



**MILLER TECHNOLOGY HIGH SCHOOL**  
*PER CULTURAM—Promoting Growth and Development*

**2023**

**YEAR 8  
ASSESSMENT  
HANDBOOK**

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# **JUNIOR ASSESSMENT GUIDE**

The purpose of this booklet is to introduce parents/caregivers and students to the general goals and policies which underpin Miller Technology High School's assessment policy.

The booklet contains general information on the school's policies and procedures and the assessment schedules for subjects in each faculty area.

Assessment can enhance student engagement and motivation. It is important that students develop good work habits, consistent attendance and good study skills. Personal attributes such as self-confidence, perseverance, concentration and active involvement in their own learning are integral to improved learning outcomes.

Parents/Caregivers are encouraged to contact the school if they wish to discuss any aspect of the school's assessment policy as outlined in this booklet.

Assessment is integral to teaching and learning and has multiple purposes.

## **Principles of Effective Assessment:**

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding is a suitable basis for future learning.

## **Assessment Activities will:**

- Be based on syllabus outcomes.
- Include information that explains to students' what aspects of learning are being assessed.
- Enable students to demonstrate their learning in a range of task types.
- Enable students and teachers to use feedback effectively and reflect on the learning process;
- Be inclusive of and accessible for all students.
- Be part of an ongoing process where progress is monitored over time.

## **Assessment Booklet Goals:**

- To encourage students to assume ownership of and responsibility for their academic development;
- To develop an understanding of how study for each subject is undertaken;
- To develop in students a comprehensive work ethic.
- To set up structures whereby regular study is rewarded by academic success;
- To develop in students independent learning and research skills.
- To develop in students an understanding of technology and an appreciation of its benefits.

# ASSESSMENT POLICY

Assessment is an integral process in learning. Its main purpose is the improvement of learning by providing feedback to students, teachers and parents about areas of strength and areas for further development. Results are used to report a student's progress to parents/caregivers, prospective employers and other educational agencies. It provides a fair and structured method of measuring student achievements. Assessment is a requirement of the NSW Education Standards Authority (NESA).

At Miller Technology High School, the school Assessment policy is underpinned by the principles of assessment for learning and a differentiated curriculum.

## Assessment for Learning:

- Reflects a belief that all students can improve.
- Helps students know and recognise the standards for which they are aiming.
- Involves students in self-assessment and peer assessment.
- Provides feedback to help students understand the next steps in learning and plan how to achieve them.
- Clearly expresses for the student the goals of the learning activity.
- Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.
- Helps students take responsibility for their own learning.

Assessments measure student achievements in a wide range of tasks and activities. They measure a variety of components in a course, including activities that cannot be tested in formal examination such as fieldwork and research. In addition to assessment tasks, students must satisfactorily complete a course of study. This includes the completion of tasks such as class work. The assessment program is structured to allow students to work at a consistent pace throughout the year.

# ASSESSMENT TASKS

The assessment schedule for each subject is included in this booklet. The assessment schedule will be issued to students at the start of the year. Students will be asked to sign for the receipt of the assessment schedule and notification of each individual assessment task. These will be kept on record by their Year Advisers and faculties respectively.

## Assessment Tasks Will Be Presented In a Formal Way.

- Students will be given clear guidelines on assessment requirements.
- Students will be notified of and asked to sign for all assessments for the upcoming year through the issue of the Assessment Schedule;
- Students will be given a minimum of two weeks to complete major assessments;
- Students will be asked to sign an Assessment Task Notification Form upon receipt of assessment task due date. (Refer to appendix).
- Students must submit assessments neatly, clearly labelled and on time using the Assessment Task Cover Sheet.
- Tasks submitted after 3.10 PM on the due date will be considered LATE;
- Late assessments or tasks missed due to absence by a student:
  - Student to complete a Task Missed due to Absence/ Misadventure form with a medical certificate attached (Refer to appendix);
  - This yellow form is available from your classroom teacher/Year Adviser and needs to be submitted to the Head Teacher of the relevant faculty;
  - Please note that extensions will be given only for genuine reasons and those supported by documentation. Failure of technology or illness, not supported by a medical certificate, will not be considered;
- If an extension is required and the request supported with documentation, it must be submitted at least 2 DAYS prior to the due date (see appendix for Application for Extension form);
- Any task submitted after the due date cut off time will incur a penalty. This is 10% per day for the first three days. Any task submitted after the three days will be awarded ZERO marks.
- Teachers will record the student's failure to complete task on SENTRAL.
- Parents will be notified in writing of missed assessment tasks (SENTRAL Letter to Parents).

## Assessment Guidelines:

- Students must complete assessments to the best of their ability.
- Assessment Tasks should reflect the required knowledge and skills demanded by the task.
- Assessment tasks must be the student's OWN work.
- Any malpractice such as plagiarism (taking someone else's work or ideas and passing them off as your own) will be considered a non-serious attempt and incur a zero mark.

# STUDENT ATTENDANCE

Students enrolled at school are required to attend school on each day that instruction is provided. Regular attendance, punctual arrival to school and class, and attendance of all lessons are important components of student welfare, learning and achievement.

A student must arrive at school before the first warning bell at 8.55 am. This is signaled by music and is a prompt for students to move to class or assembly.

Students who do not arrive by 9.00am are to report to the Front Office and sign in as late. A student must bring a note to explain his/her absence from school at the first opportunity or the absence will be marked as "Unexplained".

The school works with Officers from the Home School Liaison Program who are specially trained to work with schools, staff, families and students to improve attendance of school students.

Home School Liaison Officers (HSLO) may be called upon to assist students and their parents/caregivers when students are not coming to school every day. The Home School Liaison Officer for Miller Technology High School may be contacted through the school principal or deputy principal.

## ROLL MARKING

Class rolls are marked at the beginning of each period. Period one is the official Roll Marking period. Each student's attendance is recorded. Parents/Caregivers may be contacted (mail, phone, text message) if the school has concerns regarding a student's attendance.

## PERIOD MARKING

The roll is marked in every period. Students, who are recorded as at school on a particular day but are absent for a period, will be considered to be truanting. Truancy policy and consequences will apply.

## LATE TO SCHOOL

Students are to report to the Front Office and 'sign in' where their lateness will be recorded and a digital slip will be handed to them. Students are to bring a note from home explaining the reason for their lateness. Students may be required to make up the missed time during their own time. Parents/Caregivers will be notified of repeated lateness. Persistent lateness will be referred to a Deputy Principal.

## EARLY LEAVERS

Students are to take their notes and report to the Front Office before school, and receive an early leaver's pass. Parents/Carers should note that permission to leave school early will only be granted for specialist medical, dental or legal appointments or in the case of a family emergency. Ordinary medical appointments should be made for a time outside of school hours.

## LATE TO CLASS

It is expected that all students will arrive to class on time. Students must carry a note from the teacher that detained them. Any student who is not in the correct class may be considered a truant. Parents/Caregivers may contact the school and request a copy of their child's attendance record.

# **HOMEWORK**

As a community, we believe that homework is important because it:

- Consolidates and extends work covered in class time.
- Fosters self-discipline and performance through the development of independent study habits.
- Provides a link between the school and home. It enables the caregivers to be partners in the education of their children and offers parents an opportunity to monitor their children's progress.

## **How Much Homework?**

- It is the policy of the school that all students should do some regular work at home to follow up the work done in class each day;
- It is important that parents supervise completion of homework and, where possible assist. This will allow parents to monitor the progress of their children.
- Providing a suitable location within the home is important if homework is to be of the greatest value.

How can Parents /Caregivers Assist?

- Encouraging their child to self-regulate their behaviour and sit down for study each night.
- Providing a study place which:
  - can be used regularly.
  - has ample space.
  - is quiet.
  - has good lighting.
  - is comfortably ventilated and temperature controlled.
- Taking an active interest in their child's study. Supporting them by discussing the work, encouraging them if they become discouraged and directing them to seek help from their teachers if they are struggling.
- Ensuring that their child has a healthy balance between work and recreation.
- Helping their child to become well organised in their approach to study so that they gain the optimum benefit from any study period.
- Encouraging their child to plan their homework tasks.
- Helping your child develop a study timetable if they are to give every subject due attention.
- Ensuring that their child has regular breaks every one and a half hours or so in long study sessions.
- Ensuring that their child has a diary in which they record homework.
- Ensuring that their child has a long-term planner to help them to systematically work through major assessments.
- Ensuring that their child has access to reference materials, including a dictionary, thesaurus and the internet.

# **ASSESSMENT SCHEDULES**

Following are the Assessment schedules for all Year 8 courses offered at Miller Technology High School. They are organised into faculty groups:

## **CREATIVE AND PERFORMING ARTS (CAPA)**

Music  
Visual Arts

## **ENGLISH**

English  
English - EALD

## **HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)**

History

## **LOTE**

German

## **MATHEMATICS**

Mathematics

## **PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION (PD/H/PE)**

PD/H/PE

## **SCIENCE**

Science

## **TECHNICAL AND APPLIED STUDIES (TAS)**

Technology Mandatory



<p><b>Outcomes of Course:</b></p> <p>4.1 performs in a range of musical styles demonstrating an understanding of musical concepts.          4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles.          4.3 performs music demonstrating solo and/or ensemble awareness.          4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.          4.5 notates compositions using traditional and/or non-traditional notation.          4.6 experiments with different forms of technology in the composition process.          4.7 demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.</p>	<p>4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.          4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.          4.10 identifies the use of technology in the music selected for study, appropriate to the musical context.</p> <p>Numeracy          NPA4 Continues patterns where the difference between each term is the same number (2,4,6,8,10...).</p> <p>Literacy          LiS6 Infers meaning from texts that contain features such as music and environmental sounds.</p>
<p><b>Components of Course:</b></p> <p>A. Composing          B. Performing          C. Listening</p>	<p><b>Weightings of Course: %</b></p> <p>A: 25          B: 50          C: 25</p>

**ASSESSMENT TASKS**

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week 9	Term: 2 Week 7	Term: 3 Week 7	Term: 4 Week 5
		Composing Task	Performing Task	Listening Task	Performing Task
		Numeracy NPA4		Literacy LiS6	
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		4.4, 4.5, 4.6, 4.10	4.1, 4.2, 4.3	4.7, 4.8, 4.9	4.1, 4.2, 4.3

Head Teacher: Mr D. Critcher

<p><b>Outcomes of Course:</b></p> <p>4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks.          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.</p>	<p>4.8 explores the function of and relationships between the artist – artwork – world – audience.          4.9 begins to acknowledge that art can be interpreted from different points of view.          4.10 recognises that art criticism and art history construct meanings.</p> <p>Literacy - SpG9 Uses authoritative sources (dictionaries/web search to spell unfamiliar words).</p> <p>Numeracy - NPA4 Continues patterns where the difference between each term is the same number (2,4,6,8,10...).</p>
<p><b>Components of Course:</b></p> <p>A: Artmaking          B: Art History and Criticism</p>	<p><b>Weightings of Course: %</b></p> <p>A: 50%          B: 50%</p>

**ASSESSMENT TASKS**

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week 9	Term: 2 Week 10	Term: 3 Week 10	Term: 4 Week 9
		Artmaking Task	VAPD Task	Artmaking Task	Artmaking Task
		Drawing Task	Artist Study Task	Cardboard Sculpture Task	Ceramics Task
			Literacy SpG9 Numeracy NPA4		Numeracy NPA4 Literacy SpG9
<b>Artmaking</b>	<b>75%</b>	25%		25%	25%
<b>Art History and Criticism</b>	<b>25%</b>		25%		
<b>Total</b>	<b>100%</b>				
<b>Outcomes</b>		4.1, 4.6	4.7, 4.10	4.4, 4.5	4.2, 4.3

**Changed from 50% 50%**

**Head Teacher: Mr D. Critcher**

<p><b>Outcomes of Course:</b></p> <p>1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.                  2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.                  3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.                  4B makes effective language choices to creatively shape meaning with accuracy, clarity, and coherence.                  CrT4 writes texts in different forms.</p>	<p>5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.                  6C identifies and explains connections between and among texts.                  7D identifies and explains connections between and among texts.                  8D identifies, considers, and appreciates cultural expression in texts.                  9E uses, reflects on and assesses their individual and collaborative skills for learning.                  FA-5 A student represents and interprets data in graphs, tables, and diagrams.</p>
<p><b>Components of Course:</b></p> <p>Unit 1: Survival                  Unit 2: Fantasy                  Unit 3: Fear                  Unit 4: Drama                  Unit 5: Secrets                  Unit 6: Poetry                  Unit 7: Pop Culture/Mass Media                  Unit 8: Adventure</p>	<p><b>Weightings of Course: %</b></p> <p>Units 1 &amp; 2: 20% Writing portfolio                  Unit 3 and Unit 4: 30% writing a Drama script.                  Unit 5: 20% Oral presentation                  Unit 7: 30% Reading and Writing</p>

**ASSESSMENT TASKS**

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2,3	Task 4	Task 5
		Term 1 Week 9	Term 2 Week 6 & 9	Term 3 Week 5	Term 4 Week 4
		Survival Fantasy  Creative Writing (Portfolio)/ Planning Sheet (Numeracy)	Writing A Blog on Fear/ Play Script on Drama unit (Research and representation)	Oral Presentation  Secrets	Final Examination  Reading/ Writing
<b>Semester 1</b>	50%	20%	30%		
<b>Semester 2</b>	50%			20%	SS
<b>Total Marks</b>	100%	20%	30%	20%	30%
<b>Outcomes</b>		2A, 4B, 5C, 8D, 9E, FA-5	1A, 2A, 3B, 7D, 8D	1A, 4B, 5C, 8D, 9E, FA-5	1A, 2A, 4B, 5C, 6C

<p><b>Outcomes of Course:</b></p> <p>EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure.                  EN4-2A effectively uses a widening range of processes, skills, strategies, and knowledge for responding to and composing texts in different media and technologies.                  EN4-3B uses and describes language forms, features, and structures of texts appropriate to a range of purposes, audiences, and contexts.                  EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity, and coherence.</p>	<p>EN4-5C thinks imaginatively, creatively, interpretively, and critically about information, ideas, and arguments to respond to and compose texts.                  EN4-6C identifies and explains connections between and among texts.                  EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.                  EN4-8D identifies, considers, and appreciates cultural expression in texts.                  EN4-9E uses, reflects on, and assesses their individual and collaborative skills for learning.</p> <p>Numeracy Outcome: QUN1</p>
<p><b>Components of Course:</b></p> <p>A. Reading                  B. Speaking                  C. Writing                  D. Viewing Representing</p>	<p><b>Weightings of Course</b></p> <p>A. 20                  B. 30                  C. 25                  D. 25</p>

**ASSESSMENT TASKS**

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 7	Term 3 Week 9	Term 4 Week 5
		Writing	Writing Reading	Speaking	Writing (Film Review)
Reading			20%		
Writing		20%	5%		25%
Speaking				30%	
Viewing Representing					
<b>Total Marks</b>	100%	20%	25%	30%	25%
<b>Outcomes</b>		EN4-1A, EN4-2A, EN4-4B, EN4-5C	EN4-3B, EN4-1A, EN4-4B, EN4-6C, EN4-7D	EN4-7D, EN4-1A, EN4-4B, EN4-6C, EN4-7D, EN4-8D	EN4-3B, EN4-1A, EN4-4B, EN4-6C, EN4-7D, EN4-8D

*Coordinator: Ms Soniya Datt*  
*Head Teacher: Ms Shalini Nadan*

<p><b>Outcomes of Course:</b></p> <p>HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past.                  HT4-2 describes major periods of historical time and sequences events, people and societies from the past.                  HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies.                  HT4-4 describes and explains the causes and effects of events and developments of past societies over time.                  HT4-5 identifies the meaning, purpose and context of historical sources.                  HT4-6 uses evidence from sources to support historical narratives and explanations.</p>	<p>HT4-7 identifies and describes different contexts, perspectives and interpretations of the past.                  HT4-8 locates, selects and organizes information from sources to develop an historical inquiry.                  HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past.                  HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.                  FA3 uses maps to locate areas of historical significance.                  Literacy uses subject specific terms to communicate historical information.</p>
<p><b>Components of Course:</b></p> <p>A: Investigating the Ancient Past                  B: Ancient Greece                  C: The Vikings                  D: Feudal Japan</p>	<p><b>Weightings of Course: %</b></p> <p>A: 25%                  B: 25%                  C: 25%                  D: 25%</p>

**ASSESSMENT TASKS**

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 7	Term: 2 Week: 6	Term: 3 Week: 7	Term: 4 Week: 6
		Investigating the Ancient Past  Archaeology Task	Ancient Greece  Exam	The Vikings  Research Task	Feudal Japan  Portfolio
Semester 1 Investigating the Ancient Past Ancient Greece	50%	25%	25%		
Semester 2 The Vikings Feudal Japan	50%			25%	25%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		HT4-1, HT4-5, HT4-6, HT4-10, FA3, Literacy	HT4-4, HT4-6 HT4-8 HT4-9 HT4-10	HT4-2 HT4-3 HT4-8 HT4-10 FA3	HT4-2 HT4-4 HT4-7 HT4-9 Literacy

<p><b>French Outcomes</b></p> <p>LFR4-1C uses French to interact with others to exchange information, ideas and opinions, and make plans.          LFR4-2C identifies main ideas in, and obtains information from texts.          LFR4-3C organizes and responds to information and ideas in texts for different audiences.          LFR4-4C applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences.          LFR4-5U applies French pronunciation and intonation patterns.          LFR4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas.          LFR4-7U identifies variations in linguistic and structural features of texts.          LFR4-8U identifies that language use reflects cultural ideas, values, and beliefs.</p>	<p><b>Literacy Outcomes</b></p> <p>Spk1 Literacy speaks in short phrases or simple sentences about familiar objects/people/or events.          GrA4 writes simple sentences correctly.          CrT5 uses appropriate keywords to represent an idea (drink, main meal, entree in a text about food).          CrT5 structures ideas into simple sentences made up of basic verb groups, noun groups and phrases.</p> <p><b>Numeracy Outcomes</b></p> <p>QuN9 Numeracy numeral recognition and identification of place value.          UnM3 sorts and counts the number of coins with the same face value identifies situations that involve the use of money.          MeT1 applies understanding of passage of time to sequence daily events.          UnM3 identifies situations that involve the use of money.          MeT2 names and orders months of the year.</p>
<p><b>Components of course</b></p> <p>Term 1 – Nice to meet you.          Term 1 – People, places and family          Term 2 – What do we learn at school.          Term 2 – French Education          Term 3 – Eating and Drinking          Term 3 – Menu Reading and ordering food.          Term 4 – Celebrations, French Leisure Activities          Term 4 – French Culture and Art &amp; Craft</p>	<p><b>Weightings of course %</b></p> <p>Term 1 – 25%          Term 2 – 25%          Term 3 – 25%          Term 4 – 25%</p>

## ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 8	Term: 2 Week: 6	Term: 3 Week: 8	Term: 4 Week: 5
		Poster/PPT  Oral Presentation  Numeracy	Numeracy  Examination	Dialogue and Menu Writing  Literacy	Listening and Responding  Literacy
		Nice to Meet You  People Places and Family	What do we Learn in School?  French Education	Eating & Drinking  Menu Reading & Ordering Food	Celebrations, French Leisure Activities  French Culture and Art & Crafts
<b>Semester 1</b>	50%	25%	25%		
<b>Semester 2</b>	50%			25%	25%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		LFR4-2C, LFR4-6U, LFR4-8U	LFR4-2C, LFR4-3C, LFR4-6U	LFR4-6U, LFR4-4C, LFR4-5U	LFR4-2C, LFR4-3C, LFR4-7U

Coordinator: Ms Filiopoulos  
Head Teacher: Ms Nadan

<p><b>Outcomes of Course</b></p> <p>MA4.1WM communicates and connects mathematical ideas using appropriate terminology, diagrams, and symbols.  MA4.2WM applies appropriate mathematical techniques to solve problems.  MA4.3WM recognises and explains mathematical relationships using reasoning.  MA4.4NA compares, orders, and calculates with integers, applying a range of strategies to aid computation.  MA4.5NA operates with fractions, decimals, and percentages.  MALS.19NA calculates missing values by completing simple number sentences.  MA4.6NA solves financial problems involving purchasing goods.  MA4.7NA operates with ratios and rates, and explores their graphical representation.  MA4.8NA generalises number properties to operate with algebraic expressions.  MA4.9NA operates with positive-integer and zero indices of numerical bases.  MA4.10NA uses algebraic techniques to solve simple linear and quadratic equations.  MA4.11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.  MA4.12MG calculates the perimeters of plane shapes and the circumferences of circles.  MA4.13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area.</p>	<p>MA4.14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume.  MA4.15MG performs calculations of time that involve mixed units, and interprets time zones.  MA4.16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems.  MA4.17MG classifies, describes, and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.  MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines.  MA4.19SP collects, represents, and interprets single sets of data, using appropriate statistical displays.  MA4.20SP analyses single sets of data using measures of location, and range.  MA4-21SP represents probabilities of simple and compound events reasoning, and makes generalisations.</p> <p>Numeracy  FA 4 a student applies measurement strategies and understands time.  FA 2 a student identifies patterns, develops algebraic reasoning, and makes generalizations.</p> <p>Literacy uses vocabulary, including subject specific vocabulary from a range of learning areas.</p>
<p><b>Components of Course:</b></p> <p>A. Knowledge and Skills  B. Working Mathematically</p>	<p><b>Weightings of Course</b></p> <p>A.80%  B.20%</p>



## ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Week 9	Week 6	Week 7	Week 6
		Examination	Open book exam	Project	Examination
Knowledge and skills	80%	20%	20%	20%	20%
Working Mathematically	20%	5%	5%	5%	5%
Total Marks	100%	25%	25%	25%	25%
Outcomes		MA4.4NA, MA4.5NA, MA4.6NA, MA4.8NA, MA4.9NA, Literacy	MA4.10NA, MA4.16MG, FA4	MA4.7NA, MA4.12MG, MA4.13MG, MA4.14MG, MA4.19SP, MA4.20SP, FA2	MA4.17MG, MA4.18MG, MA4.21SP, Literacy

Coordinator: Mr K Ayrton  
Head Teacher: Ms M Ayrton

<p><b>Outcomes of Course:</b></p> <p>PD4-2 examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others.</p> <p>PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships.</p> <p>PD4-4 refines applies and transfers movement skills in a variety of dynamic physical activity contexts.</p> <p>PD4-5 transfers and adapts solutions to complex movement challenges.</p> <p>PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.</p> <p>PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.</p> <p>PD4-9 demonstrates self-management skills to effectively manage complex situations.</p>	<p>PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.</p> <p>PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</p> <p><b>Numeracy Outcome:</b></p> <p>FA1 students are to calculate their social media and technology use in days, hours and percentages.</p> <p>FA5 students explore the statistics surrounding drug use in young people.</p> <p><b>Literacy Outcome:</b></p> <p>LO1 students are to create an informal speech to communicate their identity.</p> <p>LO2 students response to a scenario based on online situations.</p>
<p><b>Components of Course:</b></p> <p>A. Knowledge and understanding of course content.</p> <p>B. Movement skill, performance and participation</p>	<p><b>Weightings of Course:</b></p> <p>A.50%</p> <p>B.50%</p>

## ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Ongoing Throughout Term 1	Term: 2 Ongoing Throughout Term 2	Term: 3 Ongoing Throughout Term 3	Term: 4 Ongoing Throughout Term 4
		Online Safety and Transformers  Online Safety and Transformers EOL's	Diversity & Gymnastics Ninja Warrior Diversity & Gymnastics Ninja Warrior EOL's	Relationships & Game Creation Relationships & Game Creation EOL's	Harm Minimization & Aquatics/ Water Safety Harm Minimization & Aquatics/Water Safety EOL's
Knowledge and understanding of course content	50%	12.5%	12.5%	12.5%	12.5%
Movement skill, performance and participation	50%	12.5%	12.5%	12.5%	12.5%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		Online Safety: PD4-2, PD4-6, PD4-9, PD4-10  Transformers: PD4-4, PD4-11 LO2, FA 1	Diversity: PD4-3, PD4-6, PD4-10  Gymnastics Ninja Warrior: PD4-10 PD4-11	Relationships: PD4-7, PD4-9, PD4-10  Game Creation: PD4-5, PD4-10, PD4-11  LO 1	Harm Minimization: PD4-7, PD4-9, PD4-10  Aquatics/Water Safety: PD4-4, PD4-5  FA 5

Coordinator: Mr A McCoy  
Head Teacher: Mr A McCoy

**Subject: Science****FACULTY: Science**

<p><b>Outcomes of Course:</b></p> <p><b>Knowledge and Understanding:</b>  SC4-13ES a student explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.  SC4-14LW a student relates the structure and function of living things to their classification, survival and reproduction.  SC4-17CW a student explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life.</p> <p><b>Working Scientifically:</b>  SC4-4WSA student identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.  SC4-5WS a student collaboratively and individually produces a plan to investigate questions and problems.  SC4-6WS a student follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.  SC4-7WS a student processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns, and relationships, and draw conclusions.  SC4-9WS a student presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.</p>	<p><b>Numeracy Outcomes:</b>  FA1 Mental computation and numerical reasoning a student identifies mathematical information, understands numbers, calculates, estimates and solves problems.  FA2: Patterns and algebraic reasoning a student identifies patterns, develops algebraic reasoning, and makes generalizations.</p> <p><b>Literacy outcomes:</b>  LO1 students write a sophisticated scientific report which employs structural features and technical vocabulary.  LO2 students identify key Scientific words and the meaning they carry.</p>
<p><b>Components of Course:</b></p> <p>Knowledge and Understanding  Working Scientifically</p>	<p><b>Weightings of Course: %</b></p> <p>40%  60%</p>

## ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1 Week: 8	Term: 2 Week: 6	Term: 3 Week: 8	Term: 4 Week: 6
Assessment		Body Systems Graphing Task	SRP	Model of Rock	Ecosystems Report
Working Scientifically	40%	10%	10%	10%	10%
Knowledge and understanding	60%	15%	15%	15%	15%
Total Marks	100%	25%	25%	25%	25%
Outcomes		NFA2, SC4-7WS, SC4-14LW	SC4-4WS, SC4-7WS, SC4-9WS, SC4-17CW, LO1	SC4-6WS, SC4-7WS, SC4-13ES, NFA1	SC4-5WS, SC4-9WS, SC4-14LW, LO2

Coordinator: Mr V Truong  
Head Teacher: Ms B Talfah

Outcomes of Course	Outcomes of Course
<p><b>Knowledge and Understanding</b>                      TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.                      TE4-2DP plans and manages the production of designed solutions.                      TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects.                      TE4-8EN explains how force, motion and energy are used in engineered systems. explains how people in technology related professions contribute to society now and into the future.</p> <p><b>Numeracy Outcomes</b>                      FA4 measurement and time calculations converts between metric units of area.                      FA1 solves complex problems, estimates the solutions, checks the solutions for accuracy and provides reasons for the solution.</p>	<p><b>Knowledge and Understanding</b>                      TE4-5AG investigates how food and fibre are produced in managed environments.                      TE4-6FO explains how the characteristics and properties of food determine preparation techniques.                      for healthy eating.                      TE4-7DI explains how data is represented in digital systems and transmitted in networks.                      TE4-8EN explains how force, motion and energy are used in engineered systems.                      TE4-9MA investigates how the characteristics and properties of tools, materials, and processes affect their use in designed solutions.</p> <p><b>Literacy Outcomes</b>                      CRT10 writes to discuss, evaluate and review (evaluates needs and opportunities to develop a design brief).                      CRT8 Informative text Indicators.</p>

**ASSESSMENT TASKS**

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 9
<b>Tasks</b>		Practical Tasks with folio	Practical Tasks with folio	Practical Tasks with folio	Practical Tasks with folio
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes</b>		TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7D1, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4 -5FO, TE4-10TS, TE4 -6FO, TE4-10TS
<b>Numeracy Focus Assessment</b>		FA1			FA4
<b>Literacy Outcomes Assessment</b>			CRT8	CRT10	

Coordinator: Ms D Gill  
 Head Teacher: Ms G Kaur



# ASSESSMENT PLANNER

	TERM 1	TERM 2	TERM 3	TERM 4
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				





## ASSESSMENT TASK COVER SHEET

Course Name:			
Student Name:			
Assessment Task			
Number:			Title:
Component/s:	Weighting/s - %:		
Due Date:			
Date Handed In:			
Extension: YES/NO	YES - New Due Date:		
Student Signature:			

-----  
Complete and detach this section when you hand in your assignment.

### ASSESSMENT COVER SHEET RECEIPT

Course Name:			
Student Name:			
This is My Own Work:	YES		
Assessment No:	Title:		
Due Date:	Date Handed In:		
Teacher Signature:			

Principal: Dr Ken Edge

Phone: (02) 9607 8669

Fax: (02) 9607 9460

Address: 60 Cabramatta Avenue (PO Box 361) Miller NSW 2168

Email: miller-h.school@det.nsw.edu.au



## APPLICATION FOR EXTENSION

Course Name:			
Student Name:			
Assessment Task			
Number:			Title:
Component/s			Weighting/s - %:
Due Date:			
Date of applying for extension:			
Reason and documentation supporting request for Extension:			
Student Signature:			
Parent Signature:			

-----  
 Complete and detach this section when you hand in your assignment  
**EXTENSION APPLICATION RECEIPT**

Course Name:			
Student Name:			
Assessment No:			Title:
Granted: YES/NO			
Extension New Date:	Reason for Refusal:		
Head Teacher Signature:			



## ABSENCE / MISADVENTURE FORM

Course Name:			
Student Name:			
Assessment Task			
Number:			Title:
Component/s	Weighting/s - %:		
Due Date:			
Today's Date:			
Reason for absence/misadventure application: (Supporting documentation needs to be attached)			
Student signature:			
Parent signature:			

-----  
**Complete and detach this section when you hand in your assignment.**

## TASK MISSED DUE TO ABSENCE / MISADVENTURE RECEIPT

Course Name:			
Student Name:			
Assessment No:			Title:
Granted: YES/NO	Refused: YES/NO		
New date:	Reason for refusal:		
Head Teacher Signature:			

# STUDY SKILLS

## 1) INTRODUCTION

This booklet is designed to help Year 7 students realise the importance of study in high school. With the help of this booklet, students will become aware of their needs in Year 7, and develop the strategies, motivation and confidence to use their time more productively.

Through better organisational skills, self-discipline and time management techniques, it is hoped that students will become better learners and build on the skills necessary to be able to achieve the best results possible throughout their high school career.



## 2) WHY STUDY?



Did you know that 90% of what you learn today, you won't remember tomorrow unless you revise it in the first 24 hours? Studying is very important because it will bring you benefits in the future and allows you many more choices in the type of career you have.

### HERE ARE MORE REASONS WHY PEOPLE STUDY

- They want a good career.
- They want to achieve their best.
- They want their parents and friends to be proud of them.
- They want to improve themselves.
- They have always been interested in .....
- They want to become .....
- They want to gain knowledge.
- They want to feel good about themselves.
- They want to earn lots of money.

### TRY THIS ACTIVITY:

Use this space to write down why you want to study.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

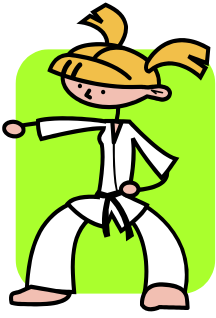


## 3) HOW TO STUDY?

- Spend 10-15 minutes reading over work done that day in class.
- Revise at the end of each day, revise before exams.
- View study as practice.
- Different ways to study-reading, mind maps, practice exam type questions, speaking aloud, self-testing, and peer testing.
- It is important that study is done in an appropriate environment.
- It should be done in a quiet spot – on a desk that has good lighting, no TV. Quiet music only and regular breaks.

Remember that 90% of what you learnt today, you won't remember tomorrow unless you revise or study it in the first 24 hours. Study is practice for the mind as running is practice for the athlete.

**GOOD STUDY OR PRACTICE MAKES A PERFECT STUDENT OR ATHLETE!**



#### 4) HOW TO GET BETTER EXAMINATION MARKS

During the year

- 1) Complete all your work in class.
- 2) Catch up with work if you are away.
- 3) Do all homework and assignments.
- 4) Read through your class work regularly.
- 5) Summarise each topic in your own words.

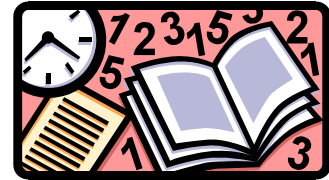


#### BEFORE THE EXAM

- 1) Get a good sleep the night before.
- 2) Have a good breakfast.
- 3) Read through your summary notes.

#### IN THE EXAM ROOM

- 1) Read the instructions carefully.
- 2) Look for key words (highlight them) in the exam paper.
- 3) Allocate your time thoughtfully.
- 4) Bring all necessary equipment to the exam.
- 5) Ask a teacher if you are confused about any part of the exam.



#### A POSSIBLE STUDY TIMETABLE

On the following study timetable colour:

- 1) **BLUE:** The time taken up with the necessities of living, such as eating, sleeping, washing, etc.
- 2) **GREEN:** The hours you will spend at relaxation and recreation, such as watching TV, being involved in sport or hobbies, playing a musical instrument, or go to a party.
- 3) **YELLOW:** The amount of time left is the total number of potential hours you have to study.
- 4) Set realistic times, for example 30 minutes to 1 hour per day.

# STUDY TIMETABLE

DAY							
TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						9am	
3.00 pm						10.00 am	
3.30 pm						10.30 am	
4.00 pm						11.00 am	
4.30 pm						11.30am	
5.00 pm						12.00 pm	
5.30 pm						12.30 pm	
6.00 pm						2.00 pm	
6.30 pm						2.30 pm	
7.00 pm						3.00 pm	
7.30 pm						3.30 pm	
8.00 pm						4.00 pm	
8.30 pm						4.30pm	
9.00 pm						5.00 pm	
9.30 pm						5.30 pm	
10.00 pm						6.00 pm	

## 5) RESEARCH SKILLS

This section is designed to assist you in increasing your skills in research.

Research is a term that applies to the ways in which we find new information, knowledge and facts.

You may need to undertake research for a variety of reasons. You may have to complete an assignment for school or you might have an area of interest that you might want to know more about.

Whatever the reason, there are certain skills that will increase your success when undertaking research.

### ALWAYS KNOW EXACTLY WHAT YOU NEED TO FIND

- This may seem an obvious point, but too often people have not clearly defined exactly what they need to know and find it difficult to find relevant information.
- If you are researching information for an assignment, make sure you understand exactly what the question is asking. If you need some help ASK YOUR TEACHER.



### ALLOW SUFFICIENT TIME FOR RESEARCH

- Give yourself time to find the information you need, you won't feel rushed or under pressure and will be more able to do your best work.

### THERE ARE MANY PLACES AND RESOURCES THAT ARE AVAILABLE TO HELP YOU WITH YOUR RESEARCH:

- School/Public library
- Museums
- Art Galleries
- Books
- Text Books
- Magazines/Journals
- Internet



While the internet is a good source to use when research, you should attempt to use other sources as well and not **RELY ONLY ON THE INTERNET**. undertaking

