

# KINGSCLIFF HIGH SCHOOL



**ACHIEVEMENT THROUGH ENDEAVOUR**

## **Year 8 Assessment Overview 2022**

**Principal**  
**Deputy Principal for Year 8:**  
**Year 8 Adviser:**

**Mr M Hensley**  
**Mr D Matthias**  
**Mrs A Mann**

## School Philosophy

Kingscliff High School has established a reputation for outstanding achievement in all areas of school life. The school enjoys an enviable reputation in the local and wider community. The school's motto, **"Achievement through Endeavour"** provides the philosophy upon which all areas of our school life are based.

The School endeavours to set the highest standards for our students in all areas. This is reflected in the policies under which we operate.

- Academic quality and achievement are corner-stones of the School's philosophy, along with strong programs in sport, the creative and performing arts and community service.
- All students are assisted and encouraged to acquire skills, knowledge and positive attitudes, enabling each individual to achieve to his/her own highest potential.
- Kingscliff High School is a "uniform" school with a strong commitment to dress code.
- The School is proud of our extensive program of student care and welfare. This centres on things such as our Head Teacher Welfare, an active Welfare Team, Year Advisers, School Counsellor and a range of programs for students with specific needs.
- We have a commitment to physical fitness. Sport is compulsory in Years 7-10. All students are encouraged to take part in regular physical activity.
- The Arts are seen as a valuable and rewarding part of the curriculum. Music, Drama, Dance and Art have valued roles in the life of the School.
- The School provides excellent facilities and opportunities for all practical subjects along with innovative programs in Science, Technology, Engineering and Maths (STEM) and information technology and communication.
- The school offers many co-curricular activities and programs aimed at developing high levels of maturity and leadership amongst all students.

***"Achievement through Endeavour"***

## **ASSESSMENT AND REPORTING POLICY**

### **Stage 4 (Years 7 and 8)**

Assessment is continuous throughout each semester. This means that student progress is monitored on a regular basis using a variety of tasks and assessment methods in each course including tests, regular marking of books, assignment work, practical work, spelling tests and class contributions.

Such a variety of assessment types gives students a chance to demonstrate a wide variety of skills and also ensures that each student will be recognised and commended for talents or skills at which he or she is adept.

In order to allow students to display their full skills and knowledge, all tasks used for assessment purposes should have a published marking criteria explaining to students how the task will be assessed prior to their attempting the task.

A WAVE report will be provided to parent twice a term that summarises student's attitude and application to learning.

A detailed School Progress Report is forwarded to parents twice a year, one at the conclusion of Semester 1 and one at the conclusion of Semester II.

The detailed Progress Report will include information on how they have performed relative to the course outcomes, how they have performed relative to other students, a personal profile, marks and teacher's comments.

The detailed Progress Report also includes a profile of subject skills and a record of how well a student has achieved or maintained those skills. The subject teacher makes a meaningful statement on the individual student's progress and may indicate matters of concern which should invite a response from parents.

## **ASSESSMENT PROCEDURES YEARS 7 – 9**

### **Examination Attendance**

- Examinations are compulsory assessment tasks and, in all but exceptional circumstances, should be completed on the day timetabled. Examination timetables will be made available at least one week in advance;
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending an exam must see the Head Teacher of the exam being missed to reschedule the exam;
- Any absence from an exam should be explained with a written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance so that a time for the exam can be rescheduled;
- Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending non-school events) a zero will be awarded for the examination missed;
- In exceptional circumstances where a legitimate absence extends for a significant period of time an estimate for the exam may be considered.

## Examination Rules

- Rules governing the conduct of an examination will be attached to the examination timetable (see next page). These rules will be explained prior to the examination period;
- Any conduct that is deemed to disturb the orderly conduct of an exam will result in a deduction of 20% of marks awarded for the first personal warning. Any further infringements and a zero will be awarded for that examination;
- No personal warnings will be issued for cheating or using mobile/data devices. In such cases a zero will be awarded for that examination.

## Class Assessment Tasks

- Students will be given a minimum of one week's notice for an assessment task.
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending a class assessment task or not being able to meet an assessment deadline must see the Head Teacher of the subject to negotiate a new due date;
- Students who hand in assessment tasks late should not be advantaged by the extra time they have available to them. Therefore late submissions will incur the following penalties:
  - 1 day after the due date= deduct 10% of the marks awarded
  - 2 days after the due date= deduct 20% of the marks awarded
  - 3 day after the due date= deduct 30% of the marks awarded
  - 4 days after the due date= deduct 40% of the marks awarded
  - 5 days after the due date= deduct 50% of the marks awardedWork not handed in or handed in after 5 days will receive zero for that task.
- Any absence on the day an assessment task is due should be explained with a medical certificate or written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance along with the task.
- In exceptional circumstances where a legitimate absence extends for a significant period of time an extension of the due date can be negotiated with the Head Teacher of that faculty.

## EXAM RULES

<b>ENTRY INTO EXAM VENUE</b>	<ul style="list-style-type: none"> <li>Should be in class groups as instructed by teachers</li> </ul>
<b>LATE ARRIVAL</b>	<ul style="list-style-type: none"> <li>Students should be on time for all exams</li> <li>No entry to the exam will be allowed 30 minutes or more after exam start time</li> <li>No extra time will be granted for students who arrive late</li> </ul>
<b>NO TALKING AND NOISE</b>	<ul style="list-style-type: none"> <li>No talking upon entering the exam venue</li> <li>No talking during the exam</li> <li>No talking at the completion of the exam</li> </ul>
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>It is the student's responsibility to bring all necessary equipment needed for each exam</li> <li>No borrowing is permitted in the exam venue</li> </ul>
<b>REMAIN SEATED</b>	<ul style="list-style-type: none"> <li>Students should be seated and facing the front whilst in the exam venue</li> </ul>
<b>LEAVING EARLY</b>	<ul style="list-style-type: none"> <li>Years 7–11 students are not permitted to leave an exam before the stated finish time</li> <li>Year 12 students are not permitted to leave during the first hour of an exam or the last fifteen minutes</li> </ul>
<b>TOILETS</b>	<ul style="list-style-type: none"> <li>Students should visit the toilet before each exam</li> <li>Toilet breaks will not be granted during an exam unless a doctor's certificate has been supplied to the Deputy Principal prior to the exam</li> </ul>
<b>CHEATING</b>	<ul style="list-style-type: none"> <li>Any form of cheating or "non serious attempt" will result in a student receiving a zero mark for that exam</li> </ul>
<b>MOBILE PHONES, SMART WATCH, OR DATA STORAGE DEVICES</b>	<ul style="list-style-type: none"> <li>Any student who is caught in the possession of a mobile phone, smart watch, or data storage device in the exam venue will receive a zero MARK for that exam</li> </ul>
<p><b>CONSEQUENCES FOR BREACHING EXAM RULES:</b></p> <ol style="list-style-type: none"> <li>General warning is the final warning</li> <li>First personal warning will result in the loss of 20% of exam marks and will be noted on the exam paper</li> <li>Second personal warning will result in receiving a "zero" for that exam and will be noted on the exam paper</li> <li>No personal warnings will be issued for cheating or mobile phones</li> </ol>	
<p><b>APPEALS:</b></p> <p>Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the Deputy Principal within 5 school days from the date of the exam.</p>	
<p><b>ILLNESS AND MISADVENTURE:</b></p> <p>Students unable to attend exam/s due to illness or misadventure should:</p> <ol style="list-style-type: none"> <li>Inform the school ASAP, preferably prior to the exam;</li> <li>Submit written reason for absence (such as a doctor's certificate, note from parent/care provider etc) to your class teacher on the first day back at school;</li> <li>Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending a non-school events) a zero will be awarded for the examination missed;</li> </ol>	

Year 8	English	Head Teacher: Mrs K Rose
<b>Term 1</b> <b>Is a Picture Worth a Thousand Words?</b> This introductory unit engages students in an investigation of how meaning is constructed and represented in visual texts. The metalanguage of visual literacy will be explicitly taught, empowering students to analyse and respond to a range of texts. Students will use this knowledge to make connections between the classroom and experiences in the real world.	<b>Assessment</b> Visual analysis test	<b>Approx. due date</b> Week 9, Term 1
<b>Term 2</b> <b>Representations of Australia</b> This unit focuses on the way that ideas about Australia are represented in texts to create specific views about place, culture, and identity. Students will explore the way that Australia and perspectives of its culture and identity are represented in a range of texts. Students will develop their understanding of representation and analyse how representations are created and shape reader responses.	<b>Assessment</b> Multimodal	<b>Approx. due date</b> Week 6, Term 2
<b>Term 3</b> <b>Inspiration Aspiration</b> In this unit of work, students explore the function of traditional narratives and their power as a tool to encapsulate community values, beliefs and attitudes over time. Students will explore a range of traditional narratives from different cultures over time including myth, fable, ballad, allegory and fairy tale. There is a focus on group work and collaborative learning throughout the unit. Students will engage in extended compositions through, appropriating narrative forms in original texts.	<b>Assessment</b> Narrative and rationale	<b>Approx. due date</b> Week 8, Term 3
<b>Term 4</b> <b>The Power of Voice</b> Over the course of the unit, students will examine a range of oral mediums, their purpose, production and effect. They will analyse the effect of editing and persuasive language in order to create their own successful oral form.	<b>Assessment</b> Oral presentation	<b>Approx. due date</b> Week 6, Term 4
<b>Equipment required for English</b> <ul style="list-style-type: none"> <li>• iPad</li> <li>• A4 book (must have one just for English)</li> <li>• display folder</li> <li>• blue, black and red pen, rulers, USB, glue, scissors and highlighters</li> <li>• Novels for wide reading throughout the year</li> </ul> Equipment may vary slightly for individual classes <b>How Can Parents help?</b> Students always have work to complete in English: <ul style="list-style-type: none"> <li>• Ensure 20 minutes – half an hour of reading occurs six nights a week. A wide reading assignment is due each term.</li> <li>• Assist students to manage their time in completing homework and assessment activities and tasks set by their teachers: this includes planning, drafting, editing and writing substantial drafts for assessment tasks and wide reading assignments.</li> </ul>		

Year 8

Mathematics

Rel. Head Teacher: Mr C Wilson

<b>Term 1</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Algebraic Techniques 2 and Indices, Equations 2	Algebraic Techniques 2 and Indices Exam	Week 5
<b>Term 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Measurement and Pythagoras' Theorem, Fractions, Decimals and Percentages, Ratios	Half Yearly Exam (Equations 2, Measurement and Pythagoras' Theorem)	Week 6
<b>Term 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Rates, Angle Relationships and Properties of Geometric Figures, Linear Relationships	STEM Assignment	Week 6
<b>Term 4</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Data Collection, Representation and Analysis, Transformations and Congruence	Yearly Exam (Linear Relationships, Data Collection, Representation and Analysis)	Week 6

**Note: Students may also have additional in class topic tests that will form part of their assessment**

## Year 8

## Science

Head Teacher: Mrs J O'Keeffe

Term 1 – Assessment Task 1		
<b>Topic: Forces</b> <b>Theme: Writing a Scientific Report</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Using a scaffold, and with limited guidance by teachers, students will plan and conduct scientific investigations in the topic of Forces. Students will then submit a scientific report of one of the investigations.	Scientific Report	Week 9
Term 2 – Assessment Task 2		
<b>Topics: Forces, Biology, Science Skills</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding of subject content, and process and science skills competency.	Half yearly examination	Week 5
Term 3 – Assessment Task 3		
<b>Topic: Chemistry</b> <b>Theme: Elements and Mixtures</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate process and science skills competency, and knowledge and understanding of the investigations conducted during the Term 3 Chemistry topic.	Practical Test	Week 9
Term 4 – Assessment Task 4		
<b>Topic: Biology, Chemistry, Earth's Resources, Science Skills</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding of subject content, and process and science skills competency.	Yearly examination	Week 6
<b>Equipment required for Science</b> <ul style="list-style-type: none"> <li>• Pens, pencils, ruler, calculator and eraser for every lesson and for exams.</li> <li>• Science workbook</li> </ul>		
<b>How Can Parents help?</b> Assist students to time manage homework and assessment activities and tasks set by their teachers.		



Year 8

Human Society and Its Environment

Head Teacher: Mr W Smith

HSIE consists of three separate subjects: History, Geography and Commerce. The order the students complete these will depend on their individual timetable. The assessments for these subjects are added together to give an overall HSIE result.

<b>History Term</b>		
<b>Topics / Theme Description: Medieval History</b>	<b>Assessment</b> Research Assignment	<b>Approx. due date</b> Week 7
<b>Geography Term</b>		
<b>Topics / Theme Description: Interconnections</b>	<b>Assessment</b> Research Assignment	<b>Approx. due date</b> Week 8
<b>Commerce Term</b>		
<b>Topics / Theme Description: Consumer Choice</b>	<b>Assessment</b> Exam	<b>Approx. due date</b> Week 8
<p><b>Equipment required for HSIE</b></p> <ul style="list-style-type: none"> <li>• A4 book, blue, black and red pen, rulers, USB, glue, scissors and highlighters</li> <li>• Equipment may vary slightly for individual classes.</li> </ul> <p><b>How Can Parents help?</b> HSIE is a subject which deals with contemporary issues. Therefore, having discussions with students around current issues in world politics, environments and social trends can help with background knowledge.</p>		

## Year 8

## Technology Mandatory – Industrial Arts

Head Teacher: Mr M Wiggins

Semester Course		
Topic 1 (One Term Course)		
Topic / Theme Description	Assessment	Approx. due date
<b>Materials Technology</b> - Electronic Programmable Wooden Project	<p><b>Project &amp; Design Folio</b> Design and make a wooden project that integrates a programmable lighting system.</p> <p>Safely apply tools, materials and processes to produce a quality wooden project.</p> <p>Document the design, planning and management of the project. Document research on suitable materials and their properties. Document tools and processes. Communicate design ideas via concept sketches and CAD drawing. Plan and manage the project (40%)</p>	<p>Week 7 (Each Term)</p> <p>Week 7 (Each Term)</p>
Topic 2 (One Term Course)		
Topics / Theme Description	Assessment	Approx. due date
<b>Digital Technology</b> - Electronic Programmable Wooden Project	<p><b>Project &amp; Design Folio</b> Design an automated lighting system for the Materials Technology Project using an input sensor, microprocessor and LED output. Design the code to operate the circuit.</p> <p>Document research of the designed digital solution (code). Manage time and a simple budget (40%)</p>	<p>Week 7 (Each Term)</p> <p>Week 7 (Each Term)</p>
<b>Digital Technology</b> - Research Assignment	<p>Research the role of a Software Designer. Investigate how data is represented in digital systems and transmitted in networks (20%)</p>	Week 5 (Each Term)
<p><b>Equipment required for Technology Mandatory – Industrial Arts</b></p> <ul style="list-style-type: none"> <li>• Apron – available at school office</li> <li>• Sturdy fully covered footwear</li> <li>• Pencils, eraser, sharpener</li> <li>• School diary</li> <li>• Hair restraint</li> <li>• USB stick</li> </ul> <p><b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables</p>		

**Year 8****Technology (TAS)****Head Teacher: Mrs S Cowell**

<b>Topic 1 (semester course)</b>		
Materials Technology 'Are you Thready for This'	Design Project – Design your own bag Including design folio	The subject will be continually assessed throughout the term. Mostly on work they are completing in class, while a few small tasks will need to be completed at home. The complete project will need to be finalised by the end of term.
<b>Topic 2</b>		
Food Technologies 'Change your appetite'	Design Project – Pasta Recipe Including design folio	
<p><b>Equipment required for Technology (TAS)</b></p> <ul style="list-style-type: none"> <li>• Pens, pencils</li> <li>• USB stick</li> <li>• Apron for food preparation (can be purchased from the Front Office)</li> <li>• Books, food for food preparation and materials for their bag project provided through subject fees</li> </ul> <p><b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables Assisting students to experiment with pasta recipes and designs at home</p>		

## Year 8

## Personal Development, Health and Physical Education (PDHPE)

Head Teacher: Mr K Bassingthwaighte

Topics / Theme Description	Assessment	Approx. due date
Theory Units: Relationships, risky business, It's ok to be me Practical Units: Athletics & 5 from the following: Softball, netball, basketball, volleyball, cricket, touch, soccer	Written task each semester (30%)	Early Term 1 End of Term 3 (30%)  Practical varies throughout the semester
<p><b>Equipment required for Year 8 (PDHPE)</b></p> <ul style="list-style-type: none"> <li>• <b>Practical:</b> A change of clothes and suitable footwear to participate in activities</li> <li>• <b>Theory:</b> Appropriate writing materials and book</li> </ul> <p><b>How Can Parents help?</b></p> <ul style="list-style-type: none"> <li>• Encourage students to participate to the best of their ability in all activities</li> <li>• Ensure that students have the correct equipment to participate in all activities in the course</li> <li>• Assist students to complete tasks on time</li> </ul>		

**Year 8****Dance****Head Teacher: Mrs N McPherson**

<b>Term 1-4 (5 week course)</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Robotics - Performance, Composition and Appreciation. Focus on Dynamics, Safe dance and selected themes.	Individual/Pair/Small group tasks in class	During 5 weeks
<p><b>Equipment required for Dance</b> Change of clothes (must be comfortable and appropriate)</p> <p><b>How Can Parents help?</b> Encourage and support performance opportunities made available at Kingscliff High School.</p>		

**Year 8****Drama****Head Teacher: Mrs N McPherson**

<b>Terms 1-4 (5week course)</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Making, Performing and Appreciating. Focus on Performing Scripted Drama and Elements of Drama	Individual/Pair/Small group tasks in class	During 5 weeks
<p><b>Equipment required for Drama</b> N/A</p> <p><b>How Can Parents help?</b> Encourage and support performance opportunities made available at Kingscliff High School.</p>		

## Year 8

## Music

Head Teacher: Mrs N McPherson

Term 1		
Rock Music	Practical assessment tasks on guitar, keyboard drums and percussion. TAB and tradition notation.	4 per term Weeks 2, 4, 6 and 8
	Performing guitar, ukele, keyboard, drums percussion. TAB and Traditional Notation	
	Composing Written end of term examination Listening Musicianship development	
	Musicianship development – Aural tests	Every week
	Written end of term test	Week 7-8
<p><b>Equipment required for Year 8 Music</b> Plastic display folder</p> <p><b>How Can Parents help?</b> Engage with your child about the types of music you used to listen to. Ask your child to compare it with the types of music they listen to today. If you play an instrument, ask your child to perform what they are learning in class and attempt to play it with them.</p> <p>Kingscliff High School Creative and Performing Arts (CAPA) department run a whole school production in Terms 2 and 4. It is an amazing opportunity for our talented students to showcase their outstanding performance ability. Your attendance and support is greatly appreciated.</p>		

## 2022 Year 8 Assessment Schedule

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 4
		Term 1 Week 5	Term 1 Week 7	Term 2 Week 8
		<b>Rock Music</b> Presentation of 3 Guitar TAB songs	<b>Rock Music</b> Presentation of one ensemble song	<b>Rock Music</b> Topic and Listening Test
		<b>Syllabus Outcomes</b> 4.1, 4.2, 4.11, 4.12	4.3, 4.4, 4.5, 4.6, 4.7	4.8, 4.9, 4.10
Performing	50	30	20	50
Composing	30			30
Listening	20			20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>20</b>	<b>50</b>

## Year 8

## Visual Arts

Head Teacher: Mrs N McPherson

One Term		
Topics / Theme Description	Assessment	Approx. due date
<p><b>Signs, Symbols and Optical Illusions Modern Art</b></p> <p>Develop knowledge, understanding and skills to make artworks informed by their understanding of practice.</p> <p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice and historical significance.</p>	<p><b>Art Making 80%</b></p> <ul style="list-style-type: none"> <li>• Artworks inspired by Modern Art Movements</li> <li>• Experiments in various techniques and materials</li> </ul> <p><b>Critical and Historical Studies 20%</b></p> <ul style="list-style-type: none"> <li>• Artist studies (Pop Art)</li> <li>• Modern Art period</li> </ul>	<p>Ongoing during class. Tasks submitted between weeks 5-9.</p> <p>Research work to be submitted week 10</p> <p>Ongoing during class</p>
<p><b>Equipment required for Visual Arts:</b></p> <ul style="list-style-type: none"> <li>• An A3 size Visual Arts Sketch Book (available from the school office)</li> <li>• 2B/4B Pencil</li> <li>• Ruler, eraser, sharpener, glue stick, scissors, coloured pencils (watercolour pencils optional)</li> </ul> <p><b>How Can Parents help?</b>            Ensure students have the required equipment.            Provide students with access to the internet for research and planning            Provide positive encouragement to students</p>		

## Year 8

## Japanese

Head Teacher: Mrs S Cowell

<b>Course: Unit 1: nihongo ga dekimasu</b>		<b>Approx. due date</b>
<b>Topics / Theme Description</b>	<b>Assessment</b>	
Revise Year 7 work, set up Google Classrooms, learn to type in Japanese, Set up Group Norms, Link up with Primary Schools for using what we know	Hand in sheet showing they can use google classrooms, show they can type in Japanese	Term 1, Week 3
<b>Course: Unit 2: nihon wa kirei desu</b>		
<b>Topic / Theme Description</b>		<b>Approx. due date</b>
Assignment to learn about Japan. All future learning will evolve around this assignment	Assignment on Japan	Term 1, Week 6
<b>Course: Unit 3: nihon ni ikimasu</b>		
<b>Topics / Theme Description</b>		<b>Approx. due date</b>
Learn about how to say where you will go in Japanese and to describe places	Workbooks handed in to check on progress	Term 1, Week 8
<b>Course: Unit 4: nihon de tomarimasu</b>		
<b>Topics / Theme Description</b>		<b>Approx. due date</b>
Learn how to say where you will stay and describe accommodation	Workbooks handed in to check on progress	Term 1, Week 10
<b>Course: Unit 5 – nihon de tabemasu</b>		
<b>Topics / Theme Description</b>		<b>Approx. due date</b>
Students will create a restaurant and role play eating in it.	Assignment, presentation of plays	Term 2 Week 5
<b>Course: Unit 6 – nihon wa omoshiroi desu</b>		
<b>Topics / Theme Description</b>		<b>Approx. due date</b>
Cultural days and Spirited Away		As days occur, as fits in with teacher
<b>Equipment required for Japanese</b>	<b>How Can Parents help?</b>	
<ul style="list-style-type: none"> <li>At least 2 pens of different colours</li> <li>An exercise book</li> <li>Ruler, eraser, led pencil, coloured pencils</li> </ul>	Be supportive of language learning Share own travel experiences Talk to the teachers if you have any questions	
<p>Learning a language is important because: It helps better understand our native tongue, it improves our ability to manipulate English, it gives an appreciation of Australian culture and our place within Asia, it can help make us more employable.</p> <p>Ensure that course fees are paid to cover project consumables</p>		



<b>Course: Unit 1</b>		
<b>Topics / Theme Description</b>		
Introduction to group work		
<b>Course: Unit 2</b>		
<b>Topic / Theme Description</b>		
A Restaurant in Japan		<b>Approx. due date</b> Term 1, Week 11
<b>Course: Unit 3</b>		
<b>Topics / Theme Description</b>		
Nihon wa sugoi desu		<b>Approx. due date</b> Term 2, Week 5
<b>Course: Unit 4</b>		
<b>Topics / Theme Description</b>		
Waking up in Japan		<b>Approx. due date</b> Term 2, Week 10
<b>Course: Unit 5 – Japanese People</b>		
<b>Topics / Theme Description</b>		
Cultural activities relevant to the season		<b>Assessment</b> Bookwork
<b>Approx. due date</b> Continual		
<b>Course: Unit 6 – Reading and Writing Hiragana</b>		
<b>Topics / Theme Description</b>		
Learn how to read and write the main writing system of Japan		<b>Assessment</b> Reading and Writing tests
<b>Approx. due date</b> Term 2, Weeks 1 - 10		
<p><b>Equipment required for Japanese</b></p> <ul style="list-style-type: none"> <li>• At least 2 pens of different colours</li> <li>• An exercise book</li> <li>• Ruler, eraser, led pencil, coloured pencils</li> </ul> <p><b>How Can Parents help?</b>  Be supportive of language learning  Share own travel experiences  Talk to the teachers if you have any questions  Learning a language is important because: It helps better understand our native tongue, it improves our ability to manipulate English, it gives an appreciation of Australian culture and our place within Asia, it can help make us more employable.</p> <p>Ensure that course fees are paid to cover project consumables</p>		

## Year 8

## Information and Software Technology

Head Teacher: Mr M Wiggins

<b>Unit 1 (One Term Course)</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Digital Design – Photoshop Tasks	Digital Portfolio – Photoshop – Photoshop Image Editing and Digital Data Theory (50%)	Week 5/Term
<b>Unit 2 (One Term Course)</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Internet and Website Design	Website Design Project and Folio. (Progress Mark) (50%)	Week 7/Term
<p><b>Equipment required for Information and Software Technology</b></p> <ul style="list-style-type: none"> <li>• Pencil Case with pens, pencils, eraser, sharpener</li> <li>• School diary</li> <li>• USB stick</li> </ul> <p><b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables.</p>		