - Borrow books/DVDs/magazines from the library - Visit the ALC - Speak to learning and support teachers if I need help learning in the classroom - Attend the library at breaks to socialise with friends, use laptops, play games or join in lunchtime activities. <p>What does a good learner look like in the Learning Centre?</p> <p>Someone who is respectful, uses the equipment in a responsible manner, wants to learn and tries their best.</p>		 

Head Teacher	SUPPORT	
	Location: The Support Faculty Staff room is on D Block lawns and most Support classes are in G Block.	Subjects: -English, Mathematics, HSIE (History & Geography), Science, PDHPE, Visual Arts, Food Technology, Work Education, LOTE and Music
	Required Equipment: Students will need a separate workbook for each subject, pens, pencils, scissors, glue, and a ruler. (These are all available in the Support book pack.)	
	Other Support Staff: Teachers: Mrs A.McMillan, Mrs M.Elliott, , Ms E Roche, Mr G Sterling, Ms E Wells	

What will I learn in Year 8?

. Students experience a range of subjects, many of which they will have studied in primary school. The subjects can be studied using mainstream or life skills outcomes. Our focus in all subjects is to develop and improve students’ literacy and numeracy skills and to assist students to develop greater independence in their learning. The faculty also has a strong focus on social and emotional wellbeing.

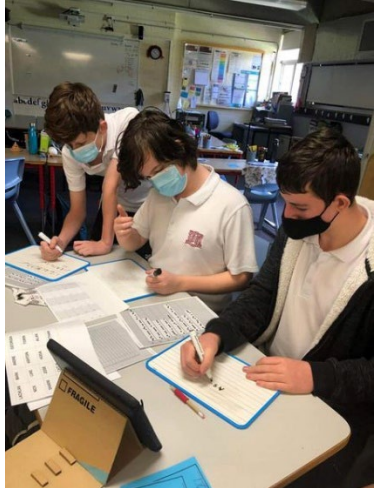


What does a good learner look like?

A good learner in Support is someone who follows the Respectful, Responsible Learner ethos of the school. This includes engagement in class activities, completion of set work, treating all staff and students with respect, and being prepared for the lessons by bringing correct equipment.

Other information about the Support Faculty.

All classes have a ‘home teacher’ who teach the students for about 50% of their lessons. Each class is smaller and has an SLSO; this ensures students receive extra help and support. Students remain in their own classroom for most lessons and leave their books and other equipment in the room. The only exceptions are for practical subjects such as PE, Art, Science and Food Technology. All students have an **Individual Education Plan (IEP)** which is developed in collaboration with parents/carers, teachers, and the student, that identifies goals for each student.



Frequently Asked Questions

General information

1. Why do we need to complete assessment tasks?

Assessment tasks are used by teachers to determine your areas of strength and provide you feedback to achieve higher results. Teachers use the information gained through assessment tasks to write your reports each semester.

2. What information will I be given about assessment tasks?

Teachers will provide you with an assessment schedule for each course you study which will outline when each task is due, the type of task and the specific weighting of each task. Teachers will also provide you with a written notification at least two weeks prior to the due date. This notification will contain the specific information and requirements pertaining to each individual assessment task.

3. How much time will I have to complete an assessment task?

Teachers will give you at least two weeks notification of any assessment tasks. For some tasks, you may be given class time to work on the task, but this is not provided for every assessment task.

Support to complete tasks

4. Where can I get extra support with assessments?

Students are encouraged to talk to their classroom teacher first. The classroom teacher can provide extra advice and support to complete the task. If extensive support is required, the classroom teacher may be able to refer you to the Learning Support Team for individual assistance.

5. How can I get booked into ACTIVATE to get some extra help?

Teachers can book students into ACTIVATE for help with current assessment tasks. If you think you will need help getting started and would like to be booked into ACTIVATE you need to discuss this with your class teacher. Students are unable to self-refer to ACTIVATE as it operates during class time.

6. Are there any other ways I can get help with assessment tasks?

Always talk to your classroom teacher first as they may be able to sit with you during recess or lunch to provide extra support. The Learning Centre is open before school, and during most recesses and lunches. \

Absences

7. What should I do if I know I am going to be away on the day of an assessment task?

Speak to your teacher before your absence to organise submitting the task before your absence. If this is not possible, you will need to ask for a misadventure form and complete it with all relevant information.

8. What do I do if I am sick on the day of an assessment task?

If you are sick on the day an assessment task is due OR the day of an in-class test, you will need to submit a misadventure form to your teacher upon your return to school. This will need to be signed by your parents. You will still need to submit the assessment task or complete the test (within two days of returning).

9. What happens if I am away on school business (eg. playing sport for the school) the day a task is due?

Representing the school on school business will be counted as a valid reason for non-submission of a task or missing an in-class task. In these circumstances you do not need to fill out a misadventure form. You will need to submit/complete the task in the next lesson. Should you be away that day, or not have the task to submit, you will be referred to lunchtime sessions to complete the task.

10. I was away when the assessment notification was handed out, does this mean I get an extension?

No. Any time you are absent, it is your responsibility to ask your teacher for any missed work. Being away on the day of a notification being handed out does not mean you will be given an extension. Students who are away for a considerable amount of time during the assessment period can apply for an extension using the misadventure form.

11. I have been away for a large amount of time this term and have missed most of the course work. I feel I will struggle to complete the assessment task. What do I do?

Talk to your teacher to discuss this and complete a misadventure form. If the teacher and Head Teacher support your application you will either receive a negotiated due date, a substitute task or an estimate.

Failure to submit tasks

12. What should I do if I lose my copy of the assessment task notification?

See your teacher as soon as possible for a replacement copy – sometimes this may be uploaded onto Google Classroom or emailed to students. If teachers have provided students with access to an electronic version, students will be expected to access those for replacements.

13. What happens if I don't submit an assessment task on the due date?

Students who submit a task late will have a 10% penalty deducted for each day late. This is up to a maximum of five (5) days late which would be a 50% reduction in your mark. If you submit a task more

than 5 days late you will receive a zero mark. Students will still be expected to submit every assessment task. If you don't submit the task on time, you may be required to complete lunchtime detention sessions with your teacher/Head Teacher to support you in completing and submitting the task.

14. What happens if I don't turn up for the lunchtime reflections?

If a teacher or Head Teacher has requested you attend lunchtime sessions to work on your overdue task it is expected that you will attend these. If you refuse to attend the lunchtime sessions, you will be referred to the Faculty Head Teacher for placement on the monitoring card system. Failure to complete these reflections will result in you moving through the discipline system.

15. Does the late submission of a task affect the grade I get for the task or my reports?

Not directly, grades are based on the standard of work achieved. However, students who submit work late may not be able to achieved as highly against the standards as they have not given themselves enough time to complete tasks to the best of their ability.

16. My computer stopped working the day before a task is due. Is this a valid reason for an extension?

No. Extensions need to be applied for at least two-days in advance of the due date. Technical failure is not a valid reason for late or non-submission. You need to ensure you back up your files on a regular basis. Email the file to yourself as you then will have access to the file on multiple computers.

Misadventure Processes

17. Where do I get a copy of the misadventure form?

You can ask any teacher for a copy of the misadventure form. There should be hard copies in all staffrooms and also with the Deputy and the front office staff. An electronic copy of the misadventure form is also available on our school website for downloading.

18. Who do I hand the misadventure form to?

Your class teacher. Make sure that you have completed Step One entirely and provided as much information as possible. You also need to make sure that the application is signed by a parent.

19. When do I need to hand the misadventure form in by?

If you are seeking an extension the misadventure form needs to be handed in TWO days before the due date. If you are applying for misadventure for illness/special circumstances, it must be submitted within one week of the due date.

20. I think I have a valid reason for not submitting the task on time but haven't yet filled out the misadventure form. Do I still need to attend the mandatory lunchtime catchup sessions?

Yes. If you have not submitted the task on the due date you will be expected to attend the lunchtime sessions until the misadventure form is submitted and approved. It is recommended to submit the misadventure form the day you return to school.

21. I submitted a misadventure form and it has been approved. What happens now?

The classroom teacher or Head Teacher will let you know what the resolution outcome is. This may mean you need to hand the task in on a different day or your teacher may give you an estimate.

22. What do I do if I don't agree with the Head Teacher's decision about my misadventure/extension application?

If the Head Teacher has not approved your application for misadventure/extension you may make an appeal directly to the Principal. You will need to make an appointment to see the Principal within one week of receiving the Head Teacher's decision. The Principal's decision is final.

Other

23. The assessment task requires access to the internet. What do I do if I don't have internet at home?

Talk to your teacher. They may be able to provide you with a hard copy of any information needed. Your teacher may also be able to organise some time for you to use computers during class time to work on the task. The school library is open before school and during recess and lunch every day for students to use the internet and work on assessment tasks.

24. Who do I contact for more information about assessment tasks?

You should always talk to your classroom teacher first – they have the best understanding of the task and its requirements. You can also contact the Head Teacher of the faculty. Refer to the back of this booklet for a list of the Head Teachers of each faculty.



Queanbeyan High School

Principal

Ms Jennifer GREEN

Year 8 Deputy Principal

Mrs Vanessa Willetts

Head Teachers

ENGLISH/MUSIC

Mr Phillip NIMMO

MATHEMATICS

Ms Kerrie JENKINS

SCIENCE

Ms Simone Norrish

HSIE/LOTE

Mr Ross MACKAY

PDHPE

Mr Kyle BRAY

TAS / VISUAL ARTS

Mr Luke WARWICK

LEARNING CENTRE

Ms Trisha LONG

SUPPORT

Year 8 Student Advisor

Ms Deonne MORRIS

