Gymea Technology High School
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Science

Year 8

Task 3: Semester 1 Examination

Task Name: Semester 1 Examination	**Unit: Particle Idea, Elements, Compounds & Mixtures, and Human Body (Skeletal, Respiratory, Digestive, Circulatory, Excretory)**
Task Distributed: Monday 4th May 2026	**Task Due: Exam Block, Fri 22/5**
Task Type: Examination	**Syllabus Outcomes: SC4-2VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS**
Task Weighting: 20%	**Task number for Course: 3**

Task Description

The task is a 60-minute examination that will be completed under examination conditions during the half yearly examination block. The exam will consist of various knowledge and skills-based questions related to the Semester 1 topics studied in class (Particle Idea, Elements, Compounds and Mixtures, and Human body - skeletal, respiratory, digestive , circulatory and excretory systems).

The examination will consist of three parts:

Section A: Multiple Choice (15 marks)
- 15 multiple choice questions

Section B (25 marks): Short response questions which may be based on the following:
- Scientific report skills
- Analyse, interpret, and predict data
- Provide reasoning on scientific investigations
- Arrangement of particles in 3 states of matter
- Changes of state and properties of different states of matter
- Using and constructing scientific models to represent elements, compounds, and mixtures
- Describing elements, compounds, and mixtures (with examples)
- Use and interpret the Periodic Table of Elements
- Describe and draw the arrangement of the sub-atomic particles within atoms
- Label and describe the function and operation of the skeletal, respiratory, digestive, circulatory and excretory systems

Section C (16 marks): Extended response - A stimulus question that requires an in-depth response which will assess both content (5 marks) and literacy skills (5 marks). This will also have a scaffold to complete which will be marked (6 Marks).

NESA Glossary of Key Words

Understand the verbs associated with the task. The verbs will provide an understanding of the detail needed to successfully answer the question.

- **Describe** Provide characteristics and features.
- **Explain** Relate cause and effect; make the relationships between things evident; provide why and/or how.
- **Discuss** Identify issues and provide points for and/or against
- **Justify** Support an argument or conclusion.
- **Assess** Make a judgement of value, quality, outcomes, results, or size.

Check the NESA Glossary of Key Words
https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords

Details of Submission

The examination will be conducted in the hall. Please follow exam conditions and your teachers' instructions. Failure to do so, will result in penalties.

For successful completion of this examination you must bring the following equipment:

- NESA approved calculator
- Blue or black pen
- Pencils and an eraser for drawing graphs or diagrams
- A ruler

Assessment Procedures

All students should be fully aware of the school assessment procedures.

Students should access their 2025 Assessment Guide for more information.

Feedback provided.

- The task will be typically returned to students within two school weeks of the submission date/sitting.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher/assessment marker.

Self-Reflection Component

Students will be required to complete a self-reflection worksheet on Google Classroom at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?

How well students can:

- Communicate scientific findings and knowledge to an audience.
- Undertake secondary sources and/or first-hand investigations to collect valid and reliable data, individually and collaboratively.
- Gain knowledge and Understanding of the practice of science and how Science impacts on Society, Technology, and the Environment.

Marking Rubric (Literacy) - You will also be assessed on how well you write and phrase the information you collect.

GTHS Literacy Criteria

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary *Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect*	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	0.25	0.5	0.75	1
Punctuation *Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text*	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - *one sentence is punctuated correctly.*	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	0.25	0.5	0.75	1
Sentences & Cohesion *The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.*	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	0.25	0.5	0.75	1
Paragraphs *Paragraphs are used to effectively structure information and partition events and ideas*	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text but may not be linked or executed effectively.	All components of the paragraphs are evident, and paragraphing is consistent and well-developed across the whole text.
	0	0.25	0.5	0.75	1
Text Structure *Uses features of the appropriate text type*	No evidence of the structural features of the appropriate text type. *No attempt to write in the appropriate text type and/or response is off task.*	Minimal evidence of the structural features - *1 component evident* - of the appropriate text type.	Some evidence of the structural features - *2 components evident* - of the appropriate text type.	Substantial evidence of the structural features - *all components evident but there may be some lapses* - of the appropriate text type.	Coherent and controlled use of **all** the appropriate structural features of the text type.
	0	0.25	0.5	0.75	1
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation