



Year 8 Assessment Guide

2021

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Supporting Success

Objectives of our assessment program

- To monitor and report on student progress and attainment.
- To facilitate communication between teachers, parents and their child's progress, development and learning needs.
- To facilitate the involvement of students in the assessment of their own work.
- To enable teachers to monitor their own teaching approaches and methodologies.

Strategies to assist students achieve in assessment tasks

A consistent application of this policy across the school in years 7-10 will provide increased success to students with their assessments.

To assist a consistent application:

- Regular teacher professional learning.
- Year group presentations to students on assessment support and expectations.
- Expectations of assessments clearly available on the school's website.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks clearly identified in scope and sequences and assessment schedules.
- Use of the website to assist in keeping students and parents informed.
- Deliberate focus on celebrating and recognition of student success through school merits.

Course outlines and assessment schedules

Assessment schedules will be made available to each course in each year. The schedules will include:

- A list of reporting outcomes.
- The assessment tasks with weightings mapped back to reporting outcomes
- Tasks that all students doing the same course do within each year.

Notifications of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed *notification of assessment* proforma and issued to the students as early as possible prior to a task.

These notifications of assessments should be:

- Included in the school calendar.
- Uploaded to website for respective year groups.
- Talked through by the class teacher when distributed to reinforce approach and expectations.
- Indicating student feedback with considerations to Scaffolds to guide assessment expectations.
- Includes a literacy component to improve student performance in Writing.

Supporting difficulties

What happens with a missed or late submission of a task?

Expectations of students for successful completion of assessments:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.
- Complete all assessment tasks on time.
- Submit their own work, honestly making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Work without hindering the learning and work of other students with both hand in tasks and tests / examinations.

Grounds for extension or rescheduling of an assessment task may be:

- Illness or valid injury.
- Authorised absence from school.
- Severe family disruption.
- Student involvement in an official school function.
- Other as approved by the Head Teacher of the KLA or the Deputy Principal.

Process to apply for an extension.

- Extensions to tasks must meet the grounds as detailed above.
- The Head Teacher of the course is responsible for authorising extensions.
- All applications for extensions must accompany a note from the parent / caregiver.
- Where a student was absent or had a legitimate reason to not hand in a task, the student must see the teacher or Head Teacher on the first day of return to school to hand in the task.

Process to reschedule a task.

- Where a student was absent or had a legitimate reason to have missed a task, the student must see the teacher or head teacher on the first day of return to school to organise a time to complete the task.

Process to manage missed or late submission of a task?

The following procedures apply to students who missed or submitted a task late and did not gain an extension.

- A penalty will apply for any missed or late submission of an assessment task not covered in the above. Students will lose 10% of the mark normally awarded for every calendar day late up to a maximum of 50%.
- In most instances, parents will be notified where penalties exceeded 50%.
- Students will have their work marked and provided with feedback with the possible marks earned for the task.
- Students must submit all assessment tasks regardless of penalties applied.

Consistent failure to submit assessment tasks by due dates could result in failure to satisfy

course requirements. The students and their parents will receive official letters warning of such a determination in such cases.

Managing issues surrounding malpractice including suspected plagiarism

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as one's own.
- Using material directly from books, journals or the Internet without reference to the source
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's 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.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task
- Assisting another student to engage in malpractice.

Strategies to ensure the authenticity of student responses to tasks.

Strategies that teachers can use:

- Thoroughly briefing all students in relation to the requirements of each task using the school's notifications of assessments.
- Considering allocating class time to the planning of a response to a task.
- Considering a process diary or journal that students use to show how their response or project or work was developed.

- Asking students to submit a task at critical points in its development.
- Having students submit their original drafts in addition to their final work
- Incorporating student oral presentations on the progress of their work
- Communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Managing Issues of Malpractice

Issues of malpractice need to be:

- Investigated by the teacher and head teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The head teacher will consult with the Deputy Principal to deliberate a course of action and communicate this to the student and the student's parents.
- If the malpractice is proven a penalty, including consideration of a zero mark, will be given appropriate to the seriousness of the issue.

Formal examination procedures

General Examination Procedures

- In years 7-10, English, Mathematics, Science, History and Geography will include assessments from the issued assessment schedule in a calendared formal examination period.
- Students are expected to apply themselves in the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items.
- Mobile phones are to be switched off before entering the examination room and kept in the student's bag which will remain in the hall.

Failure to comply with this may be considered as malpractice in the examination.

- Students are expected to remain quiet and not to talk to or interfere with other students or their equipment once they enter the examination room.

Misconduct in formal examinations and other assessment tasks

- Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice.
- All class tasks including formal examinations must be attempted seriously. Non-serious attempts or inappropriate responses are an issue of malpractice.

Technology and assessment tasks

Many assessment tasks submitted by students are prepared on using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the learning platform as advised by your teacher, such as Moodle.
- Print out copies of drafts and keep them while the assignment is in progress
- Bring a copy of the file to school by saving up on a cloud, email or on a USB.

English

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">▪ CORE FOCUS: Belonging – a study into the concept of belonging through various texts.	<ul style="list-style-type: none">▪ Imaginative Worlds: a study into fantasy narratives	<ul style="list-style-type: none">▪ The Cost Of Progress: an exploration into how visual texts reflect issues of sustainability▪ Asia Pacific Poetry: study of a wide range of poetry	<ul style="list-style-type: none">▪ Asia Pacific Poetry: study of a wide range of poetry▪ Project Based Learning

Report Outcomes

- 1 Composes an effective persuasive text related to the concept of Belonging, making effective language and structural choices to shape meaning
- 2 Uses a range of processes and skills to orally present personal understanding into the concept of Belonging and can draw connections to the wider world.
- 3 Describes and begins to analyse language forms and features to interpret and infer meaning from a range of texts.
- 4 Makes effective language choices to compose an imaginative text, adhering to conventions of the fantasy genre.
- 5 Uses a range of processes and skills to create a presentation about a global issue, and thinks critically about this information to reflect individual choices in representing ideas on sustainability.
- 6 Thinks critically about features of poetry to develop a response that considers cultural values.
- 7 Responds to a wide range of texts to demonstrate independent reflection skills.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Diagnostic Writing Task	1	10
	Task 2: Speaking	2	20
	Task 3: Semester One Exam	3,4	20
Semester 2	Task 4: Sustainability Campaign	5	20
	Task 5: Semester Two Exam	3,6	20
	Task 6: Wide Reading Task	7	10

Geography

Geography is taught within a semester and switched with History in the alternate semester.

Course Outline

Students will study the following units:

Term 1	Term 2
<ul style="list-style-type: none">▪ Water in the World: An investigation of the nature of water scarcity and ways of overcoming it	<ul style="list-style-type: none">▪ Interconnections: An investigation into the forces that shape people's perceptions of places and how this influences their connections to places

Report Outcomes

- 1 Researches and composes a written text on the value of water and the need for sustainable water management.
- 2 Interprets and constructs geographical tools: including maps, statistics and graphs.
- 3 Demonstrates knowledge and understanding of the characteristics and distribution of global water resources, the water cycle, Australia's water resources and value of water.
- 4 Describes and explains how interactions and connections between people, places and environments result in change.
- 5 Qualities of a successful learner demonstrated through pride in the presentation of all tasks with bookwork that is organised and complete.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 2	Task 1: Research and Writing Task	1	30
	Task 2: Skills Test	2	25
	Task 3: Semester Exam	2,3,4	35
	Task 4: Bookwork	5	10

History

History is taught within a semester and switched with Geography in the alternate semester.

Course Outline

Students will study the following units:

Term 3	Term 4
<ul style="list-style-type: none"> ▪ The Western and Islamic World: A historical study of society, significant developments and practices of Medieval Europe ▪ Expanding Contacts: A historical study into the Black Death in Asia, Europe and Africa 	<ul style="list-style-type: none"> ▪ Expanding Contacts: A historical study into the Black Death in Asia, Europe and Africa ▪ The Asia-Pacific World: A historical study into the rise and fall of Japan under the Shoguns

Report Outcomes

- 1 Researches and composes a written text on the changing nature of crime and punishment in the medieval world.
- 2 Comprehension of chronology, terms and concepts and draws conclusions about the significance and value of sources.
- 3 Demonstrates knowledge and understanding the significant developments and practices in Medieval Europe, The Black Death and Japan under the Shoguns.
- 4 Uses evidence from primary and secondary sources to support historical narratives and explanations of Medieval Europe and The Black Death.
- 5 Qualities of a successful learner demonstrated through pride in the presentation of all tasks with bookwork that is organised and complete.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research and Writing Task	1	30
	Task 2: Skills Test	2	25
	Task 3: Semester Exam	2,3,4	35
	Task 4: Bookwork	5	10

Language - French

Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none">▪ Numbers 21-60▪ Clothing and Colours▪ Avoir and être verbs▪ Definite and indefinite articles▪ Who is that? Giving descriptions.	<ul style="list-style-type: none">▪ Possessives▪ School in France▪ Classroom items▪ My pets

Report Outcomes

- 1 Applies French pronunciation and intonation patterns.
- 2 Uses spoken French to interact with others to exchange information, ideas and opinions.
- 3 Applies a range of linguistic structures to compose written texts in French.
- 4 Identifies main ideas in, and obtains information from spoken texts.
- 5 Organises and responds to information and ideas in written texts.
- 6 Applies features of French grammatical structures and sentence patterns.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Speaking Task	1,2	25
	Task 2: Postcard from Abroad	3,6	35
	Task 3: Semester Exam	4,5,6	40

Mathematics

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Algebraic Techniques 2 Time Financial Mathematics 	<ul style="list-style-type: none"> Area and Volume Equations Linear Relationships 	<ul style="list-style-type: none"> Indices Ratios, Rates and Real Numbers Right Angled Triangles (Pythagoras' Theorem) 	<ul style="list-style-type: none"> Single Variable Data Analysis Properties of Geometrical Figures 2 Probability 2

Report Outcomes

- Generalises number properties and patterns to operate with algebraic expressions.
- Solves real world problems using mathematical techniques.
- Uses appropriate mathematical techniques to solve financial problems.
- Applies measurement techniques to calculate area and volume of shapes and solids, including circles.
- Graphs linear relationships on the Cartesian plane.
- Performs operations with indices to simplify algebraic expressions.
- Solves problems involving ratios and rates.
- Applies Pythagoras' theorem in right-angled triangles.
- Analyses data using various statistical tools.
- Communicates mathematical ideas in geometrical relationships.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Class Test	1,2,3	20
	Task 2: Semester 1 Exam	1,2,3,4	30
Semester 2	Task 3: Class Test	1,5,6,7	20
	Task 4: Semester 2 Exam	1,5,6,7,8,9,10	30

Music

Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none">▪ The Concepts of Music (2)▪ Composing Music▪ Performing Music▪ Australian Music▪ Programme Music	<ul style="list-style-type: none">▪ Blues and Rock Music▪ Performing Music▪ Multimedia Music

Report Outcomes

- 1 Composes an original piece demonstrating an understanding of pitch, duration, structure and expression.
- 2 Performs music in a variety of contexts and styles.
- 3 Demonstrates an understanding of the foundational concepts of music.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Composition	1	35
	Task 2: Performance 1	2	15
	Task 3: Performance 2	2	15
	Task 3: Class Test	3	35

Personal Development, Health & Physical Education

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">▪ Wealth in Health▪ Strike Out	<ul style="list-style-type: none">▪ A State of Mind – Mental Health▪ Kick to Victory	<ul style="list-style-type: none">▪ Overcoming Adversity▪ Social Dance	<ul style="list-style-type: none">▪ Do I, Don't I▪ Space Invaders

Report Outcomes

- 1 Demonstrates an understanding of self and respectful relationships.
- 2 Demonstrates movement skills, concepts and strategies in a variety of contexts.
- 3 Demonstrates an understanding of factors that influence health, safety and wellbeing.
- 4 Participates in activities to strengthen their health, safety and wellbeing.
- 5 Develops interpersonal and self-management skills to build and maintain positive relationships.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Wealth in Health	1, 3	30
	Task 2: Strike Out Practical	2, 4	20
Semester 2	Task 3: Social Dance Practical	2, 4	20
	Task 4: Overcoming Adversity Movie Analysis	1, 4, 5	30

Science

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">▪ Particle Idea▪ Elements, Compounds & Mixtures▪ Health & Human Body	<ul style="list-style-type: none">▪ Health & Human Body▪ Rocks & Minerals	<ul style="list-style-type: none">▪ Energy▪ Forces	<ul style="list-style-type: none">▪ Resources & Sustainability▪ Ecology▪ Water Cycle/Resources

Report Outcomes

- 1 Knowledge and understanding of the practice of science and how science impacts on society, technology, and the environment.
- 2 Uses identified strategies to plan and conduct investigations and draw conclusions from data.
- 3 Communicates scientific findings to an audience.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Plants Research Task	3	20
	Task 2: Chemistry Skills Task	2	10
	Task 3: Semester 1 Examination	1, 2, 3	20
Semester 2	Task 4: Research Assessment	3	20
	Task 5: Skills Task	2	10
	Task 6: Semester 2 Examination	1, 2, 3	20

Technology Mandatory A

Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none"> ▪ Digital Information Systems Data <ul style="list-style-type: none"> ○ Representation of text, image, video and audio ▪ Digital Systems and Graphics Data <ul style="list-style-type: none"> ○ Game Marketing Pitch - Photoshop ▪ Game Design <ul style="list-style-type: none"> ○ Social, ethical and cyber security ○ Game Design Principles <ul style="list-style-type: none"> ○ UX/UI ○ Game Mechanics ○ Introduction to Programming Games 	<ul style="list-style-type: none"> ▪ Design and Development of a Computer Game <ul style="list-style-type: none"> ○ The Design Process <ul style="list-style-type: none"> ○ Planning and Research ○ Idea and Generation and Design ○ Production and Testing ○ Evaluation ○ Marketing and Promotional Video of Computer Game

Report Outcomes

- 1 Uses and applies tools, materials and techniques to construct digital product solutions.
- 2 Explains how data is represented in Digital Information Systems.
- 3 Applies the design process to plan, research, construct, test and evaluate creative solutions.
- 4 Designs algorithms for digital solutions using a text based programming language.

Assessments

	Component	Task 1 Marketing Pitch	Task 2 Design Project Stage 1	Task 3 Information Systems Quiz	Task 4 Design Project Stage 2	Weightings
Semester 1 or 2	Outcomes	1	3	2, 4	1,2,3	
	Knowledge & Understanding: Moodle Quiz	25		25		50
	Application of skills & problem solving: Assessment Rubric		30		20	50
	MARKS	25	30	25	20	100

Technology Mandatory B

Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none"> ▪ Fantastic Food: Students will investigate nutritional requirements through the lifecycle and develop an understanding of healthy living. They will experiment with cooking foods and identify their sensory properties. Students will utilise the school garden to support their learning of how foods grow. 	<ul style="list-style-type: none"> ▪ Our Sustainable Future – Food and Agriculture: Students will engage in investigative strategies to design and create innovative sustainable design solutions. They will engage in practical learning experiences in the garden and kitchen. ▪ Show me the Money: Students will plan, design and manufacture a money storage device using CNC machinery and CAD software

Report Outcomes

- 1 Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- 2 Plans and manages the production of design solutions. Selects and safely applies tools, materials and processes in the production of quality projects.
- 3 Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society.
- 4 Investigates how the characteristics and properties of tools, materials and processes affect their use in design solutions.
- 5 Explains how the characteristics and properties of food determine preparation techniques for healthy eating.
- 6 Investigates how food and fibre are produced in managed environments.

Assessments

	Component	Task 1 Fantastic Food Presentation	Task 2 Sustainable Future Design	Task 3 Show me the Money	Weightings
Semester 1 or 2	Outcomes	1,2,3,4,5,6	1,2,3,4,6	1,2,4	
	Knowledge & Understanding of course content	10	10	10	
	Practical application: using equipment & tools effectively	10		10	
	Application of understanding through design solutions:	20	20	10	
	MARKS	40	30	30	
					100

Visual Arts

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Fundamentals of Perspective Drawing	▪ Food Packaging Still Life	▪ Food Delights Sculpture	▪ Artists' Choice - Project Based Learning

Report Outcomes

- 1 Locates particular works in time and place according to the subject matter presented.
- 2 Maintain a record of visual and verbal exercises, experiments and planning of ideas as evidence of participation and learning.
- 3 Makes artworks using art elements and expressive ideas to represent subject matter in a range of forms.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Historical and Critical Study	1	20
	Task 2: Body of Work	2,3	30
Semester 2	Task 3: Historical and Critical Study	1	20
	Task 4: Body of Work	2,3	30