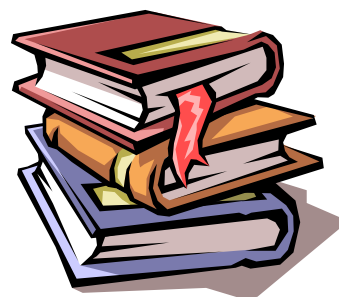


# Girraween High School



2022

Year 8



## Assessment Policy Booklet

as at 16/12/2021



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## School Assessment Procedures

### ***The Purpose of Assessment***

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment provides opportunities for teachers to gather evidence about student achievement in relation to outcomes; enables students to demonstrate what they know and can do; clarifies student understanding of concepts and promotes deeper understanding; and it provides evidence that current understanding is a suitable basis for future learning.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used to gather evidence about student achievement and to improve student learning.

*Assessment for learning* involves teachers using evidence about students' skills, knowledge and understanding to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

*Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

*Assessment for learning* and *assessment as learning* incorporate some common elements, such as: self-assessment and peer assessment; strategies for students to actively monitor and evaluate their own learning; feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Some of the tasks that students will be given in a subject will not be assessment tasks. Students are required to complete all *set tasks*, not only those for assessment.

Gathered evidence is used by teachers for *assessment of learning*, sometimes referred to as 'summative assessment', to rank or grade students. This usually takes place at key points in the learning cycle, such as at the end of Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

### ***Assessment Schedule Booklet and Time-Frame***

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: type of task, ***approximate date*** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

***Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.***

***Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.***

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

## 1. Attendance

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and they may not be eligible to receive a Record of School Achievement.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. No automatic extension is granted to students who are absent on the day the notice of a task is given.

## 2. Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which will be issued to the student when notification of the task is given) must be signed by the student and submitted with the completed assessment task
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the teacher notification).

All tasks submitted after the designated time will be deemed to be LATE unless there are exceptional circumstances.

Failure to submit a task by the designated time will result in:

- a note being sent home (a copy of this note will be placed in the student's central file and given to the Year Adviser and Deputy Principals)
- the student will lose 20% of their marks per day for that task until the task is handed in, with a maximum loss of 100% after 5 days late. This included weekends. For example, if a task was due on Thursday, and not handed in till the following Monday, the student will lose 80%.

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

## 3. Extensions to Due Dates or Special Consideration

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Students must apply to the Head Teacher responsible well before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances.

If your extension is not granted, you must submit the incomplete task on the due date.

Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task.

## 4. Prior Knowledge of Absence

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the relevant Head Teacher.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must NOTIFY THE HEAD TEACHER AND THEIR CLASS TEACHER, and submit the work before the due date.

## 5. Absence Due to Illness/Misadventure

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the appropriate Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

## 6. Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - check the compatibility of your home software with the school's technology
  - save a copy of the final version of your task to an email address that can be accessed at school (such as name @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone or technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination (such as a Yearly Examination). In this case, students must follow teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.
- for major examinations conducted in the MPC: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is found with a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) during an in-class assessment task or major examination (such as a Yearly Examination) will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task.

## 7. Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the written submission component of the task.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students **MUST** attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a mark deduction for the task, unless there are exceptional circumstances.

## 8. Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a task later than 5 days from the due date (without a valid reason)
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice.

In such cases:

- parents/guardians will be informed in writing
- a copy of this parental notification will be placed in the student's central file and given to the Year Adviser and Deputy Principals.

## 9. Malpractice in Assessment Tasks

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the school's ***Acknowledging Sources in Assessment Tasks***. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

**Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.**

**Malpractice in any form, including plagiarism is unacceptable.**

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

**Malpractice is any activity that allows students to gain an unfair advantage over other students.** It includes, but is not limited to:

- cheating, attempting to cheat, or assisting others to cheat

- 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 appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- 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 to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination (such as a Yearly Examination)
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.

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.

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Principal.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** may be awarded.

## **10. Disputes Regarding Assessment Tasks**

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

**Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.**



## 11. Assessment Concerns

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

Note: **The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

## 12. Disability Provisions

Girraween High School follows the NSW Education Standards Authority (NESA) guidelines in the use of Disability Provisions for all external examinations and internal examinations and assessments.

We intend to ensure that students with identified and documented permanent or temporary disabilities are able to access and engage in examinations or assessment tasks.

Disability Provisions and reasonable adjustments will be made for students with disabilities that have implications for their functioning in examinations or assessment tasks.

Students/parents who wish to make an application for Disability Provisions need to see the Deputy Principal for an application.

### 12.1 Identification of students with disabilities

Diagnosed learning disabilities require that documentation and appropriate testing is collated from a relevant professional to justify Disability Provisions. Medically diagnosed disabilities require appropriate documentation to support applications for Disability Provisions. School counsellors can suggest students require Disability Provisions. In this case, documentation must be provided from a treating clinician.

Students may be identified as needing Disability Provisions as a result of a valid Illness/Misadventure Application which will allow the student access and equity in an assessment or examination.

Approval for Disability Provisions for school assessments are given by the Deputy Principal in line with NESA guidelines after evidence and documentation has been considered.

### 12.2 Disability Provisions and Modifications

Where required, a reader/writer will be appointed. Readers/Writers will be guided/briefed on their role and responsibilities. This will be done by the Examination Supervisor or the Deputy Principal.

Other reasonable provisions such as, but not limited to, small group supervision, rest breaks or specialised equipment will be made as appropriate based on individual needs and appropriate documentation.

## 13. Acknowledging Sources in Assessment Tasks

### 13.1 Referencing

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- ❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else
- ❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

## 13.2 Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

**Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.**

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

## 13.3 Harvard Style Referencing Guide

### 13.3.1 In-text References

If you directly quote an author, discuss their idea, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication and the relevant page number(s) of their publication.

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

### Quote

This is where you copy the exact words from the original source. You must use the author's surname, the year of publication, and the page number(s).

*Example:* 'As discussed previously, a satellite can be put into Earth orbit. The required orbital velocity depends on the radius of the orbit.' (Warren 2008, p. 17)

' ' Single quotation marks are used for quotes of fewer than 30 words to show where the quote begins and ends, followed by the in-text reference.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

### Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words (including grammar, vocabulary, sentence structure, and style). Note that no quotation marks are used here.

*Example:* Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

### Electronic/Internet/Web source

Exactly the same rules: Author's last name date, 'page' reference. Where there is no 'page' reference, you cite Author's last name date and paragraph number. Use the same methods as above if there are no identifiable authors, use the group name, or failing that, the short title of the site/page (University of Sydney, 2008).

*Example:* 'The easiest way to think about this is in two dimensions. Think of space and time as a piece of paper, which is bent over on itself. If a weight is put on top of the paper it will sag towards the centre. If there is another weight on the opposite side, it will also sag towards the centre. If the two bulges eventually meet, a wormhole could form and join two regions of space.' (BBC 2008, para 4)

### 13.3.2 Creating a References List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where an item has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

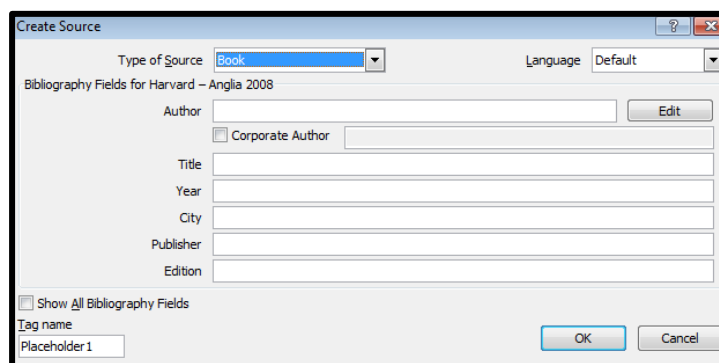
A **Reference List** only includes material from other sources such as books, journals and electronic sources, including the internet, that are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

### 13.3.3 Inbuilt References Generator

Microsoft Word has an inbuilt References Generator. To use this within a Word document:

- Step 1: In the *References* tab (top of the screen), look for the *Citations & Bibliography* section. If necessary, select the *Style* tab in the drop down menu and change the style to *Harvard*.
- Step 2: When required to add an in-text reference, select *Insert Citation*, complete the required information, then hit *OK* to return to the document.



- Step 3: Upon completing the document, select *Bibliography*, then in the drop down menu select *Insert Bibliography*. Documents cited will then be automatically inserted. An appropriate heading would then need to be entered at the start of the list.

#### Books:

- Name of author/s (surname, first names)
- Year of publication,
- *Title*, (in italics and with minimal capitalisation)
- Edition (if applicable, edn),
- Publisher,
- Place of publication.

Examples:

Butler M, Hopkins D, & Willis J 2001, *Physics 2*, Macmillan Education Australia, South Yarra.

Healey, J (ed.) 2005, 'Wealth and inequality', in *Issues in Society*, vol. 226, The Spinney Press, Thirroul, N.S.W.

McLarty, R 2005, *The memory of running*, Time Warner, London.

**Encyclopaedia Articles:**

- 'Title of article'
- *Title of encyclopaedia in italics*
- Year of publication,
- Publisher,
- Place of publication,
- Vol. no,
- Page no/s.

Example:

'Germany', *World Book Encyclopedia* 2004, World Book, Sydney, vol. 8, pp. 114-116.

**Magazine Articles:**

- Name of author/s
- Year of publication,
- 'Title of article',
- *Magazine name*,
- Month/volume/issue number,
- Page no/s.

Examples:

Low, T 2006, 'Sweet country', *Australian Geographic*, January-March, p. 68.

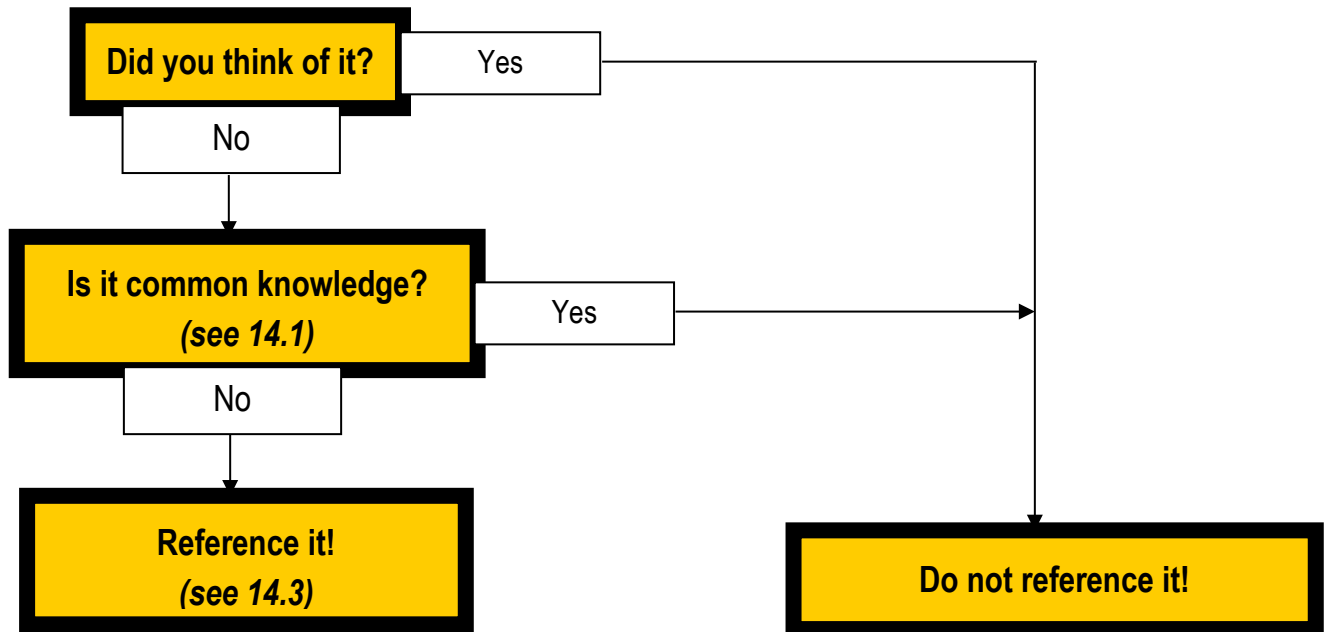
Nolch, G 2006, '21<sup>st</sup> Century food', *Australasian Science*, Vol. 14, no. 3, pp. 14-19.

**Newspaper Articles:**

- Name of author/s
- Year of publication,
- 'Title of article',
- *Newspaper name*,
- Day and month,
- Page no/s.

Example:

Kerbaj, R 2006, 'Brother of terror suspect speaks', *The Australian*, 9 February, p. 4.

**13.4 Referencing Summary****What is Referencing?**

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.

**Why do you have to reference properly?**

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

**What if you don't reference properly?**

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

# Individual Subjects

**YEAR 8 ASSESSMENT SCHEDULE: 2022****English**

Task	Type and Description of Task	Mode(s)	Overall Weighting	Outcomes	Due Date
<b>1. Indigenous Perspectives</b>	<b>Submission - Part 1 - Visual Representation (10%)</b> This section will require students to create a visual representation in response to one or more stimulus ideas. <b>Submission - Part 2 - Written Response (10%)</b> This section will require students to submit a statement in which they reflect on their visual representation	Viewing and Representing Writing	20%	EN4-6C EN4-7D EN4-8D	<b>Term 1 Week 10</b>
<b>2. Close Study - Agatha Christie</b>	<b>Part A - Submission - Extended Response (20%)</b> Students will respond in essay form to a question on Crime fiction <b>Part B - Practical - (10%)</b> Part B could include a performance and/or a design project	Reading Writing Representing	30%	EN4-1A EN4-3B EN4-5C	<b>Term 2 Week 10</b>
<b>3. Novel - Area of Study - Power and Control</b>	<b>Presentation - Speech (20%)</b> Students will deliver a speech in response to a question on William Golding's The Lord of the Flies or Trash and one related text of their own choosing.	Speaking Reading	20%	EN4-2A EN4-5C EN4-6C	<b>Term 3 Week 8</b>
<b>4. Yearly Examination</b>	<b>Test Part A – Reading Task (15%)</b> This task will require short responses to unfamiliar texts <b>Part B – Extended Written Response (15%)</b> This section will require students to compose a response related to the Power and Control unit.	Reading Writing	30%	EN4-1A EN4-4B	<b>Term 4 Week 2</b>
			<b>100%</b>		

**YEAR 8 ASSESSMENT SCHEDULE 2022****French**

Task	Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
<b>1. Comprehension</b>	<u>Online Task (in class)</u> Students listen to and read various texts in French and respond in English. Questions on French culture will also feature.	Listening 10% Reading 10% Culture 10%	30%	LFR4-2C LFR4-3C LFR4-8U	<b>Term 1 Week 10</b>
<b>2. French dialogue</b>	<u>Role Play</u> Students will work in pairs to create and present a dialogue in French.	Speaking 10% Writing 10%	20%	LFR4-1C LFR4-5U LFR4-6U	<b>Term 2 Week 5</b>
<b>3. Introductory letter</b>	<u>Writing</u> Students write a letter in French to a French-speaking penpal.	Composing 20%	20%	LFR4-3C LFR4-4C LFR4-6U	<b>Term 3 Week 8</b>
<b>4. Reading and Listening comprehension</b>	<u>In class written paper</u> Students listen to and read various texts in French and identify key information.	Understanding Listening 15% Reading 15%	30%	LFR4-2C LFR4-3C LFR4-8U	<b>Term 4 Week 2</b>
		<b>100%</b>	<b>100%</b>		



**YEAR 8 ASSESSMENT SCHEDULE 2022****HSIE**

Task	Type and Description of Task	Overall Weighting	Outcomes	Due Date
<b>1. Geography Report</b>	Students will research and submit a report.	25%	4-1, 4-2, 4-4, 4-8	<b>Term 1, Week 7</b>
<b>2. Geography Exam</b>	Students will sit an exam on content and skills.	25%	4-1, 4-2, 4-7, 4-8	<b>Term 2, Week 3</b>
<b>3. History Source Analysis</b>	Students will conduct a source analysis on a number of sources.	25%	4-5, 4-6, 4-8	<b>Term 3, Week 7</b>
<b>4. History Research Essay</b>	Students will research to complete an in-class essay.	25%	4-2, 4-3, 4-4, 4-6, 4-8, 4-9	<b>Term 4, Week 3</b>
		<b>100%</b>		

**YEAR 8 ASSESSMENT SCHEDULE 2022****Italian**

Task	Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
<b>1. Comprehension</b>	<u>In class written paper</u> Students listen to and read various texts and identify key information in Italian.	Listening 15% Reading 15%	30%	LIT4-2C LIT4-3C	<b>Term 1, Week 8</b>
<b>2. Italian community</b>	<u>Digital text creation</u> Students create a restaurant menu and dialogue. OR Students research and create a poster on one famous Italian and write an interview.	Writing 25%	20%	LIT4-4C LIT4-1C LIT4-6U	<b>Term 2, Week 8</b>
<b>3. Introductory letter</b>	<u>Writing</u> Students write a pen pal letter to students in Italy.	Writing 20%	20%	LIT4-3C LIT4-4C LIT4-5U	<b>Term 3, Week 8</b>
<b>4. Italian oral dialogue</b>	<u>Oral Digital presentation</u> Students will create and present a dialogue in Italian.	Writing 15% Speaking 15%	30%	LIT4-5U LITA4-6U	<b>Term 4, Week 4</b>
		<b>100%</b>	<b>100%</b>		

**YEAR 8 ASSESSMENT SCHEDULE 2022****Japanese**

Task	Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
<b>1. Reading and writing Hiragana</b>	<u>One written paper</u> <u>Reading:</u> Students will read and recognise hiragana characters and words. <u>Writing:</u> Students will convert romaji and English words to hiragana script.	Accessing and Responding 10% Composing 10%	20%	LJA4-2C LJA4-3C	<b>Term 1, Week 6</b>
<b>2. Listening and reading</b>	<u>One written paper</u> <u>Listening:</u> Students will listen to various texts and answer questions in English. <u>Reading:</u> Students will read short texts in Japanese and respond in English. <u>Bookwork:</u> students submit a work book	Understanding Listening 15% Reading 10% Book work 5%	30%	LJA4-6U LJA4-8U LJA4-2C LJA4-3C	<b>Term 2, Week 5</b>
<b>3. Digital story</b>	<u>Digital Task</u> Students create a digital story about a family in Japanese script.	Composing 20% Understanding 10%	30%	LJA4-6U LJA4-7U	<b>Term 3, Week 4</b>
<b>4. Speaking and Writing</b>	<u>Oral presentation</u> Students will work in pairs and present a dialogue in Japanese. The script will be submitted as their written task.	Composing Oral 10% Written 10%	20%	LJA4-5U LJA4-1C	<b>Term 4, Week 4</b>
		<b>100%</b>	<b>100%</b>		

**YEAR 8 ASSESSMENT SCHEDULE 2022****Mathematics**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	In Class test: 20 minute non - calculator test 45 minute test using calculators	5%	5%	10%	Number and Algebra Measurement and Geometry	<b>Term 1 Week 5</b>
<b>2</b>	In Class test: 20 minute non - calculator test 45 minute test using calculators	5%	5%	10%	Number and Algebra	<b>Term 2 Week 3</b>
<b>3</b>	In Class test: 20 minute non - calculator test 45 minute test using calculators	17%	17%	34%	Number and Algebra Statistics and Probability	<b>Term 3 Week 5</b>
<b>4</b>	Yearly Examination: 90 minute test using calculators (20 minute non - calculator test : Term 3, Week 9)	23%	23%	46%	Number and Algebra Measurement and Geometry Statistics and Probability	<b>Term 4 Week 3</b>
		<b>50%</b>	<b>50%</b>	<b>100%</b>		

**YEAR 8 ASSESSMENT SCHEDULE 2022****Music**

Task	Type and Description of Task	Performance	Composition	Musicology/ Listening	Overall Weighting	Outcomes	Due Date
<b>1. Music of Another Culture (World Music)</b>	Pentatonic Melody (Performance & Composition)	10%	10%		<b>Semester 1 =50%</b>	4.1, 4.2, 4.3 4.4, 4.5, 4.6	<b>Term 1 Week 7</b>
	Traditional Song Performance (Erin Shore)	15%				4.1, 4.2, 4.3	<b>Term 1 Week 10</b>
	Listening & Research Report (Music of Another Culture)			15%		4.7, 4.8, 4.9	<b>Term 2 Week 3</b>
<b>2. Music for Small Ensembles (Rock &amp; Pop Focus)</b>	Rock Performance & Composition Task 1 (Individual) Intro Verse Chorus	7.5%	7.5%		<b>Semester 2 =50%</b>	4.1, 4.2, 4.3 4.4, 4.5, 4.6	<b>Term 3 Week 9</b>
	Rock Performance & Composition Task 2 (Group) Whole Song	10%	10%			4.1, 4.2, 4.3 4.4, 4.5, 4.6	<b>Term 4 Week 5</b>
<b>3. Rock &amp; Pop Music History</b>	Extended Response/Essay (Yearly)			15%		4.7, 4.8, 4.9	<b>Term 4 Week 3</b>

**YEAR 8 ASSESSMENT SCHEDULE 2022****Personal Development, Health and Physical Education**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Practical Assessment 1</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	5%	25%	PD4-11 PD4-5	<b>Terms 1-2, Ongoing</b>
<b>2. Health Task &amp; classwork</b>	In-class speech based on Term 1 content. Classwork will be monitored continuously throughout the semester.	10%	5%	15%	PD4-7 PD4-1	<b>Term 2, Week 1</b>
<b>3. Practical Assessment (Sem 2)</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	10%	30%	PD4-4 PD 4-10	<b>Term 3-4 Ongoing</b>
<b>4. Health Examination &amp; classwork</b>	In-Class examination based on Semester 2 content. Classwork will be monitored continuously throughout the semester.	15%	15%	30%	PD4-9 PD4-2	<b>Term 4, Week 2</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

**YEAR 8 ASSESSMENT SCHEDULE 2022****Science**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Working Scientifically Skills</b>	<b>Knowledge and Understanding</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Working Scientifically Skills Task</b>	This task assesses students' achievement of the Working Scientifically Skills. This includes questioning and predicting, planning and conducting investigations, processing and analysing data and information, problem solving, and communicating scientifically.	20%	0%	20%	SC4-4WS - SC4-9WS	<b>Term 1, Week 9</b>
<b>Half Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC4-4WS - SC4-9WS, SC4-14LW, SC4-11PW	<b>Term 2, Week 2</b>
<b>Student Research Project</b>	This is an independent project conducted by students to investigate the scientific relationship between two variables. Students conduct the experiment independently and present their findings in a formal manner.	20%	5%	25%	SC4-4WS - SC4-9WS	<b>Term 3, Week 9</b>
<b>Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	20%	30%	SC4-4WS - SC4-9WS, SC4-14LW, SC4-15LW, SC4-11PW, SC4-16CW, SC4-13ES	<b>Term 4, Week 4</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

**YEAR 8 ASSESSMENT SCHEDULE 2022****Technology Mandatory**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Design Unit 1</b>	Students will be introduced and engage in multiple mini projects and skill development skills to prepare for the main project in the unit of work they will be studying. Students will be observed and assessed as they develop these skills in project development and the design process. Students will use these skills to develop their final project in either Agriculture and Food Technologies or Engineered Systems units of work. Agriculture focuses on the investigation of managed environments, such as farms and plantations. Students develop knowledge and understanding about managed systems that produce food and fibre through designing and producing solutions. Food technologies focuses on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food. The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions.	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8DP, TE4-5AG, TE4-6FO, TE410TS	<b>End of Term 2</b>
<b>Design Unit 2</b>	Students will use the knowledge gained in Design Unit 1 to further engage in multiple mini projects and skill development skills to prepare for the main project in the unit of work they will be studying. Students will be observed and assessed as they develop these skills in project development and the design process. Students will complete the other module not completed in Design Unit 1, either Agriculture and Food Technologies or Engineered Systems as set out in Design Unit1	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8DP, TE4-5AG, TE4-6FO, TE410TS	<b>End of Term 4</b>
		<b>100%</b>		



**YEAR 8 ASSESSMENT SCHEDULE 2022****Visual Arts**

<b>TASK</b>	<b>Type of Task and Description</b>	<b>Practical</b>	<b>Art History Criticism</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Task 1 Practical &amp; Art History</b>	Practical tasks that are due at the end of term that focus on material practice related to chosen topic Students work on research task and/or classwork that relates to the practical tasks.	15%	10%	25%	4.1 to 4.10	<b>Term 1</b> Week 4 Theory Week 9 Practical <b>Semester 1</b>
<b>Task 2 Practical &amp; Art History</b>	Practical tasks that are due at the end of term that focus on material practice related to chosen topic. Students work on research task and/or classwork that relates to the practical tasks.	15%	10%	25%	4.1 to 4.10	<b>Term 2</b> Week 4 Theory Week 9 Practical <b>Semester 1</b>
<b>Task 3 Practical &amp; Art History</b>	Practical tasks that are due at the end of term that focus on material practice related to chosen topic Students work on research task and/or classwork that relates to the practical tasks.	15%	10%	25%	4.1 to 4.10	<b>Term 3</b> Week 4 Theory Week 9 Practical <b>Semester 2</b>
<b>Task 4 Practical &amp; Art History</b>	Practical tasks that are due at the end of term that focus on material practice related to chosen topic Students work on research task and/or classwork that relates to the practical task topic	15%	10%	25%	4.1 to 4.10	<b>Term 4</b> Week 4 Theory Week 6 Practical <b>Semester 2</b>
		<b>55%</b>	<b>45%</b>	<b>100%</b>		

## Summary of Year 8 Assessment Tasks



**Note that the dates listed in this summary are APPROXIMATE.**

**Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

### Semester 1

#### Term 1

WEEK	
1A	
2B	
3A	
4B	Visual Arts (Theory)
5A	Mathematics
6B	Japanese,
7A	HSIE, Music
8B	Italian,
9A	Science, Visual Arts (Practical)
10B	English, French, Music, Science

#### Term 2

WEEK	
1A	PDHPE
2B	Science
3A	HSIE, Mathematics, Music
4B	Visual Arts (Theory)
5A	Japanese,
6B	
7A	
8B	French, Italian, Visual Arts (Practical)
9A	
10B	English

### Semester 2

#### Term 3

WEEK	
1A	
2B	
3A	
4B	Japanese, Visual Arts (Theory)
5A	Mathematics,
6B	
7A	HSIE
8B	English, French, Italian, PDHPE
9A	Music, Science, Visual Arts (Practical)
10B	

#### Term 4

WEEK	
1A	
2B	English, French, PDHPE
3A	HSIE, Mathematics, Music,
4B	Japanese, Italian, Science, Visual Arts (Theory)
5A	Music,
6B	Visual Arts (Practical)
7A	
8B	
9A	
10B	