

**INNOVATION  
INSPIRATION  
EXCELLENCE**



**2023 Year 8  
Curriculum Handbook**



**Education**

# 1 PROCEDURES RELATED TO THE ADMINISTRATION OF TASKS

## 1.1 Providing Adequate Assessment Notice and Information

A minimum two weeks written notice is required for all formal assessment tasks. Students will be issued with an official assessment notification, and assessment tasks must also be uploaded to CANVAS as an assignment with a set due date within the related course.

THS will provide an assessment notification for every formal task which provides the following information:

- i. the task due date, outcomes, components and weight value in relation to the total weighted mark for the course
- ii. a task description outlining the nature of the task and specific requirements, including the drafting process/requirements for the task
- iii. details of the school's policy for non-submission of the task
- iv. a marking rubric for project-based tasks to guide student performance against A-E and numerical scales
- v. a marking rubric or common answer guide for examination style tasks is to be attached to the notification as part of the Assessment Task Development Process and for Head Teacher Faculty review, but is not required to be distributed to students. (These must be provided to students as part of the feedback process)
- vi. submission and presentation instructions.

## 1.2 Signing for receipt of tasks

All students are required to acknowledge receipt of the assessment task. While it is a requirement to upload all assessment notifications to CANVAS, a hard copy will also be given to students. Acknowledgement is achieved when the students sign and date the THS Student Assessment Notification, Submission and Return Register.

## 1.3 Students absent from school when assessment information is given out

Where possible, students have assessment tasks available to them via the school's Learning Management System, CANVAS on the day they are physically handed out. If a student is absent the day an assessment task notification is distributed, it is their responsibility to see their teacher to receive the notification. Students will know when a task notification must be provided from information outlined in curriculum handbooks and faculty assessment schedules. Teachers are to issue students with a written copy of task notifications during the next attended lesson and have students sign to acknowledge that they have received this.

It is each student's responsibility to carefully check the details of the assessment task notification sheet. Additionally, if a student is absent when the assessment task notification is issued, it is their responsibility to obtain the task information from the class teacher on return to school or otherwise.

## 1.4 Submission and Completion of Tasks

### 1.4.1 Submitting tasks

- Tasks are to be submitted via the Toronto High School Learning Management System, CANVAS. Tasks can be handed in during the day or by **2.20pm on the due date**. If the submission cannot be made through CANVAS after seeking assistance from your teacher or librarian, tasks can be submitted directly to the assessing teacher.
- In the absence of the student's regular teacher, the Head Teacher of the respective faculty can receive assessment tasks on behalf of the absent staff member. Paper submissions are to be dated, time stamped and signed by the receiving Head Teacher. In the absence of both the teacher and respective Head Teacher Faculty, tasks can be submitted to a Deputy Principal. Paper submissions are to be dated, time stamped and signed by the receiving Deputy Principal.
- Students submitting tasks to CANVAS on the due date will have a time stamped assignment submission notification sent to the relevant teacher. For physical assignment submissions, students will be required to sign that they have handed the task to their teacher.
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases. Computer/prINTER problems alone are not sufficient grounds for a misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be resolved in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No

consideration can be given for tasks which have allegedly been lost or stolen.

- It is the students' responsibility to ensure that files uploaded to CANVAS are **not corrupt** and are the **correct, completed task**. After submitting the task on Canvas, students can verify this is the case by downloading their submission from the top right hand corner of the *Submission* page on Canvas.

#### 1.4.2 Examinations and in-class tasks

- For examinations, class tests or in-class assessment tasks, it is expected that each student will bring the necessary equipment, including any special items indicated by the class teacher or as listed on the assessment notification. **Students should not expect to be allowed to borrow any equipment.**
- All teachers will be required to have a visible working clock for all timed assessment tasks.
- In the event of an examination or class task being completed before the allocated time, students are expected to appropriately manage their behaviour so as to not interfere with other students undertaking the assessment. If students finish early, they are encouraged to review and edit their papers to use up the allotted time appropriately. With the exception of special circumstances, no student will be permitted to leave the assessment room early.
- Misbehaviour or inappropriate behaviour will not be tolerated during assessment tasks. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption. An appropriate consequence for actions will be determined by the Head Teacher Faculty or Senior Executive.

#### 1.4.3 Non-serious or unsatisfactory attempts of assessment tasks

- Students must make a satisfactory attempt at an assessment task. Class teachers, in consultation with their Head Teacher Faculty, will determine if a student has made an unsatisfactory attempt. Assessments are designed so all students should be able to access the task.
- Once a submission has been deemed as a non-serious attempt, the teacher will issue the student with a *Faculty Warning* letter (Year 7-9) or *N-Award Warning* letter (Year 10-12).
- Unless other instructions are given, normal examination conditions will apply to all tasks. Internet connected devices (including but not limited to phones and smart watches) are prohibited from the examination room and/or classroom while an assessment task is being conducted, unless prescribed in the assessment task.

### 1.5 School Based Assessment, Absences and Late Submissions

#### 1.5.1 Late or non-submission of school-based tasks: ACE procedures

- If a student fails to complete a task specified in the school-based assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on an alternate task.
- In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.
- If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.
- If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

#### 1.5.2 Late or non-submission of school-based tasks: THS procedures

- Students who hand in work late, without a valid reason, will be awarded a mark of zero.
- For Years 7-9 students, verbal communication from the parent to the teacher providing a valid reason can be accepted as valid. A medical certificate is not required.
- For Year 10-12 students, all tasks not submitted on the due date and not undergoing appeal, an N-Warning letter will be sent as per NESA requirements.
- Each faculty will take responsibility for tracking Faculty Warnings and N-Warnings.
- Once a N-Warning or Faculty Warning is resolved, it is the responsibility of the classroom teacher to ensure this is reflected on Sentral.
- If a student is absent on the day of a submission or "hand in task", they must submit the task on the first day of their return from absence along with a Misadventure/Illness and Application Form within three days of their return.



### 1.5.3 School leave

- If students know that they will be absent for an assessment task due to personal or school commitments, they must give notice of their leave to the Senior Executive and Head Teacher Faculty as soon as possible. Where possible, the task should be completed or submitted prior to the due date.
- In the event of the task not being able to be completed prior to the due date, the student must consult the Head Teacher Faculty (Years 7-9) or Senior Executive (Years 10-12).
- If the school does not grant leave approval, and the task has not been submitted or completed by the due date, a mark of zero will be awarded for task non completion.

### 1.5.4 Illness and misadventure

- If a student is unwell or experiences misadventure (such as an accident), on the due date or day prior, they must complete an Illness/Misadventure form and submit it within three school days from when they return to school.
- For students in Years 7-9, a medical certificate is not required. Written or verbal communication from the parent to the teacher providing a valid reason can be accepted as valid. The completed Illness, Misadventure and Appeal Form is to be submitted to the Head Teacher Faculty.
- For students in Years 10-12, relevant documentary evidence (such as a medical certificate and Independent evidence of illness form or Statutory Declaration) must be attached to the completed Illness, Misadventure and Appeal Form and submitted to the relevant Deputy Principal (Years 10-12).
- As part of the illness and misadventure process, where the Deputy Principal (Years 10-12) or Head Teacher Faculty (Years 7-9) finds that a student has a valid reason for their absence on the due date of the assessment task, the student will incur no academic penalty and alternative arrangements for the submission or completion of the assessment task will be made. Alternative arrangements could include, but are not limited to: estimates, alternate assessment tasks or submission of the original assessment task depending on the circumstances.
- Where the Deputy Principal (Years 10-12) or Head Teacher Faculty (Years 7-9) finds that a student does not have a valid reason for their absence on the due date of the assessment task or day prior, the student will receive a mark of zero for that assessment task. **The student is still required to complete the assessment task regardless of the zero mark.**
- Completing the Illness/Misadventure form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

### 1.5.5 Excursions and fieldwork

Some subjects require students to undertake compulsory excursions. In the case of unavoidable absences from these activities, students must negotiate alternative arrangements prior to the event. Final decisions will be at the discretion of the Senior Executive.

### 1.5.6 Appeals

- If a student wishes to appeal, they must complete an Illness/Misadventure and Appeal Form.
- For students in Years 7-9, an appeal may be heard by the Head Teacher Faculty when accompanied by contact from the parent or carer.
- For students in Years 10-12, students may submit an appeal with appropriate, independent documentation such as a Doctor's Certificate or Statutory Declaration. Appeals must be submitted directly to the relevant Deputy Principal. The appeal will be subject to the decision of the Assessment Appeals/Dispute Panel.
- THS deems the following situations as grounds for an appeal:
  - the task has not been weighted in line with the NESA requirements
  - the task has not complied with the stated assessment program and/or assessment requirements
  - there has been a miscalculation or a clerical error when deciding the assessment mark

### 1.5.7 Absence, illness/misadventure for group performances

- In the event of a group member being absent on the due date of a performance, if the remaining group members can complete the performance, then the performance is to go ahead.
- In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an Illness/Misadventure form as a group.
- Completed Illness/Misadventure forms must be completed and submitted within three school days from when the student has returned to school.
- Immediately upon return to school, the absent student is required to complete an Illness, Misadventure

and Appeal Form and provide supporting documentation. Completed forms are to be submitted to the Deputy Principal (Years 10-12). This application will be considered separately to any group application.

- Applications for illness/misadventure will be considered on a case by case basis and decisions are left to the discretion of the Senior Executive (Years 10-12) and Head Teacher Faculty (Years 7-9).
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task as per the Toronto High School Illness, Misadventure and Appeal Flow Chart (see Appendix). If rescheduling of the performance to an alternate date is required, this will be determined by the Head Teacher Faculty in consultation with the Senior Executive.

### **1.6 Substitute Tasks, Alternate Tasks and Estimates**

Estimates, alternate tasks and substitute tasks will be deployed at the discretion of the Senior Executive for individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, in the event a non-discriminating task is administered or where deemed required. Estimates or substitute tasks will also be deployed at the discretion of the Assessment Appeals/Dispute Committee.

#### **1.6.1 Alternate Tasks**

- If a Senior Executive member determines that a successful Illness/Misadventure or Appeal application requires the administration of an alternate task, the new task will follow the Assessment Development Process. Alternate tasks will be given priority during the Assessment Task Development process.
- As far as is reasonably practical, the alternate task will be completed two weeks after the original due date. The alternate date will be recorded on the Sentral assessment calendar and be confirmed in writing on the upheld Illness/Misadventure and Appeal Form.

#### **1.6.2 Estimates**

If a student misses the scheduled alternate task due to legitimate reasons which fall within the illness, misadventure and appeal process, this exceptional circumstance may result in an estimate. This decision is made by the relevant Deputy Principal (Years 10-12).

### **1.7 Awarding a Zero Mark**

Zero marks will be awarded when a student is absent on the due date or fails to submit an assessment task on the due date. The Assessment Appeals/Disputes Committee may choose to reject an appeal for illness or misadventure in which case, the zero mark will stand. Zero marks will also be awarded in the event of malpractice. Students receiving a zero mark must still complete the assessment task.

### **1.8 Students Undertaking VET Work Placement**

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

### **1.9 Technical Failure**

Technical failure is not an excuse for inability to submit or complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the agreement of the Assessment Appeals Committee and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by an Illness/Misadventure Appeal form, if any consideration is to be given by the Assessment Appeals/Dispute Committee. All such, cases will be considered individually.

### **1.10 Applications for Extension of Task Submission**

- A student may apply for an extension to a due date if they feel they have exceptional circumstances that result in a genuine inability to meet the assessment timeframe. All applications for extension must be in writing. Years 7-9 require parental/carer contact/contribution and the completed Extension of Assessment Form. For Years 10-12 appropriate supporting documentation, in the form of independent evidence such as Doctor's Certificate or Statutory Declaration, is required in addition to the completed Extension of Assessment Form.
- Applications for extension need to be given to the Head Teacher Faculty (Years 7-9) and Deputy Principal (Years 10-12) at least 24 hours prior to the due date. The awarding of the extension will be at the discretion of the Senior Executive (Years 10-12) and Head Teacher (Years 7-9). Where less than 24 hours notice is

provided, the Senior Executive and Head Teacher Faculty will determine if an extension is to be granted.

- Acceptable reasons to apply for an extension include:
  - school related business
  - illness or injury where the nature of the illness or injury prevents the student's capacity to fulfil the task's requirements
  - family bereavement.
- Technology failure is not an appropriate reason for late submission and therefore an application for extension may be declined.
- A student who wishes to apply for an extension must:
  - complete an Application for Extension of Assessment form and
  - submit a completed Application for Extension of Assessment Form to the Head Teacher Faculty (Years 7-9) or Deputy (Years 10-12) as soon as is reasonably possible.
- The Head Teacher Faculty and Deputy Principal will determine the nature or form of the extension. This could include:
  - an extension of time for submission
  - completion of an alternative task at a later date or
  - an adjustment of the task. Independent evidence, such as a Doctor's Certificate or Statutory Declaration, needs to be supplied for students in years 10-12.
- Completing the Application for Extension of Assessment form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

## 2 PROCEDURES RELATED TO MALPRACTICE

### 2.1 Definition and Practices

THS follows the 2011 NESA definition and practices of malpractice:

'All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results for Year 12 students.

**Malpractice is any activity that allows students to gain an unfair advantage over other students.**

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

### 2.2 Procedures for Malpractice in Tasks

- Suspected malpractice will be reported to respective faculty Head Teachers for review. Suspected malpractice is to be communicated to Senior Executive by Head Teachers. Students found to have engaged in malpractice will be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher Faculty and Senior Executive.
- Malpractice is taken seriously at Toronto High School and may result in:
  - zero marks for part or all of the assessment task/examination
  - potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

### 2.3 Procedures for Malpractice in Examinations

- Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students.
- Electronic devices should not be brought into the examination room. Any electronic devices entering the examination room must be turned off and placed in bags (with the exception of devices prescribed in the tasks such as approved scientific calculators). For each task, teachers are required to provide a visible working clock.
- Students not making a serious attempt at the task or attempting to plagiarise or cheat will be subject to a penalty. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.
- Students removed from an examination room will report to a Head Teacher Faculty.

## 3 ASSESSMENT PROCEDURES AND PROTOCOLS

### 3.1 Awarding Marks for an Assessment Task

- At THS, student achievement in relation to syllabus outcomes and standards, is determined through the collection of evidence in the form of formal assessment tasks and is used for grading and ranking students within each of the courses. NESAs promote a standards-referenced approach to assessment and reporting and each syllabus states what students at each learning stage are expected to learn.
- Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels for the RoSA only (A10, A9, B8, B7, C6, C5, D4, D3, E2).
- Marks must be awarded against explicit marking guidelines which should be developed against the course descriptors for individual subjects.
- The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations unless an Illness/Misadventure form has been submitted and upheld. Attendance and application are not to be taken into account in the final assessment mark or in any individual assessment task.
- Marks must also accurately correlate and reflect the outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity, but tasks should be weighted more heavily toward the end of the course completion.
- NESAs require all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

### 3.2 Appeals

- If a student wishes to appeal, they must complete an Illness/Misadventure and Appeal Form.
- For students in Years 7-9, an appeal may be heard by the Head Teacher Faculty when accompanied by contact from the parent or carer.
- THS deems the following situations as grounds for an appeal:
  - the task has not been weighted in line with the NESAs requirements
  - the task has not complied with the stated assessment program and/or assessment requirements
  - there has been a miscalculation or a clerical error when deciding the assessment mark.

### 3.3 Assessment Task Notification

Assessment tasks must include the following information:

<ul style="list-style-type: none"><li>• academic year group</li><li>• faculty delivering the assessment task</li><li>• task number</li><li>• weighting</li><li>• due date</li></ul>	<ul style="list-style-type: none"><li>• detailed task description and standards</li><li>• outcomes</li><li>• marking criteria, marking rubric or explicit marking guidelines such as a common answer sheet</li><li>• method of submission.</li></ul>
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**\*\*All assessment tasks must be issued using the appropriate THS Assessment Notification template.**

Marking guidelines on this template need to be detailed, explicit and show clearly where marks will be allocated. This information is to be provided for students with the understanding that students can essentially use the assessment criteria to grade their own work to gauge assessment task progress and self-assess.

### 3.4 Assessment Feedback for Individuals and Classes

- Teachers are to use the explicit marking guidelines sheet that accompanies the student assessment notification to clearly identify where individual grades/marks have been awarded. A class/course summary that identifies common and explicit feedback of a meaningful nature, articulating assessment task strengths and assessment task areas for improvement, must be completed for every assessment task so all students are aware of what needs to be done to improve for the next assessment opportunity.
- All feedback and marks should be returned to students within two weeks of the task submission. Students must sign for return of task and feedback on the Student Assessment Notification and Return Register.
- Additional forms of feedback may be given in accordance with the THS Feedback Policy and/or at the



discretion of the Senior Executive and/or Head Teachers.

### **3.5 Reporting Progress**

- Students are to receive written and verbal feedback regarding progress. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made.
- Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress. It is a core responsibility of teachers and a key phase of the teaching and learning cycle with the fundamental purpose of assessment and reporting to improve student learning. Toronto High School's reporting procedures are designed to enable consistency in communicating information to a range of stakeholders about student learning, including a student's level of achievement and the progress they have made.

## **4 AWARDING GRADES FOR END OF COURSE PERFORMANCE**

### **4.1 Monitoring Satisfactory Course Completion**

Satisfactory completion can be judged by evidence regarding sustained application and diligence to learning experiences in class, home tasks and assessment tasks. Attendance may not be used to determine satisfactory completion of a course. Failure to meet one or more of these requirements may lead to an 'N' or 'Non-Completion' determination. An 'N' determination for a course may make a student ineligible for the HSC.

### **4.2 Informing Parents/Carers of Non-Submissions or Upheld Appeals**

For Year 10, an 'N' warning letter is to be used as the primary method for notifying parents of failure to submit or undertake an assessment task. In addition, faculty letters, phone calls home and parent interviews should also be used. Parents may also be informed of failure to submit or undertake an assessment task during parent teacher evening. Records of this contact need to be maintained.

### **4.3 Notifying Students at Risk of Receiving an 'N' Determination**

- Teachers are to interview students failing to engage in satisfactory course completion. 'N' warning letters are to be sent home regarding unsatisfactory course completion. Head Teachers are to interview students regarding ongoing unsatisfactory course completion and make parent / carer phone contact.
- Students undergoing a UPL are to be interviewed by the Deputy Principal and parent / carer phone contact is to be made. Parental inclusion in the UPL interview is at the discretion of the Deputy Principal. Regular contact home regarding student progress is also at the discretion of the Deputy Principal.
- Students failing to meet UPL requirements, and/ or have been officially nominated to the Principal for an 'N' determination by the Deputy Principals, will be interviewed by the Principal. Parent/carers contact and involvement at this point of intervention will be at the discretion of the Principal.

### **4.4 Establishing Student Performance 7-10**

- For Years 7-10, teachers use NESA Common Grade Scale to make professional on-balance judgments to determine which performance descriptor best matches the standards their students have achieved. Additional evidence such as formative assessment, class work and observations can be used to support any variation from the formal grade/mark. Adjusting of marks for final grades is to be done in consultation with staff, led by the Head Teacher Faculty, and approved by the Senior Executive. Marks do not necessarily represent the achievement level of a student as outlined in performance descriptors.
- The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for School Developed Board Endorsed Courses and Content Endorsed Courses). These grades should be reflected in the marking of assessment tasks.
- Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course. Students undertaking a Stage 5 VET course are not allocated a grade in that course.



**TORONTO HIGH SCHOOL**  
**YEARS 7-9 APPLICATION FOR EXTENSION**  
**OF ASSESSMENT DUE DATE FORM**

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

YEAR: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER: \_\_\_\_\_

**\*THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED\***

- |  |   |
|--|---|
| <input type="checkbox"/> Course, subject, task name and due date completed<br><input type="checkbox"/> Reason for extension completed<br><input type="checkbox"/> Details to support request completed<br><input type="checkbox"/> Classroom teacher comment completed | <input type="checkbox"/> Parental/Carer communication received<br><input type="checkbox"/> Student signature and date completed<br><input type="checkbox"/> Parental/Carer signature and date completed |
|--|---|

Subject: \_\_\_\_\_

Task Name: \_\_\_\_\_

Due Date:     /     /

Reason for Extension Request:

Details to Support Extension Request:

Classroom Teacher Comment:

Parent/Carer Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date:     /     /

Date:     /     /

Head Teacher's Decision:

- |   |   |
|---|---|
| <input type="checkbox"/> Extension of due date ( <i>New due date</i> _____)<br><input type="checkbox"/> Alternate task ( <i>New due date</i> _____) | <input type="checkbox"/> An adjustment to the task<br><input type="checkbox"/> No extension granted |
|---|---|

Head Teacher's Comments:

Head Teacher Signature: \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_

Date:     /     /

Date:     /     /



## TORONTO HIGH SCHOOL FACULTY WARNING FLOWCHART

Student fails to apply themselves with diligence and sustained effort to set class tasks and experiences:

- Class teacher consults with Head Teacher Faculty
- Teacher interviews and supports student.
- Record of interview maintained.

Student fails to submit an assessment task by the due date. Task will have been issued at least two weeks prior to this time.

No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

### **FIRST FACULTY WARNING LETTER IS ISSUED**

Students of concern are raised at faculty meetings and Executive meetings.

Student resolves *Faculty Warning* letter. A mark of zero remains. Sentral is updated.

*Faculty Warning* remains unresolved.

Student fails to submit second assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

OR

### **SECOND FACULTY WARNING LETTER IS ISSUED**

- Unresolved first task is listed on the letter in addition to second missed task.
- Parent/carer is contacted via phone call. Interview record is maintained.
- Students are raised at faculty and Executive meetings. DPs are emailed names of students.
- Class Teacher and Head Teacher to establish requirements for student to redeem *Faculty Warning*/s.

Student resolves *Faculty Warning*. A mark of zero remains. Sentral is updated.

Warning remains unresolved. Head Teacher Intervention/ Interview. Record of interview maintained.

Student fails to submit a third assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

OR

### **THIRD FACULTY WARNING LETTER IS ISSUED**

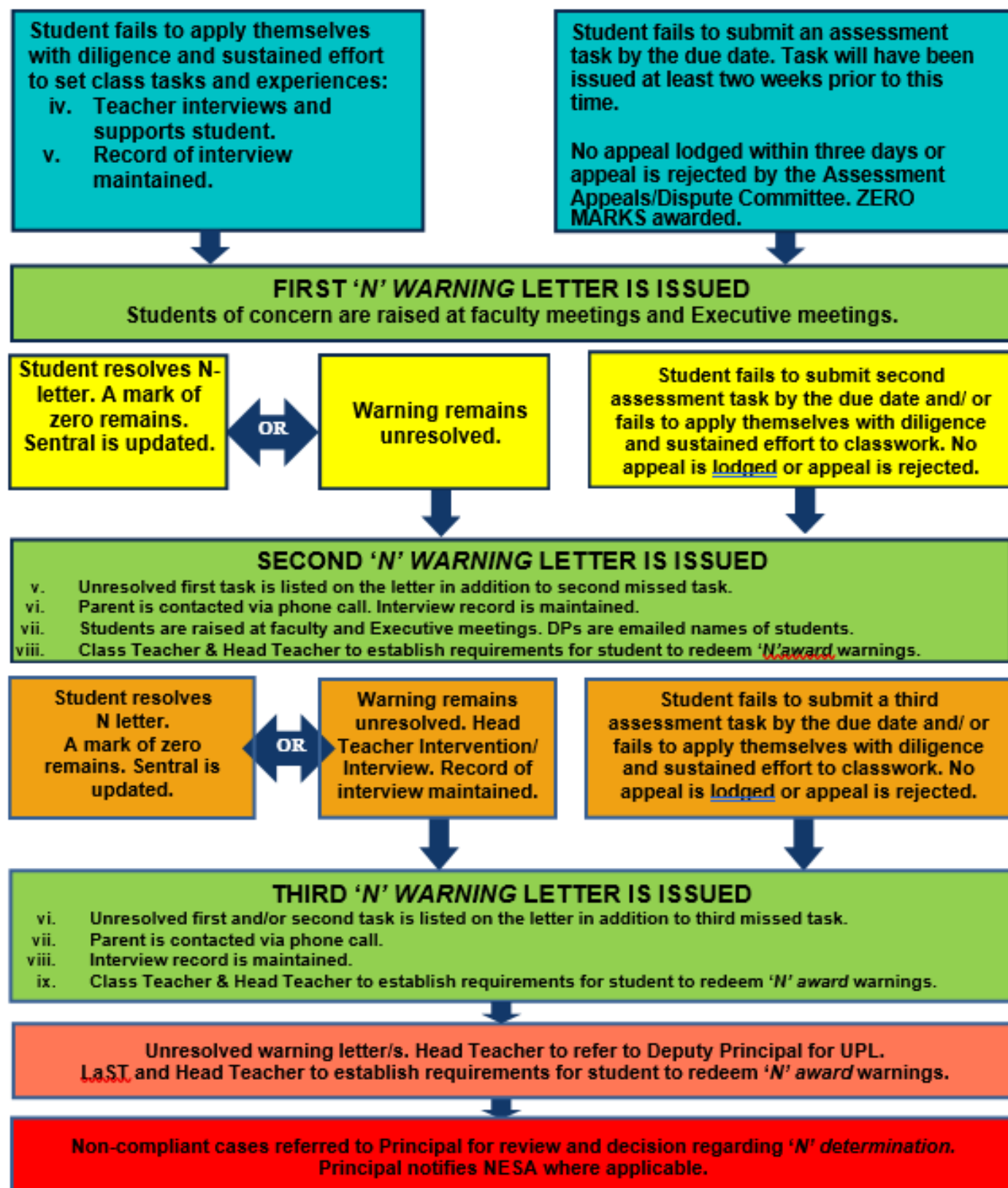
- Unresolved first and/or second task is listed on the letter in addition to third missed task.
- Parent is contacted via phone call.
- Interview record is maintained.
- Class Teacher and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.

Unresolved warning letter/s. Head Teacher to refer to Deputy Principal for UPL. LaST and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.

Non-compliant cases referred to Principal for review and decision.



## TORONTO HIGH SCHOOL 'N' AWARD FLOWCHART



**TORONTO HIGH SCHOOL COURSE INFORMATION**  
**NESA SYLLABUS LINKS**

FACULTY	SUBJECT and NESA SYLLABUS LINK
CAPA	<a href="#"><u>VISUAL ARTS</u></a>
ENGLISH	<a href="#"><u>ENGLISH</u></a>
HSIE	<a href="#"><u>GEOGRAPHY</u></a>  <a href="#"><u>HISTORY</u></a>
MATHEMATICS	<a href="#"><u>MATHEMATICS</u></a>
PDHPE	<a href="#"><u>PDHPE</u></a>
SCIENCE	<a href="#"><u>SCIENCE</u></a>
TAS	<a href="#"><u>TECHNOLOGY MANDATORY</u></a>



## VISUAL ARTS- Year 8

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	<b>Term 1</b>  (8 weeks)	<b>Term 1 (3 Weeks)</b> <b>Term 2 (5 Weeks)</b> (8 weeks)	<b>Term 2 (5 Weeks)</b> <b>Term 3 (8 Weeks)</b> (13 weeks)	<b>Term 3 (2 Weeks)</b> <b>Term 4 (10 Weeks)</b> (12 weeks)
Name of Unit	<b>WHAT IS ART?</b>	<b>MASKS</b>	<b>MANDALAS</b>	<b>ART IN AUSTRALIA</b>
Concepts	<ul style="list-style-type: none"> <li>• Introduction to Visual Arts</li> <li>• What is a VAPD?</li> <li>• Overview of the functions of Art in Society</li> <li>• The Elements of Art</li> <li>• The Principals of Art</li> <li>• Careers in Art</li> <li>• Overview of The Conceptual Frame, The Frames and Art Practice</li> <li>• Exploration of Colour theory</li> <li>• Application and combination of elements of Art to create artwork</li> <li>• Creating artworks influenced by the Mexican tradition of “Day of the Dead”</li> </ul>	<ul style="list-style-type: none"> <li>• A structural exploration of ceramic techniques, and Masks from around the world.</li> <li>• A study of different beliefs about and meanings relating to the representation &amp; functions of masks.</li> <li>• Contemporary, Modern masks are also explored with emphasis on Design and colour</li> </ul>	<ul style="list-style-type: none"> <li>• A structural and subjective exploration of the natural elements of earth, air, water and fire.</li> <li>• A study of the cultural history of the mandala.</li> <li>• An investigation into signs and symbols and the way artists use symbolism to create a visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• An exploration of Australian Art through historical and critical studies.</li> <li>• Designing imagery that relates to Australian suburban culture.</li> <li>• Historical and critical study of Indigenous art.</li> <li>• Design and printmaking- scratch-foam printing.</li> <li>• Creating artworks influenced by Australian culture.</li> </ul>
Assessment Number Type  Timing Weighting Outcomes	<b><u>Task 1</u></b> <b>Elements Artwork Sugar Skull</b>  Term 1, Week 8 <b>15%</b> 4.1, 4.6	<b><u>Task 2</u></b> <b>Ceramic Mask (20%) &amp; Poster (15%)</b> Term 2 Week 5 <b>35%</b> 4.2, 4.6, 4.8, 4.10	<b><u>Task 3</u></b> <b>Mandala Acrylic Painting Earth, Air, Fire and Water</b> Term 3 Week 8 <b>20%</b> 4.3, 4.4, 4.5	<b><u>Task 4</u></b> <b>Designed Artwork (15%) &amp; Artist Case study (15%)</b> Term 4 Week 6 <b>Assessment 30%</b> 4.6, 4.7, 4.9
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> <li>• Art Making</li> <li>• Critical &amp; Historical Interpretations</li> </ul>		<ul style="list-style-type: none"> <li>• Art Making</li> <li>• Critical &amp; Historical Interpretations</li> </ul>	
Report Outcomes	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 4.6 selects different materials and techniques to make artworks 4.8 explores the function of and relationships between artist artwork world audience. 4.10 recognises that art criticism and art history construct meanings		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 4.9 begins to acknowledge that art can be interpreted from different points of view	

## ENGLISH- Year 8

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1 (10 weeks)	Terms 2 and 3 (20 weeks)	Term 4 (10 weeks)
Name of Unit	GENDER AND CULTURE	LITERARY VALUE (SELECTION OF TEXTS FROM THE CANON)	ISSUES IN OUR SOCIETY
Concepts	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Culture</li> <li>• Film techniques</li> <li>• Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Metaphor</li> <li>• Narrative Voice</li> <li>• Tone</li> <li>• Visual Literacy</li> <li>• Imagery</li> <li>• Interpretation</li> <li>• Impact</li> <li>• Setting</li> <li>• Characterisation</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Sustainability</li> <li>• Prejudice</li> <li>• Racism</li> <li>• Discrimination</li> <li>• Gender</li> <li>• Impact</li> <li>• Purpose</li> </ul>
Assessment Number Type Timing Weighting Outcomes	<u><b>Task 1</b></u> Visual Representation <b>Term 2, Week 6</b> 35% EN4-2A, EN4-8D	<u><b>Task 2</b></u> Essay <b>Term 3, Week 7</b> 35% EN4-3B, EN4-6C, EN4-9E	<u><b>Task 3</b></u> Discursive <b>Term 4, Week 4</b> 30% EN4-5C, EN4-7D
Learning Areas	Reading, Writing, Viewing, Listening, Speaking	Reading, Writing, Viewing, Listening, Speaking	Reading, Writing, Viewing, Listening, Speaking
Texts	Whale Rider	Selection of Extracts: 'Pride and Prejudice' Jane Austen, 'Tell-tale Heart' Edgar Allen Poe, 'Wuthering Heights' Emily Bronte,	10 Futures- Michael Pryor

## GEOGRAPHY- Year 8

Unit	Unit 1	Unit 2
Time/ Duration	Term 3, Weeks 1-10 (10 weeks)	Term 4, Weeks 1-11 (11 weeks)
Name of Unit	INTERCONNECTIONS	WATER IN THE WORLD
Concepts	Place, Space, Environment, Interconnection, Scale, Sustainability, Change	Place, Space, Environment, Interconnection, Scale, Sustainability, Change
Assessment Number Type Timing Weighting Outcomes	<b><u>Task 1</u></b> Research task Term 3 Week 9 50%	<b><u>Task 2</u></b> Skills based Test Term 4 Week 6 50%
Learning Areas/ Mandatory Experiences	Maps, Fieldwork, Graphs and Statistics, Spatial Technologies, Visual Representation	Maps, Fieldwork, Graphs and Statistics, Spatial Technologies, Visual Representation
Report Outcomes	GE4-3, GE4-4, GE4-5, GE4-8	GE4-2, GE4-3, GE4-5, GE4-7

## HISTORY- Year 8

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1, Weeks 1-8 (8 weeks)	Term 1, Week 9 –Term 2, Week 4 (6 weeks)	Term 2, Weeks 5-10 (6 weeks)
Name of Unit	<b>MEDIEVAL EUROPE (c. AD 590 – c. 1500)</b> OVERVIEW/ DEPTH STUDY 4: THE WESTERN AND ISLAMIC WORLD	<b>THE SPANISH CONQUEST OF THE AMERICAS</b> DEPTH STUDY 6: EXPANDING CONTACTS	<b>THE POLYNESIAN EXPANSION ACROSS THE PACIFIC</b> DEPTH STUDY 5: THE ASIA-PACIFIC WORLD
Concepts	<ul style="list-style-type: none"> <li>• Continuity and change</li> <li>• Cause and effect</li> <li>• Perspectives</li> <li>• Empathetic understanding</li> <li>• Significance</li> <li>• Contestability</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity and change</li> <li>• Cause and effect</li> <li>• Perspectives</li> <li>• Empathetic understanding</li> <li>• Significance</li> <li>• Contestability</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity and change</li> <li>• Cause and effect</li> <li>• Perspectives</li> <li>• Empathetic understanding</li> <li>• Significance</li> <li>• Contestability</li> </ul>
Assessment Number Type Timing Weighting Outcomes	<b>Task 1</b> Research Task <b>Week 6, Term 1</b> 50% HT4-6, HT4-8, HT4-10		<b>Task 2</b> In class Test <b>Week 5, Term 2</b> 50% HT4-2, HT4-6, HT4-7
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> <li>• Comprehension: chronology, terms and concepts</li> <li>• Analysis and use of sources</li> <li>• Perspectives and Interpretations</li> <li>• Empathic Understanding</li> <li>• Explanation and Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension: chronology, terms and concepts</li> <li>• Analysis and use of sources</li> <li>• Perspectives and Interpretations</li> <li>• Empathic Understanding</li> <li>• Explanation and Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension: chronology, terms and concepts</li> <li>• Analysis and use of sources</li> <li>• Perspectives and Interpretations</li> <li>• Empathic Understanding</li> <li>• Explanation and Communication</li> </ul>
Report Outcomes	HT4-6, HT4-8, HT4-10		HT4-2, HT4-6, HT4-7

# MATHEMATICS- Year 8

## Term 1

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1, Weeks 1-5 (5 weeks)	Term 1, Weeks 6-8 (3 weeks)	Term 1, Weeks 9 – 11 (3 weeks)
Name of Unit	FINANCIAL MATHEMATICS (+ REVIEW OF FDP)	RATES AND RATIOS	CIRCLES
Concepts	GST, best buys, profit and loss, use of money in daily life, multiply and divide by powers of 10, rounding decimal places.	Simplifying and comparing ratios, unitary method, solving problems using rates and ratios, real life rates and ratios such as speed, distance and time.	Investigating pi, parts of a circle, circle formulae, area of sectors
Assessment Number Type Timing Weighting Outcomes	<u>Task 1</u> Investigation Term 1, Week 8 25% MA4-1WM, MA4-2WM, MA4-6NA, MA4-8NA	<u>Task 1</u> Investigation Term 1, Week 8 25% MA4-1WM, MA4-2WM, MA4-6NA, MA4-8NA, MA4-7NA	
Learning Areas/ Mandatory Experiences	Stage 4 Fractions, Decimals and Percentages	Stage 4 Algebraic Techniques 1	Stage 4 Area and Length (simple shapes)
Report Outcomes	MA4-1WM, MA4-2WM, MA4-6NA, MA4-8NA	MA4-1WM, MA4-2WM, MA4-6NA, MA4-8NA	



# MATHEMATICS- Year 8

## Term 2

Unit	Unit 4	Unit 5	
Time/ Duration	Term 2 Week 1-3 (3 weeks)	Term 2 Week 4-7 (4 weeks)	Term 2 Week 8-10 (3 weeks)
Name of Unit	ALGEBRAIC TECHNIQUES 2 (+ REVIEW OF ALGEBRAIC TECHNIQUES 1)	EQUATIONS	LINEAR RELATIONSHIPS
Concepts	Review concept of pronumerals, simplifying algebraic expressions using the four operations, substitution, expanding and factorising	Solve linear equations, solves simple quadratic equations, notion of performing the same operation on both sides of an equation.	Link between algebra and geometry via Cartesian Plane. Plotting lines via coordinate points. Transformations on the Cartesian Plane.
Assessment Number Type Timing Weighting Outcomes	<b>Task 2</b> Class Test <b>Term 2, Week 6, 1 period</b> 25% MA4-1WM, MA4-2WM, MA4-8NA, MA4-10NA	<b>Task 2</b> Class Test <b>Term 2, Week 6, 1 period</b> 25% MA4-1WM, MA4-2WM, MA4-8NA, MA4-10NA	
Learning Areas/ Mandatory Experiences	Stage 4 Algebraic Techniques 1	Stage 4 Algebraic Techniques 1 and 2	Stage 4 Algebraic Techniques 1
Report Outcomes	MA4-1WM, MA4-2WM, MA4-8NA, MA4-10NA	MA4-1WM, MA4-2WM, MA4-8NA, MA4-10NA	MA4-1WM, MA4-3WM, MA4-11NA

# MATHEMATICS- Year 8

## Term 3

Unit	Unit 6	Unit 7	Unit 8
Time/ Duration	Term 3, Weeks 1 – 3 (3 weeks)	Term 3, Weeks 4 – 7 (4 weeks)	Term 3, Weeks 8 – 10 (3 weeks)
Name of Unit	PROBABILITY 2	SINGLE VARIABLE DATA ANALYSIS	AREA
Concepts	Calculating probabilities of compound events, discussing mutually exclusive events, working with Venn Diagrams and Two Way Tables.	Analysing data including from tables and graphs such as stem-and-leaf plots, histograms, and frequency distribution tables. Comparing samples via the shape of data, mean, median, range, outliers , and evaluating reports in the media.	Area conversions, area formulae of plane shapes including trapeziums, kites and rhombus.
Assessment Number Type Timing Weighting Outcomes	<b>Task 3</b> Class Test Term 3, Week 7, 1 period 25% MA4-1WM, MA4-2WM, MA4-20SP, MA4-21SP	<b>Task 3</b> Class Test Term 3, Week 7, 1 period 25% MA4-1WM, MA4-2WM, MA4-20SP, MA4-21SP	<b>Task 4</b> Class Test Term 3, Week 7, 1 period 25%
Learning Areas/ Mandatory Experiences	Probability 1	Stage 4 Data Collection and Representation	Stage 4 Length
Report Outcomes	MA4-1WM, MA4-2WM, MA4-20SP, MA4-21SP	MA4-1WM, MA4-2WM, MA4-20SP, MA4-21SP	MA4-1WM, MA4-2WM, MA4-12MG, MA4-13MG

# MATHEMATICS- Year 8

## Term 4

Unit	Unit 9	Unit 10	Unit 11
Time/ Duration	Term 4, Weeks 1 – 3 (3 weeks)	Term 4, Weeks 4 –7 (4 weeks)	Term 4, Weeks 8 – 10 (3 weeks)
Name of Unit	<b>VOLUME</b>	<b>PYTHAGORAS' THEOREM</b>	<b>PROPERTIES OF GEOMETRIC FIGURES 2</b>
Concepts	Draw various prisms and solids, conversions of cubic units, Volume formula for right prisms, solving problems.	Using Pythagoras' Theorem to find missing sides, or to prove the triangle is right. Solve problems by using the Theorem.	Uses tests for congruent triangles, find corresponding side lengths and angles of congruent triangles, solves problems involving various quadrilaterals containing congruent triangles.
Assessment Number Type Timing Weighting Outcomes	<b>Task 4</b> Class Test Week 7, 1 period 25%	<b>Task 4</b> Class Test Week 7, 1 period 25%	
Learning Areas/ Mandatory Experiences	Stage 4 Area	Stage 4 Area	Properties of Geometric Figures 1
Report Outcomes	MA4-13MG, MA4-14MG, MA4-16MG,MA4-1WM, MA4-2WM	MA4-13MG, MA4-14MG, MA4-16MG,MA4-1WM, MA4-2WM	

## PDHPE THEORY- Year 8

Unit	Unit 1	Unit 2	Unit 3	
Time/ Duration	Term 1, Week 2 - Term 1, Week 9 (8 weeks)	Term 1, Week 10 - Term 2, Week 8 (10 weeks)	Term 2, Weeks 9 - Term 3, Week 8 (10 weeks)	Term 3, Weeks 9 - Term 4, Week 11 (12 weeks)
Name of Unit	LIFESTYLE CHOICES	HEALTHY EATING	RISK TAKING	MENTAL HEALTH
Concepts	Throughout this unit, students will explore the dynamic nature of health and its dimensions, views of health, benefits of physical activity, factors influencing health attitudes and behaviours, Australia's physical activity and sedentary behaviour guidelines, the components of a balanced lifestyles, the planning of physical activity goals.	Throughout this unit, students will explore the dynamic nature of health, Australian Government Dietary Guidelines and Advice for young people, factors influencing diet, nutrition, healthy eating, food behaviours, food labels, consumer rights, media messages, and accessing health information products and services	Throughout this unit, students will explore how to Assess risky scenarios, making informed decisions, safety and risky behaviour, positive and negative risk, impact of drug use, drugs – classification-impact-effects, help – seeking help / barriers, sex - respect and consent, preventative health practices, and resolving conflict	Throughout this unit, students will explore mental health and disorders, stress and coping, mental health misconceptions, Interrelationships between nutrition-mental health-physical activity, how to communicating health and safety concerns, plans to promote mental health and mental health practices, and factors affecting mental health.
Assessment Number Type Timing Weighting Outcomes	<b>Task 1</b> Healthy Lifestyle Choices – Poster Home-based Assessment <b>Term 1, Week 9</b> 50% of Theory Mark PD4-6, PD4-7		<b>Task 2</b> Yearly Exam-Examination (50 minutes) <b>Term 4, Weeks 3-4</b> 50% Theory Mark PD4-2, PD4-8, PD4-9	
Learning Areas/ Mandatory Experiences				
Report Outcomes	<b>Semester 1</b> PD4-6, PD4-7		<b>Semester 2</b> PD4-2, PD4-8, PD4-9	

## PDHPE PRACTICAL- Year 8

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 1 – 6 (5 weeks)	Term 1, Weeks 7 –11 (5 weeks)	Term 2, Weeks 1 - 5 (5 weeks)	Term 2, Weeks 6 – 11 (5 weeks)
Name of Unit	IMPROVING MY FITNESS	YOUR ATHLETIC SELF	NET/COURT SPORTS	MODIFIED GAMES
Concepts	Throughout this unit, students will engage in activities to assess their level of fitness and skill across a range of areas, before comparing this to data from Year 7 to develop fitness goals.	Throughout this unit, students will participate in Cross Country and Athletics events, with the aim of improving their understanding and skills for the upcoming carnivals.	Throughout this unit, students will participate in a range of sports that are played on courts, with focus on basketball and netball, before moving into sports using a net such as tennis and badminton.	Throughout this unit, students will participate in a range of sports that have been modified to allow accessibility for all participants.
Assessment Number Type  Timing Weighting Outcomes	<b>Task 1</b> <b>Fitness Assessment &amp; Evaluation</b> Continuous Assessment <b>Term 1, Weeks 4 - 6</b> 50% of Practical Mark PD4-4, PD4-8	There will be no summative assessment during these units, however, students will complete learning activities with the aim of being plotted on the <a href="#">Physical Literacy Continuum</a> .		
Learning Areas/ Mandatory Experiences	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance
Report Outcomes	<b>Semester 1</b> PD4-4, PD4-5, PD4-6, PD4-8,			



## SCIENCE- Year 8

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 2 - 11	Term 2, Weeks 1-10,	Term 3, Weeks 1 - 10	Term 4, Weeks 1- 11
Name of Unit	FUN AND GAMES	WATER	LIFE BUBBLE	FLIGHT
Concepts	Forces- contact and non-contact, Electrostatics/gravity/magnetism, Geology-Rocks & Minerals	Chemistry- elements, compounds, mixtures, chemical change, Water Cycle, water management	Structure of the Earth, Ecosystems & Food webs, Respiration & Photosynthesis, Global warming & Climate change, Colonising another planet	Forces- using Newton's Laws to understand the science of flight
Assessments Number Type Timing Weighting Outcomes	<b><u>Task 1</u></b> Independent Research Task <b>Term 1, Week 10</b> 30% WS 5.2, WS 6, WS 7.1, WS 7.2, WS 8, WS 9,	<b><u>Task 2</u></b> Practical Skills Task <b>Term 3, Week 4</b> 30% WS 5, WS 6, WS 7, WS 8, WS 9 <i>and/or</i> Content from CW1, CW2, CW3, CW4, ES4, LW1, ES1, PW1, PW2		<b><u>Task 3</u></b> Yearly Examination <b>Term 4, Weeks 5 &amp; 6</b> 40% WS 5, WS 6, WS 7, WS 8, WS 9, content from CW1, CW2, CW3, CW4, ES1, ES2, ES3, ES4, LW1, LW2, LW3, LW5, ES1, PW1, PW2, PW3, PW4
Learning Areas/ Mandatory Experiences	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically 2) engage students in scientific inquiry through applying the processes of Working Scientifically 3) allocate at least 50% of the course time to students' active engagement in hands-on practical experiences	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically 2) engage students in scientific inquiry through applying the processes of Working Scientifically 3) allocate at least 50% of the course time to students' active engagement in hands-on practical experiences	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically 2) engage students in scientific inquiry through applying the processes of Working Scientifically 3) allocate at least 50% of the course time to students' active engagement in hands-on practical experiences	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically 2) engage students in scientific inquiry through applying the processes of Working Scientifically 3) allocate at least 50% of the course time to students' active engagement in hands-on practical experiences
Report Outcomes	Semester 1: <u>Planning &amp; Conducting</u> SC45WS, SC46WS <u>Processing &amp; Analysing Data</u> SC47WS <u>Communication &amp; Problem Solving</u> SC48WS, SC49WS <u>Knowledge &amp; Understanding</u> Content from CW1, CW2, CW3, CW4, ES4, LW1, ES1, PW1, PW2		Semester 2: <u>Planning &amp; Conducting</u> SC45WS, SC46WS <u>Processing &amp; Analysing Data</u> SC47WS <u>Communication &amp; Problem Solving</u> SC48WS, SC49WS <u>Knowledge &amp; Understanding</u> Content from CW1, CW2, CW3, CW4, ES1, ES2, ES3, ES4, LW1, LW2, LW3, LW5, ES1, PW1, PW2, PW3, PW4	

## TECHNOLOGY MANDATORY AGRICULTURE AND FOOD TECHNOLOGIES- Year 8

Unit	Unit 1		
Time/ Duration	13 WEEKS		
Name of Unit	FOOD FABULOUS FOOD		
Concepts	<p>Agricultural Technologies: managed environments, such as farms and plantations, processes of food and fibre production, innovative and sustainable supply of agriculturally produced raw materials, managed systems that produce food and fibre through designing and producing solutions.</p> <p>Food Technologies: characteristics and properties of food, food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.</p>		
Assessments Number Type  Timing Weighting Outcomes	<p>1. Ongoing Practical Work: 60%</p> <p>2. Design Project Portfolio: 40%</p>		
Learning Areas/ Mandatory Experiences	<b>Literacy Focus:</b> <ul style="list-style-type: none"> <li>• Metalanguage</li> <li>• Procedure</li> <li>• Sentence structure</li> <li>• Comprehension</li> <li>• Exposition</li> </ul>	<b>Numeracy Focus:</b> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Times / Temperatures</li> <li>• Addition, Subtraction, Multiplication &amp; Division</li> <li>• Fractions</li> <li>• Statistics</li> </ul>	<b>Learning Across the Curriculum:</b> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander histories and cultures</li> <li>• Asia and Australia's engagement with Asia</li> <li>• Sustainability</li> </ul>
Report Outcomes	<ul style="list-style-type: none"> <li>• designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP</li> <li>• plans and manages the production of designed solutions TE4-2DP</li> <li>• selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP</li> </ul>		

## TECHNOLOGY MANDATORY DIGITAL TECHNOLOGIES- Year 8

Unit	Unit 1
Time/ Duration	1 Semester
Name of Unit	CREATING DIGITAL SOLUTIONS
Concepts	Understanding the design process Programming/Coding for digital solutions
Assessments Number Type  Timing Weighting Outcomes	<p><b>Task 1</b> Alarm/Alert System Project and Folio</p> <p>Term 2 Week 5 OR Term 4 Week 5 100% TE4-1DP, TE4-2DP, TE4-4DP , TE4-7DI , TE4-10TS</p> <p><b>Related Life Skills outcomes:</b> TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS</p>
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> <li>Identifying and defining</li> <li>Researching and planning</li> <li>Producing and implementing</li> <li>Testing and evaluating</li> </ul>
Report Outcomes	TE4-1DP, TE4-2DP, TE4-3DP

# TECHNOLOGY MANDATORY ENGINEERED SYSTEMS- Year 8

## Electronics

Unit	Unit 1	Unit 2
Time/ Duration	1 Semester Term 1	1 Semester Term 2
Name of Unit	CONTINUITY TESTER	CAPTIVE AEROPLANE
Concepts	Understanding the design process through utilising a range of materials, tools and techniques to produce quality projects.	
Assessments Number Type Timing Weighting Outcomes	<b>Task 1</b> Practical Project and Folio Term 2 or 4, Week 9 50%	<b>Task 2</b> Practical Project and Folio Week 9 Weighting: 50% Weighting 40%
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> <li>• Electronics Properties</li> <li>• Designing</li> <li>• Making</li> <li>• Joining Techniques</li> <li>• Finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Electronics Properties</li> <li>• Designing</li> <li>• Making</li> <li>• Joining Techniques</li> <li>• Finishing</li> </ul>
Report Outcomes	4.1.1,4.2.1, 4.3.1, 4.3.2	4.1.1,4.2.1, 4.3.1, 4.3.2

# TECHNOLOGY MANDATORY ENGINEERED SYSTEMS- Year 8

## Structures

Unit	Unit 1
Time/ Duration	1 Semester OR Semester 2
Name of Unit	STRUCTURES - TOWER
Concepts	Understanding the design process and engineering principles through using a range of materials, tools and techniques to test and produce quality projects
Assessments Number Type Timing Weighting Outcomes	<p><b><u>Task 1</u></b>            Practical Project and Folio            Term 2 or Term 4            100%            TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS</p> <p><b>Related Life Skills outcomes:</b>            TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS</p>
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> <li>Identifying and defining</li> <li>Researching and planning</li> <li>Producing and implementing</li> <li>Testing and evaluating</li> </ul>
Report Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS



## TECHNOLOGY MANDATORY MATERIAL TECHNOLOGIES- Year 8

Unit	METALS	
Time/ Duration	13 Weeks	
Name of Unit	COAT HOOK	
Concepts	Understanding the design process through utilising a range of materials, tools and techniques to produce quality projects.	
Assessments Number Type Timing Weighting Outcomes	<b>Task 1</b> Practical Project and Folio Term 2 Week 3 or Term 3 Week 7 or Term 4 Week 10 100% TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	
Learning Areas/ Mandatory Experiences	Metal Properties, Designing , Making , Joining Techniques , Decorating Technologies: hand tools, hand drill, scroll bender, tinman's rivet	
Report Outcomes	TE4-1DP, TE4-2DP, TE4-3DP	

Unit	TEXTILES	
Time/ Duration	Semester 1 OR Semester 2	
Name of Unit	BAG IT	
Concepts	Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.	
Assessments Number Type Timing Weighting Outcomes	<b>Task 1</b> Embellished Bag, Workbook and folio including samples, drawings and research. Due Term 2 Week 6 OR Term 4 Week 6 100%	
Learning Areas/ Mandatory Experiences	Measurement, labelling, safety, metalanguage/literacy, risk management, ICT	Measurement, labelling, safety, metalanguage/literacy, risk management, ICT
Report Outcomes	TE4-1DP, TE4-2DP, TE4-3DP	

<b>Unit</b>	<b>TIMBER</b>
<b>Time/ Duration</b>	Semester 1 OR Semester 2
<b>Name of Unit</b>	<b>SERVING TRAY</b>
<b>Concepts</b>	Understanding the design process through utilising a range of materials, tools and techniques to produce quality projects.
<b>Assessments</b> Number Type Timing Weighting Outcomes	<b><u>Task 1</u></b> Practical Project and Folio Term 2 Week 5 OR Term 4 Week 5 100% TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA
<b>Learning Areas/ Mandatory Experiences</b>	Timber Properties , Designing , Making , Joining Techniques , Finishing
<b>Report Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP