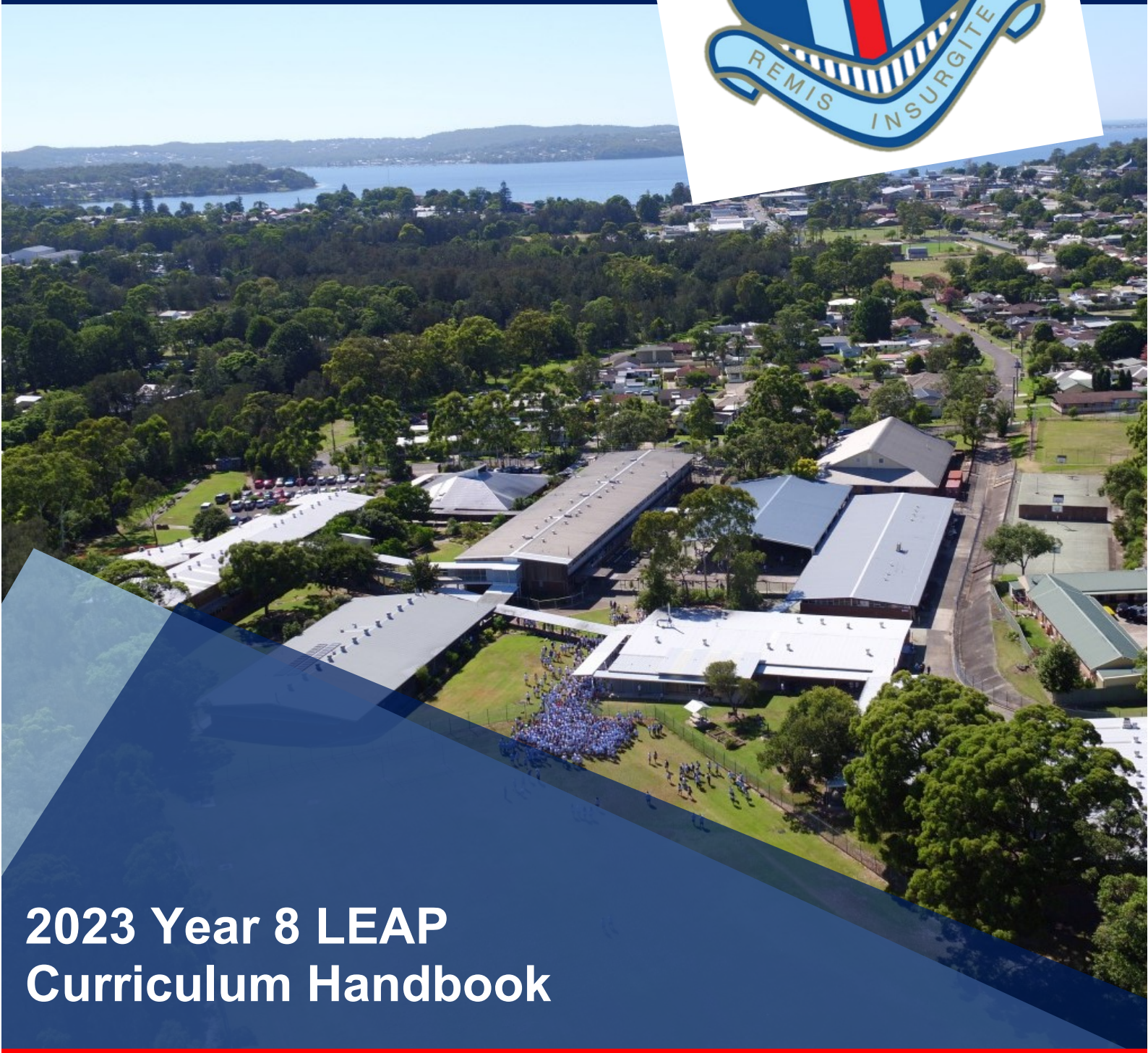
INNOVATION
INSPIRATION
EXCELLENCE



2023 Year 8 LEAP
Curriculum Handbook

NSW GOVERNMENT | 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 markfor 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 fromthe 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 dateof 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 leftto 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 SubstituteTasks, 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 AssessmentAppeals/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 studentswithin each of the courses. NESA promotes 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 ofa 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 tasksshould be weighted more heavily toward the end of the course completion.
- NESA requires 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 assessmenttasks that contribute in excess of 50 percent of available marks in the course. A student who does notcomply 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 Assessment Task Notification

Assessment tasks must include the following information:

• academic year group • faculty delivering the assessment task • task number • weighting • due date	• detailed task description and standards • outcomes • marking criteria, marking rubric or explicit marking guidelines such as a common answer sheet • method of submission.

***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.

3.2 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 summarythat 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 soall 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. Studentsmust 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.

3.3 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. TorontoHigh School's reporting procedures are designed to enable consistency in communicating informationto 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 'N' 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/carer 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 canbe 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 SeniorExecutive. 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 Coursesand 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 gradein 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

- ☐ Course, subject, task name and due date completed
- ☐ Reason for extension completed
- ☐ Details to support request completed
- ☐ Classroom teacher comment completed
- ☐ Parental/Carer communication received
- ☐ Student signature and date completed
- ☐ 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:

Date: / /

Student Signature:

Date: / /

Head Teacher's Decision:

- ☐ Extension of due date (*New due date*_____)
- ☐ Alternate task (*New due date*_____)
- ☐ An adjustment to the task
- ☐ No extension granted

Head Teacher's Comments:

Head Teacher Signature:

Date: / /

Class Teacher Signature:

Date: / /

TORONTO HIGH SCHOOL FACULTY WARNING FLOWCHART

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

i. Class teacher consults with Head Teacher Faculty
ii. Teacher interviews and supports student.
iii. 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.

OR

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.

SECOND *FACULTY WARNING* LETTER IS ISSUED

i. Unresolved first task is listed on the letter in addition to second missed task.
ii. Parent/carer is contacted via phone call. Interview record is maintained.
iii. Students are raised at faculty and Executive meetings. DPs are emailed names of students.
iv. 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.

OR

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.

THIRD *FACULTY WARNING* LETTER IS ISSUED

i. Unresolved first and/or second task is listed on the letter in addition to third missed task.
ii. Parent is contacted via phone call.
iii. Interview record is maintained.
iv. 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

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

iv. Teacher interviews and supports student.
v. 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 appeal lodged within three days or appeal is rejected by the Assessment Appeals/Dispute Committee. ZERO MARKS awarded.

FIRST '*N' WARNING* LETTER IS ISSUED

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

Student resolves N-letter. A mark of zero remains. Sentral is updated.

OR

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 appeal is lodged or appeal is rejected.

SECOND '*N' WARNING* LETTER IS ISSUED

v. Unresolved first task is listed on the letter in addition to second missed task.
vi. Parent is contacted via phone call. Interview record is maintained.
vii. Students are raised at faculty and Executive meetings. DPs are emailed names of students.
viii. Class Teacher & Head Teacher to establish requirements for student to redeem '*N' award* warnings.

Student resolves N letter. A mark of zero remains. Sentral is updated.

OR

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 appeal is lodged or appeal is rejected.

THIRD '*N' WARNING* LETTER IS ISSUED

vi. Unresolved first and/or second task is listed on the letter in addition to third missed task.
vii. Parent is contacted via phone call.
viii. Interview record is maintained.
ix. Class Teacher & Head Teacher to establish requirements for student to redeem '*N' award* 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 '*N' award* warnings.

Non-compliant cases referred to Principal for review and decision regarding '*N' determination.*
Principal notifies NESA where applicable.

TORONTO HIGH SCHOOL COURSE INFORMATION
NESA SYLLABUS LINKS

FACULTY	SUBJECT and NESA SYLLABUS LINK
CAPA	VISUAL ARTS
ENGLISH	ENGLISH
HSIE	GEOGRAPHY HISTORY
MATHEMATICS	MATHEMATICS
PDHPE	PDHPE
SCIENCE	SCIENCE
TAS	TECHNOLOGY MANDATORY

LEAP VISUAL ARTS- Year 8

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	**Term 1** **(10 weeks)**	**Term 2** **(10 weeks)**	**Term 3** **(10 weeks)**	**Term 4** **(10 weeks)**
Name of Unit	**WHAT IS ART? / SUGAR SKULLS**	**THE WORLD OF SHAUN TAN**	**EXPLORING PHOTOGRAPHY**	**INSPIRED BY STREET ART**
Concepts	• Introduction to Visual Arts • What is a VAPD? • Overview of the functions of Art in Society • The Elements of Art • The Principals of Art • Careers in Art • Overview of The Conceptual Frame, The Frames and Art Practice • Exploration of Colour theory • Application and combination of elements of Art to create artwork • Creating artworks influenced by the Mexican tradition of "Day of the Dead"	• A structural exploration of ceramic techniques, and illustration based on appropriation techniques. • Combining painting and drawing techniques using acrylic painting, watercolour painting, ink and paint pen. • An analysis of the text by Shaun Tan and John Marsden "The Rabbits". • A study of different beliefs about and meanings relating to issues explored in the books and illustrations of Shaun Tan. • The conceptual framework as applied to the work of Shaun Tan, through an in-depth case study. • Transforming two dimensional imagery to three dimensional sculpture.	• An exploration of photographic techniques, composition, angles, lighting, etc. • Camera functions, such as aperture and shutter speed. • A study of Surrealist art and photography through artist case studies. • Investigation of the art making practice of Erik Johansson. • 'Reading' photographs through symbolism. • Application of manipulation techniques, using ipad and other technologies to enhance the artistic effects of photographic imagery.	• Combining artistic effects with photographic procedures in the creation of digital artwork. • Poster design and GIF design. • Artist case studies as inspiration for student work. • Investigation of various forms of street art, from stencilling to graphic design. • Exploration of the street art of Banksy, Blu and Shepard Fairey. • Political and social commentary through art.
Assessment Number Type Timing Weighting Outcomes	**Task 1** Sugar Skull Artwork **Term 1 Week 10** Assessment 25% 4.1, 4.6	**Task 2** Ceramic Sculpture and Mixed Media Artwork & Shaun Tan through the Conceptual Framework **Term 2 Week 10** Assessment 25% 4.6, 4.7, 4.8.	**Task 3** Series of manipulated photographs & case study **Term 3 Week 10** Assessment 25% 4.5, 4.9, 4.10	**Task 4** Series of Digital artworks T**erm 4 Week 7** Assessment 25% 4.2, 4.3, 4.4
Learning Areas/ Mandatory Experiences	Making, Critical, Historical	Making, Critical, Historical	Making, Critical, Historical	Making, Critical, Historical
Report Outcomes	4.1 4.6	4.6 4.7 4.8	4.5 4.9 4.10	4.2 4.3 4.4

LEAP ENGLISH- Year 8

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Term / Duration	**Term 1 (Wk 2-11)** **10 Weeks**	**Term 2 (Wk 1- 8)** **8 Weeks**	**Term 2 (Wk 9-10)** **& Term 3 (Wk 1-7)** **9 Weeks**	**Term 3 (Wk 8-10)** **& Term 4 (Wk 1-4)** **7 weeks**	**Term 4 (Wk 5-11)** **7 Weeks**
Name of Unit	**UTOPIA**	**INSPIRED BY A TRUE STORY**	**MURDER MOST FOUL**	**POETS' CORNER**	**SPIN DOCTORS**
Concepts	• Allegory in narrative • Visual texts	• Biography and biopics • Film techniques • Speech writing and multimedia presentations	• Elizabethan England & Shakespearean drama • Universal themes and adaptations • Essay writing	• Poetry from a range of times and cultures • Forms of poetry • Personal responses and formal analysis	• News conventions • Infotainment • Trends in digital media • Fake News • Advertisements
Learning Areas/ Mandatory Requirements	Novel and visual text study	Film and non-fiction texts	Play study	Poetry study	Non-fiction texts
Assessment Number Type Timing Weighting Outcomes	**Task 1** In Class Task Term 1 Wk 10 30% EN4-1A, EN4-2A, EN4-3B, EN4-5C, EN4-6C, EN4-7D	**Task 2** Multimedia Presentation Term 2 Wk 6 30% EN4-1A, EN4-2A, EN4-4B, EN4-5C	**Task 4** Essay – Case Judgement Term 3 Wk 7 EN4-1A, EN4-2A, EN4-5C, EN4-7D	**Task 3** Examination Term 4 Wk 4 40% EN4-1A, EN4-3B, EN4-6C, EN4-7D, EN4-8D	**Informal Task** Creating advertisements and news stories EN4-1A, EN4-2A, EN4-5C, EN4-7D, EN4-9E
Reporting Outcomes					

LEAP HSIE- Year 8

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Time/ Duration	**Term 1, Weeks 2 - 4**	**Term 1, Weeks 6 – 11 Term 2, Week 1**	**Term 2, Weeks 2 - 10**	**Term 3, Weeks 1- 10**	**Term 4 Weeks 1 - 11**
Name of Unit	**ANCIENT TO THE MODERN WORLD**	**THE VIKINGS**	**WATER IN THE WORLD**	**THE MOVEMENT OF PEOPLE**	**INTERCONNECTIONS**
Concepts	• Continuity and change • Cause and effect	• Continuity and change • Perspectives • Significance • Contestability	• Place • Space • Environment • Interconnection • Scale • Sustainability • change	• Continuity and change • Cause and effect • Perspectives • Empathetic understanding • Significance • Contestability	• Place • Space • Environment • Interconnection • Scale • Sustainability • change
Assessment Number Type Timing Weighting Outcomes	 Informal Task: Group Research and Presentation HT 4.4, 4.8, 4.9, 4.10	 **Task 1** Persuasive Written Response Term 2, Week 1 20% HT 4.3, H 4.5, 4.8, 4.9, 4.10	 **Task 2** Multimedia Presentation Term 2, Week 10 25% GE 4.1, 4.2, 4.5, 4.7. 4.8	 **Task 3** Inquiry Task Term 3, Week 10 35% (H 25% and G 10%) HT 4.2, 4.4, 4.6, 4.7, 4.9, 4.10 GE4.3, 4.4, 4.6	 **Task 4** Examination - Interconnections Term 4, Week 5 20% GE 4.2, 4.3, 4.4
Learning Areas/ Mandatory Experiences	Stage 4, Overview: The Ancient to the Modern World	Stage 4, Depth Study 4: The Western and Islamic World Mandatory Site Study: Virtual exploration of The Viking Ship Museum http://www.khm.uio.no/english/visit-us/viking-ship-museum/	Stage 4 Geography: Water in the World	Stage 4, Depth Study 5: The Asia Pacific World - Polynesian Expansion Stage 4, Depth Study 6: Emerging Contacts - Aboriginal and Indigenous Peoples, Colonisation and Contact History Stage 4, Geography: Place and Liveability	Stage 4 Geography: Interconnections
Report Outcomes					

LEAP MATHEMATICS- Year 8

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Semester Review	Unit 5
Time/ Duration	Term 1 Week2-7 6 Weeks	Term 1 Week8-11 4 Weeks	Term 2 Week1-4 4 Weeks	Term 2 Week6-10 5 Weeks	Term 2 Week5 1 Weeks	Term 3 Week1-4 4 Weeks
Name of Unit	Percentages and Financial Mathematics	Algebra & Indices	Equations	Measurement & Pythagoras	Review /Cumulative Diagnostics	Ratio and Rates
Concepts	Operate with fractions, decimals, percentages, and apply these in a range of practical contexts, including problems related to GST, discounts and profit & loss.	With algebraic expressions: simplify involving four operations; substitution and formulas; expanding and factorisation. Use index notation and simplify expressions with indices.	Learn techniques for solving linear equations and use equations to solve problems. Also solve simple quadratic equations.	Performs calculations of time & interprets time zones. Calculate perimeters, areas of polygons, circles, sectors and composite figures. Calculate volumes, capacities of prisms & cylinders. Use Pythagoras' theorem to calculate lengths & solve problems in 2D.		Study concepts of ratios and rates, including the use of scale drawings. Solve problems involving speed and use distance/time graphs.
Course Outcomes	MA4-5NA, MA4-6NA, MA4-1WM, MA4-2WM, MA4-3WM	MA4-8NA, MA4-9NA, MA4-1WM, MA4-2WM, MA4-3WM	MA4-10NA, MA4-1WM, MA4-2WM, MA4-3WM	MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA4-1WM, MA4-2WM, MA4-3WM		MA4-7NA, MA4-6NA, MA4-1WM, MA4-2WM, MA4-3WM
In class activities and Homework	Historical perspective, links to prior learning, real-world applications, extension & enrichment activities, exercises & acceleration				Cumulative review of proficiency, including extension, enrichment and acceleration.	Historical perspective, links to prior learning, real-world applications, extension & enrichment activities, exercises & acceleration
Assessment Type Timing Weighting Outcomes	**Assessment Task 1** Summative Class Assessments Term1 Weeks10-11 15% MA4-5NA, MA4-6NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-9NA, MA4-1WM, MA4-2WM, MA4-3WM	**Assessment Task 2** Summative Class Assessments Term2 Weeks6-7 30% MA4-10NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA4-1WM, MA4-2WM, MA4-3WM & MA4-5NA, MA4-6NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-9NA, MA4-1WM, MA4-2WM, MA4-3WM			
Learning Areas/ Mandatory Experiences	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically					
Report Outcomes	1. Operates with positive-integer and zero indices of numerical bases 2. Uses algebraic techniques to solve simple linear and quadratic equations. 3. calculates perimeters, areas and volumes using formulae and applies Pythagoras' theorem to calculate side lengths, and solves related problems.					

Unit	Unit 6	Unit 7	Unit 8	Semester Review	Unit 9
Time/ Duration	Term 3 Week5-8 4 Week	Term 3, Week9-10 & Term 4, Week1-2 4 Weeks	Term 4 Week3-6 4 Weeks	Term 4 Week7 1 Week	Term 4 Week8-10 3 Weeks
Name of Unit	Angles & Geometric Properties	Linear Relationships	Data Analysis	Semester 2 Cumulative Review	Transformations and Congruence
Concepts	Properties of 2D geometrical figures, line symmetry, rotational symmetry, use logical reasoning to solve numerical exercises involving unknown lengths, angles and solve problems with intersecting lines, parallel lines & perpendicular lines.	Plot points in the Cartesian plane. Develop tables of values from linear relationships and use graphs of linear relationships to solve equations.	Construct, interpret and compare data displays, including dot plots, stem-and-leaf plots, sector graphs, divided bar graphs, and frequency tables, histograms and calculate the mean, mode, median and range.	.	Use coordinates to draw shapes on the Cartesian plane and use translation, reflection and rotation to transform the shape. Understand and apply congruence and similarity
Course Outcomes	MA4-18MG, MA4-17MG, MA4-1WM, MA4-2WM, MA4-3WM	MA4-11NA, MA4-1WM, MA4-2WM, MA4-3WM	MA4-19SP, MA4-20SP, MA4-1WM, MA4-2WM, MA4-3WM		MA4-11NA, MA4-17MG MA4-1WM, MA4-2WM MA4-3WM
In class activities and Homework	Historical perspective, links to prior learning, real-world applications, extension & enrichment activities, exercises & acceleration			Cumulative review of proficiency, including extension, enrichment and acceleration.	Historical perspective, links to prior learning, real-world applications, extension & enrichment activities, exercises & acceleration
Assessment Type Timing Weighting Outcomes	**Assessment Task 3** Summative Class Assessments Term3 Weeks9-10 15% MA4-7NA, MA4-6NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-18MG, MA4-17MG, MA4-1WM, MA4-2WM, MA4-3WM, MA4-11NA, MA4-1WM, MA4-2WM, MA4-3WM		**Assessment Task 4** Summative Class Assessments Term4 Weeks6-7 40% MA4-19SP, MA4-20SP, MA4-1WM, MA4-2WM, MA4-3WM & MA4-7NA, MA4-6NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-18MG, MA4-17MG, MA4-1WM, MA4-2WM, MA4-3WM, MA4-11NA, MA4-1WM MA4-2WM, MA4-3WM		Informal Class Assessments Term4 Week10 - MA4-11NA, MA4-17MG MA4-1WM, MA4-2WM MA4-3WM
Learning Areas/ Mandatory Experiences	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically
Report Outcomes	1. Operates with fractions, decimals, percentages and solves financial problemsinvolving purchasing goods. 2. Operates with ratios and rates and explores their graphical representation 3. Identifies and uses angle relationships, and determines congruent triangles to find unknown side lengths and angles. 4. Graphs, analyses linear relationships and performs transformations on the Cartesian plane 5. Collects, represents, interprets and analyses single sets of data using measures of location and range.				

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	 **<u>Task 1</u>** Healthy Lifestyle Choices – Poster Home-based Assessment **Term 1, Week 9** 50% of Theory Mark PD4-6, PD4-7		 **<u>Task 2</u>** Yearly Exam-Examination (50 minutes) **Term 4, Weeks 3-4** 50% Theory Mark PD4-2, PD4-8, PD4-9	
Learning Areas/ Mandatory Experiences				
Report Outcomes	**Semester 1** PD4-6, PD4-7		**Semester 2** 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	**<u>Task 1</u>** **Fitness Assessment & Evaluation** Continuous Assessment **Term 1, Weeks 4 - 6** 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 Physical Literacy Continuum.		
Learning Areas/ Mandatory Experiences	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance
Report Outcomes	***Semester 1*** PD4-4, PD4-5, PD4-6, PD4-8,			

LEAP SCIENCE- Year 8

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Time/ Duration/ Weeks	6 Weeks Term 1 Weeks 1 – 6	7 Weeks Term 1 – Weeks 7 – 10 Term 2 – Weeks 1 - 3	7 Weeks Term 2 Weeks 4 – 10	7 Weeks Term 3 – Weeks 1 - 7	7 Weeks Term 3 – Weeks 8 - 10 Term 4 - Weeks 1 - 4	7 Weeks Term 4 Weeks 5 - 11
Name of Unit	Ecosystems	Functioning Organisms	Energy	Elements & Compounds	Chemical Change	Changing Earth
Concepts	Interactions between organisms & ecosystems Biotic & abiotic factors, food webs/chains, microorganisms, energy flow & human impact, sustainability, conservation & Indigenous People	Root & shoot system, sexual/asexual reproduction, Obtaining nutrients, Growth, repair & responding. Humans as functioning organisms, Science & better health	Types of energy, Energy transformation, Transferring energy, Conductors and Insulators Circuits Energy efficiency	Elements, chemical & physical properties, Metals and non-metals, uses of elements, compounds & mixtures, Impact of elements & compounds on society.	Physical & chemical changes, Common chemical reactions & Chemistry in industry.	The Earths structure, understanding the Earth Rocks & the rock cycle Fossils & geological history Mining & Australia, Earth's geological past.
Course Outcomes	SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW – LW5.	SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW – LW3 & LW4.	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW – PW3 & PW4.	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW, SC4-17CW – CW2.	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW, SC4-17CW – CW4.	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-12ES, SC4-13ES – ES1.
In class activities and Homework	Experiments, report writing, note taking, using keys, classifying, identifying, researching, planning, discussing, applying knowledge, evaluating, hypothesising, measuring, graphing, interpreting tables, predicting & communicating.	Experiments, report writing, note taking, discussing, constructing models, microscope use, creating, applying knowledge, using equations, evaluating, hypothesising, measuring, graphing, interpreting tables, predicting,	Experiments, report writing, calculating, note taking, discussion, applying knowledge, evaluating, hypothesising, measuring, graphing, modelling, interpreting tables, predicting, researching, analysing, hypothesising & thinking critically.	Experiments, report writing, note taking, discussion, applying knowledge, researching, evaluating, hypothesising, measuring, graphing, interpreting tables, predicting, researching, analysing, hypothesising & thinking critically.	Experiments, report writing, note taking, discussion, applying knowledge, evaluating, hypothesising, measuring, graphing, interpreting tables, predicting, researching, analysing, hypothesising & thinking critically.	Experiments, report writing, note taking, discussion, applying knowledge, evaluating, hypothesising, measuring, graphing, interpreting tables, predicting, researching, analysing, hypothesising & thinking critically.
Assessments	**Task 1** – Research Task Term 1 Week 7 Weighting: 20% Outcomes: SC4-4WS, SC4-7WS, SC4-9WS, SC4-14LW	**Task 2** – Research & Analysis Task Term 2 Week 2 Weighting: 20% Outcomes: SC4-5WS, SC4-7WS, SC4-15LW	**Task 3** – Practical Task Term 2 Week 9 Weighting: 20% Outcomes: SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	**Task 4** – Experimental Report Task Term 3 Week 10 Weighting: 30% Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-8WS SC4-16CW		**Task 5** - Yearly Examination Term 4 Weeks 5-7 Weighting: 10% Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS & SC4-9WS SC4-11PW, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW *SC4-12ES*, SC4-13ES** Informal Assessment of WS skills
Learning Areas/ Mandatory Experiences	Within Living World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research.	Within Living World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research.	Within Physical World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research.	Within Chemical World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research.	Within Chemical World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling & research.	Within Earth & Space - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling & research.
Report Outcomes Semester 2	Working scientifically to undertake an investigation. (SC4-WS: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS & SC4-9WS) Discusses how scientific and technological developments have contributed to solving problems involving energy transfers and transformations (SC4-11PW) Relates the structure and function of living things to their classification, survival and reproduction (SC4-14LW) Explains how new biological evidence changes people's understanding of the world (SC4-15LW) Uses scientific models and theories to describe properties and behaviour of matter (SC4-16CW) Explains how scientific understanding of the properties of elements, compounds and mixtures relate to their uses. (SC4-17CW) Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system (*SC4-12ES**) Explains how advances in scientific understanding of processes influence the choices people make about resource use and management (*SC4-13ES**)					

TECHNOLOGY MANDATORY AGRICULTURE AND FOOD TECHNOLOGIES- Year 8

Unit	**Unit 1**		
Time/ Duration	13 WEEKS		
Name of Unit	**FOOD FABULOUS FOOD**		
Concepts	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. 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.		
Assessments Number Type Timing Weighting Outcomes	1. Ongoing Practical Work: 60% 2. Design Project Portfolio: 40%		
Learning Areas/ Mandatory Experiences	**Literacy Focus:** • Metalanguage • Procedure • Sentence structure • Comprehension • Exposition	**Numeracy Focus:** • Measurement • Times / Temperatures • Addition, Subtraction, Multiplication & Division • Fractions • Statistics	**Learning Across the Curriculum:** • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia's engagement with Asia • Sustainability
Report Outcomes	• designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP • plans and manages the production of designed solutions TE4-2DP • selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP		

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	 **<u>Task 1</u>** Alarm/Alert System Project and Folio Term 2 Week 5 OR Term 4 Week 5 100% TE4-1DP, TE4-2DP, TE4-4DP , TE4-7DI , TE4-10TS **Related Life Skills outcomes**: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS
Learning Areas/ Mandatory Experiences	• Identifying and defining • Researching and planning • Producing and implementing • Testing and evaluating
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	**Task 1** Practical Project and Folio Term 2 or 4, Week 9 50%	**Task 2** Practical Project and Folio Week 9 Weighting: 50% Weighting 40%
Learning Areas/ Mandatory Experiences	• Electronics Properties • Designing • Making • Joining Techniques • Finishing	• Electronics Properties • Designing • Making • Joining Techniques • Finishing
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	**Task 1** Practical Project and Folio Term 2 or Term 4 100% TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS **Related Life Skills outcomes**: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS
Learning Areas/ Mandatory Experiences	• Identifying and defining • Researching and planning • Producing and implementing • Testing and evaluating
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	 **Task 1** 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	 **Task 1** 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	

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