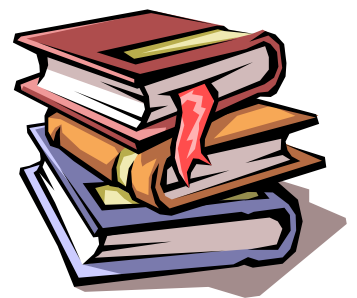


# Girraween High School



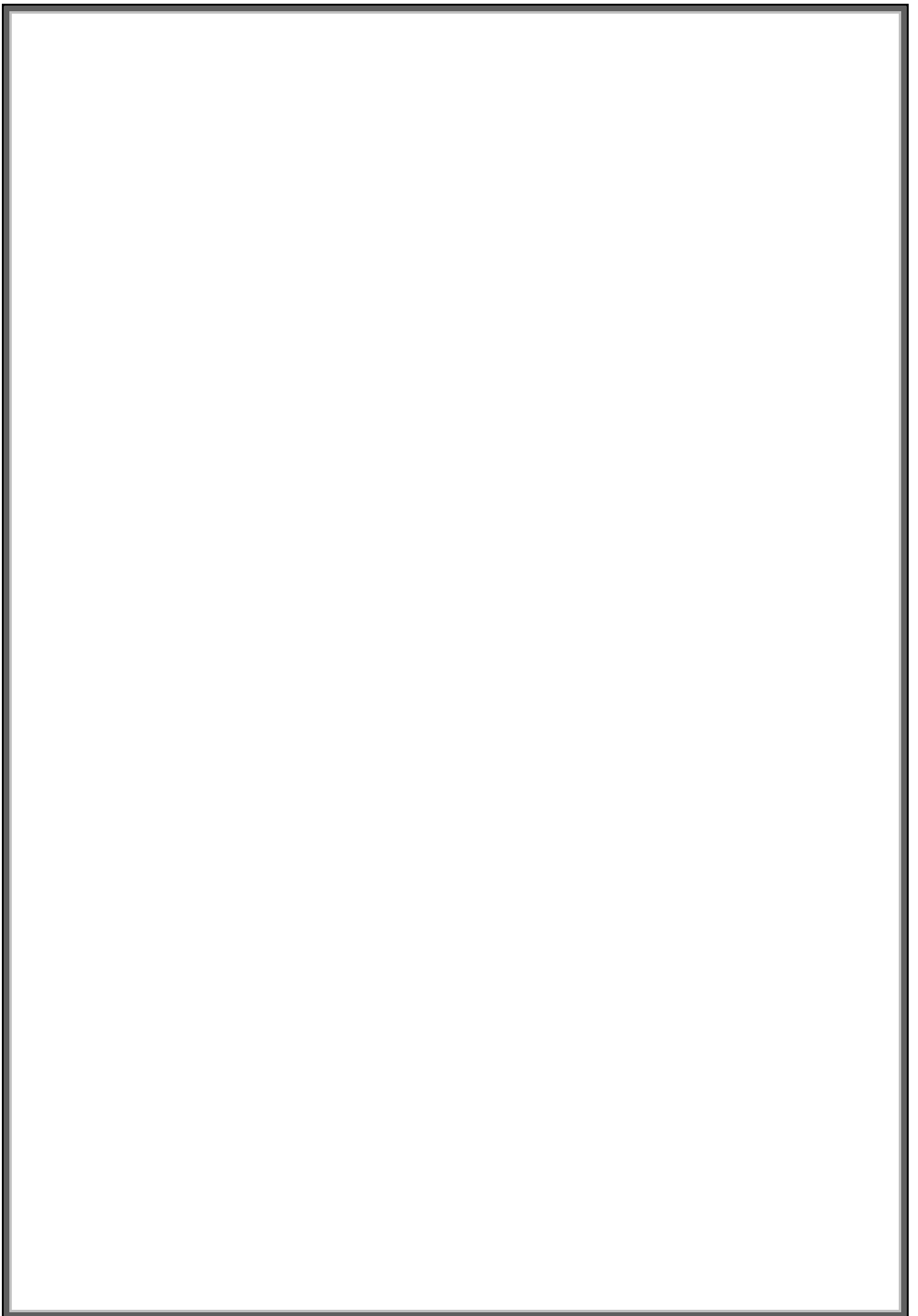
2019



Year 8

## Assessment Policy Booklet

as at Tuesday 5<sup>th</sup> March, 2019



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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 (see pages 11 – 20). 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 (see pages 21, 22) – 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 (see Section 11)
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* (see Section 14) 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 (see Section 2 above).

## 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 (see Section 4 above). 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 your @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 (see Section 11 below).

## 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 (see Section 4).

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 (see Section 4).

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 (see Section 4).

## 8. ZERO MARKS

A **ZERO** mark will 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 malpractice (see Section 9 below).

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*** (see Section 12). 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 (see 12.2 below), 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* (see Section 14)
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see Section 14)

- 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* (see Section 14)
- 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) (See Section 8 above)
- 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 (see 14.2 below), 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 will 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** will be awarded (see Section 10 above).

## **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.



## ACKNOWLEDGING SOURCES IN ASSESSMENT TASKS

### 12.1 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 (see 14.3.1 below)
- ❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task (see 14.3.2 below).

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 (see 14.3 below). If an assessment task is not referenced in the required format, you may be suspected of plagiarism (see Section 11 above, 14.2 below). All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism (see 14.2 below), could lead to students receiving **ZERO marks** for that task.

### 12.2 PLAGIARISM

Plagiarism is a form of **malpractice** or **cheating** (see Section 11 above).

**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 (see 12.1 above, and 12.3 – 12.4 below).

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task (see Section 11 above).

### 12.3 HARVARD STYLE REFERENCING GUIDE

#### 12.3.1 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)

**12.3.2 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.

**12.3.3 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.

The screenshot shows the 'Create Source' dialog box in Microsoft Word. The 'Type of Source' is set to 'Book' and the 'Language' is set to 'Default'. The dialog is titled 'Bibliography Fields for Harvard - Anglia 2008'. It contains several input fields: 'Author', 'Title', 'Year', 'City', 'Publisher', and 'Edition'. There is an 'Edit' button next to the 'Author' field and a checkbox for 'Corporate Author'. At the bottom, there is a checkbox for 'Show All Bibliography Fields', a 'Tag name' field with 'Placeholder1' entered, and 'OK' and 'Cancel' buttons.

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.

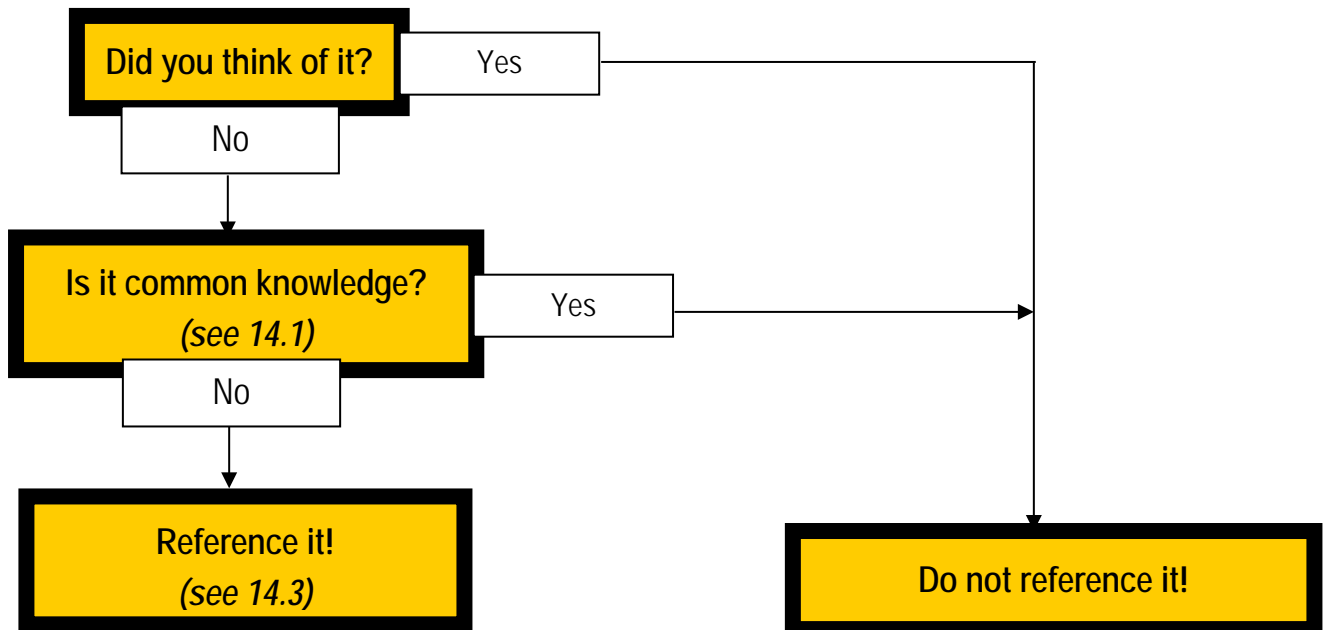
Nolch, G 2006, '21<sup>st</sup> Century food', *Australasian Science*, Vol. 14, no. 3, pp. 14-19.

**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.

**12.4 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:****2019****SUBJECT: English**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Mode(s)</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Indigenous Perspectives</b>	<p><b>Part 1 - Visual Representation (10%)</b> This section will require students to plan and construct a visual representation of an Indigenous Perspective in response to one or more stimulus ideas.</p> <p><b>Part 2 - Written Response (15%)</b> This section will require students to reflect on their visual representation via short responses to given questions.</p>	Viewing and Representing Writing	25%	EN4-6C EN4-7D EN4-8D EN4-9E	<b>Term 1 Week 10</b>
<b>2. Shakespeare And Film</b>	<p><b>Written Response to Shakespeare</b> This task is a test in which students to respond to a question in essay form assessing the appropriation of and making detailed reference to Shakespeare's <i>The Taming of the Shrew</i> and Gil Junger's <i>10 Things I Hate About You</i>.</p>	Reading Writing	25%	EN4-1A EN4-3B EN4-6C EN4-7D EN4-8D	<b>Term 2 Week 10</b>
<b>3. Novel - Area of Study - Power and Control</b>	<p><b>Speech or Multimodal Presentation</b> Students will plan and present a speech and/or multimodal presentation in response to a question on William Golding's <i>The Lord of the Flies</i> and one related text of their own choosing.</p>	Speaking Listening Representing	20%	EN4-2A EN4-4B EN4-6C EN4-7D EN4-8D	<b>Term 3 Week 8</b>
<b>4. Yearly Examination</b>	<p><b>Part A – Reading Task (15%)</b> This task is a test that will require short responses to unfamiliar texts related to each of your units of study this year.</p> <p><b>Part B – Extended Written Response (15%)</b> This section will require students to compose a piece of creative writing related to the <i>Power and Control</i> unit.</p>	Reading Writing	30%	EN4-1A EN4-3B EN4-4B EN4-5C EN4-6C	<b>Term 4 Week 2</b>
			<b>100%</b>		

**YEAR 8 ASSESSMENT SCHEDULE:****2019****SUBJECT: FRENCH**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Speaking</b>	<b>ICT</b>	<b>Writing</b>	<b>Reading</b>	<b>Listening</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1 Speaking and Writing</b>	<u>Speaking/writing</u> : Students, in pairs, write and present a dialogue, talking about themselves and their family in French.	15%		10%			25%	4.UL.3 4.UL.4 4.MLC.1	<b>Term 1, Week 9</b>
<b>2 Listening and reading</b>	<u>Listening/Reading</u> : This task will be done in class time. Students will listen to and read various texts and answer questions in English.				15%	10%	25%	4.UL.1 4.UL.2	<b>Term 2, Week 4</b>
<b>3 ICT research</b>	<u>ICT research task</u> : Students research a variety of aspects of French communities and culture. The task will be completed and submitted online.		25%				25%	4.MBC.1. 4.MBC.2	<b>Term 3, Week 5</b>
<b>4 Yearly Examination</b>	<u>Reading/ Listening/Writing</u> Students will sit one paper in class time. Reading/ Listening: Students will listen to and read various texts and answer questions in English. Writing: Students will answer 5 questions in French about themselves.			5%	10%	10%	25%	4.UL.1, 4.MLC.1 4. UL.2, 4.MLC.2	<b>Term 4, Week 2</b>
		<b>15%</b>	<b>25%</b>	<b>15%</b>	<b>25%</b>	<b>20%</b>	<b>100%</b>		

## YEAR 8 ASSESSMENT SCHEDULE:

2019

SUBJECT: Geography

Task	Type and Description of Task	Overall Weighting	Outcomes	Due Date Sem 1	Due Date Sem 2
1- Report	<i>Water in the World:</i> Students will be required to write a report about water scarcity in a country of their choice.	40%	GE4-5 GE4-8	<b>Term 1, Week 7</b>	<b>Term 3, Week 6</b>
2- Skills Examination	The examination will comprise of Geographical Skills including; synoptic charts, maps (flowline, choropleth, isolines), Topographic mapping skills (gradient, local relief, aspect), climate graphs, population profiles	20%	GE4-7	<b>Term 1, Week 10</b>	<b>Term 3, Week 9</b>
3- Research Action Plan	<i>Interconnections:</i> Students are to undertake an investigation into the impact of technology on connections around the world. Students may choose from one of the following options: <ul style="list-style-type: none"> <li>• Smart phones</li> <li>• Internet</li> <li>• Online gaming</li> <li>• Social media – For example, Facebook, Instagram</li> <li>• “Apps”</li> <li>• Virtual reality</li> <li>• Online streaming</li> <li>• Technological corporation – For Example, Microsoft, Google, Tesla</li> </ul>	40%	GE4-3 GE4-4 GE4-6 GE4-8	<b>Term 2, Week 1</b>	<b>Term 4, Week 1</b>



## YEAR 8 ASSESSMENT SCHEDULE:

2019

SUBJECT: HISTORY

Task	Type and Description of Task	Overall Weighting	Outcomes	Semester 1: Due Date	Semester 2: Due Date
1	<b>Guided Inquiry Task</b> Students will complete a written task in class on Japan Under the Shoguns using the research they gathered during Guided Inquiry.	50%	1, 4, 5	Term 1, Week 7	Term 3, Week 4
2	<b>ICT Research Assignment</b> Students will research as aspect of Medieval Europe in groups and will give a group presentation to the class. Students will also conduct a source analysis individually.	50%	3, 4, 5	Term 2, Week 5	Term 4 Week 2

**YEAR 8 ASSESSMENT SCHEDULE:****2019****SUBJECT: JAPANESE**

Task	Type and Description of Task	Speaking	Writing	Reading	Listening	Overall Weighting	Outcomes	Due Date
<b>1 Reading and Writing</b>	<u>Reading:</u> Students will read and recognise hiragana characters and words, answering questions in English script. <u>Writing:</u> Students will write hiragana characters in a hiragana chart, and convert romaji script to hiragana.		10%	5%		15%	4.UL.2 4.UL.4	<b>Term 1, Week 9</b>
<b>2 Listening and reading</b>	<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.			15%	15%	30%	4.UL.1 4.UL.2	<b>Term 2, Week 4</b>
<b>3 Speaking</b>	<u>Speaking:</u> Students will work in pairs and present an interview in Japanese.	20%				20%	4.UL.3; 4.MLC.1	<b>Term 3, Week 6</b>
<b>4 Yearly Examination</b>	<u>Reading/ Listening</u> Students will listen to and read a variety of texts in Japanese and respond in English or Japanese. <u>Writing:</u> Students will write words from romaji to English. Students will compose a short dialogue in Japanese.		15%	10%	10%	35%	4.UL.1, 4.MLC.1 4. UL.2, 4.MLC.2 4.UL.4	<b>Term 4, Week 4</b>
		<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>	<b>100%</b>		

<b>YEAR 8 ASSESSMENT SCHEDULE:</b>	<b>2019</b>	<b>SUBJECT: Mathematics</b>
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Task	Type and Description of Task	Overall Weighting	Areas of Learning	Due Date
<b>1</b>	In Class test: 20 minute non - calculator test 45 minute test using calculators	10%	Number and Algebra Measurement and Geometry	<b>Term 1</b>  <b>Week 5B</b>
<b>2</b>	In Class test: 20 minute non - calculator test 45 minute test using calculators	10%	Number and Algebra	<b>Term 2</b>  <b>Week 4B</b>
<b>3</b>	In Class test: 20 minute non - calculator test 45 minute test using calculators	34%	Number and Algebra Statistics and Probability	<b>Term 3</b>  <b>Week 4B</b>
<b>4</b>	Yearly Examination: 90 minute test using calculators <i>(20 minute non - calculator test : Term 3, Week 10B)</i>	46%	Number and Algebra Measurement and Geometry Statistics and Probability	<b>Term 4</b>  <b>Week 2B</b>
		<b>100</b>		

**YEAR 8 ASSESSMENT SCHEDULE:****2019****SUBJECT: Music**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Performance</b>	<b>Composition</b>	<b>Musicology/ Listening</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Music of Another Culture (World Music)</b>	Pentatonic Melody (Performance & Composition)	20%	20%		<b>Semester 1 =100%</b>	4.1, 4.2, 4.3 4.4, 4.5, 4.6	<b>Term 1 Week 7</b>
	Traditional Song Performance (Erin Shore)	30%				4.1, 4.2, 4.3	<b>Term 1 Week 10</b>
	Listening & Research Report (Music of Another Culture)			30%		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	15%	15%		<b>Semester 2 =100%</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	20%	20%			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)			30%			4.7, 4.8, 4.9

**YEAR 8 ASSESSMENT SCHEDULE: 2019****SUBJECT: 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>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- 3, 4	<b>Terms 1-2, Ongoing</b>
<b>Health Assessment And Class Work</b>	Topic test on the protocols and procedures that are involved in providing basic first aid for a variety of situations with practical CPR assessment.	5	10	15	PD4- 1, 2, 5	<b>Term 1, Week 10A</b>
<b>Practical Assessment 2</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	25	5	30	PD4- 8, 9	<b>Terms 3=4, Ongoing</b>
<b>Health Assessment And Class Work</b>	Take home group assessment: Create an anti-bullying campaign using a variety of multimedia platforms.	10	20	30	PD4- 6, 7, 10	<b>Term 3, Week 8A</b>
		<b>60</b>	<b>40</b>	<b>100</b>		

<b>YEAR 8 ASSESSMENT SCHEDULE:</b>	<b>2019</b>	<b>SUBJECT: Science</b>
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Task	Type and Description of Task	Knowledge & Understanding	Skills in Working Scientifically	Overall Weighting	Outcomes	Due Date
<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 and write a scientific report.	-	25%	25%	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	<b>Term 1, Week 10</b>
<b>Half-yearly Examination and data processing</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.	15%	10%	25%	SC4-8WS, SC4-9WS, SC4-14LW	<b>Term 2, Week 3</b>
<b>Science Competition</b>	This is an externally run competition comprising objective response questions that focus on students' problem solving skills, incorporating their knowledge and understanding of the different areas of Science.	5%	10%	15%	SC4-4WS, SC4-7WS, SC4-8WS, SC4-11PW, SC4-13ES, SC4-14LW, SC4-17CW	<b>Term 2, Week 5</b>
<b>Yearly examination and data processing</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.	20%	15%	35%	SC4-8WS, SC4-9WS, SC4-11PW, SC4-13ES, SC4-15LW	<b>Term 4, Week 2</b>
		<b>40%</b>	<b>60%</b>	<b>100%</b>		

**YEAR 8 ASSESSMENT SCHEDULE:****2019****SUBJECT: 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 build on the Design Process they learnt in Year 7 to continue to develop their own design portfolio. Students will be assessed progressively as they develop new skills. These new skills will be applied to the development of the final project. Students will develop project in the following 3 areas of technology: Mixed Materials, Graphics and Food Technology.	30%	4.1.2, 4.1.3, 4.2.2, 4.3.1, 4.3.2	<b>Term 2, Week 2B</b>
<b>Design Unit 2</b>	Students will build on the Design Process they learnt in Year 7 to continue to develop their own design portfolio. Students will be assessed progressively as they develop new skills. These new skills will be applied to the development of the final project. Students will develop project in the following 3 areas of technology: Mixed Materials, Graphics and Food Technology.	40%	4.3.1, 4.3.2, 4.5.2, 4.6.1, 4.6.2	<b>Term 3, Week 6B</b>
<b>Design Unit 3</b>	Students will build on the Design Process they learnt in Year 7 to continue to develop their own design portfolio. Students will be assessed progressively as they develop new skills. These new skills will be applied to the development of the final project. By this stage students need to be independent developers. Students will develop project in the following 3 areas of technology: Mixed Materials, Graphics and Food Technology.	30%	4.1.1, 4.2.1, 4.3.1, 4.3.2, 4.4.1, 4.5.1	<b>Term 4, Week 4B</b>
		<b>100%</b>		

Please Note that each unit of work has different outcomes and this is a guide only. Students will be assessed based on the unit of work they are doing at the time. Some outcomes relate to Digital Technologies only and some will relate to Materials only. Reporting will be based on the common outcomes to all units.

Some sections of Design Unit 3 may not be included in the final Report Marks however, satisfactory completion of this project is required for student to meet the mandatory course requirements.

**YEAR 8 ASSESSMENT SCHEDULE:****2019****SUBJECT: Visual Arts**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Practical</b>	<b>Art History Criticism</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Practical Assessment History &amp; Criticism</b>	Practical tasks that are due at the end of term that focus on material practice related to The Elements of Art. (Fantasy Landscape) 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 Semester 1</b>
<b>2. Practical Assessment History &amp; Criticism</b>	Practical tasks that are due at the end of term that focus on material practice related to (Personal Monster/Sculpture) 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 Semester 1</b>
<b>3. Practical Assessment History &amp; Criticism</b>	Practical tasks that are due at the end of term that focus on material practice related to the theme of My life as a Super Hero (Comic Art) 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 Semester 2</b>
<b>4. Practical Assessment History &amp; Criticism</b>	Practical tasks that are due at the end of term that focus on material practice related to theme (Appropriation) Students work on research task and/or classwork that relates to the practical tasks.	15	10	25	4.1 to 4.10	<b>Term 4 Semester 2</b>
		<b>60</b>	<b>40</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	
1B	
2A	
3B	
4A	
5B	Mathematics
6A	
7B	Geography1, History1, Music
8A	
9B	French, Japanese
10A	English, Geography1, Music, PDHPE, Science
11B	

#### Term 2

WEEK	
1A	Geography1
2B	Tech M,
3A	Music, Science,
4B	French, Japanese, Mathematics,
5A	History1, Science
6B	Science
7A	
8B	
9A	
10B	English,

### Semester 2

#### Term 3

WEEK	
1A	
2B	
3A	
4B	History2, Mathematics
5A	French,
6B	Geography2, Japanese, Tech M
7A	
8B	English, History2, PDHPE
9A	Geography2, Music
10B	Mathematics

#### Term 4

WEEK	
1A	Geography2
2B	<b>Yearly Examination Week – All subjects</b>
3A	Music
4B	Japanese, Tech M
5A	Music
6B	
7A	
8B	
9A	
10B	