

ASSESSMENT POLICY YEAR 8



Assessment Policy & Procedures for Students Year 8 2025

*An engaged community of learners that
together build positive futures*

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1. TERMS & DEFINITIONS

Assessment

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests and examinations, written assignments, practical activities, fieldwork and projects.

Grade

At the conclusion of the stage 5 assessment program, the school will submit a grade to the NSW Education Standards Authority (NESA) for each of your courses.

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) sets and monitors quality teaching, learning, assessment and school standards. This includes responsibility, across NSW public, Catholic and independent schools, for:

- kindergarten to Year 12 curriculum
- accreditation of teachers and teaching degrees
- the internationally recognised HSC
- school registration and home schooling.

Record of School Achievement (RoSA)

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of student's achievements up until the time they choose to leave school. The NSW Education Standards Authority (NESA) stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will also be awarded the High School Certificate at the completion of Year 12.

2. COMMON GRADE SCALE

School based assessment is used to award a school grade for each of the courses students have studied in Stage 4 and 5 (Years 7-10). Grades A – E are awarded based on the Course Performance Descriptors developed by the Board of Studies.

A

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.

C

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

3. ASSESSMENT GUIDELINES

Question: What are my Rights and Responsibilities?

The school has the responsibility for providing:

- guidelines for assessment in each course;
- an assessment schedule and course requirements for each course;
- prompt feedback on each assessment task.

As a student, you are responsible for:

- completing all tasks to the best of your ability;
- completing all tasks by the due date;
- applying yourself;
- your personal honesty - work submitted must be your own work;
- catch up on work including tasks issued/missed during absence

3. ASSESSMENT GUIDELINES

Question: What do I do if I am absent the day of Assessment Task or Examination?

If you are absent the day of an assessment task or examination, you **MUST**:

- report to the teacher or head teacher of the faculty on the first day of return to school
- supply a suitable explanation e.g. verbal from parent, letter, doctors certificate

The Head Teacher will decide and advise you whether:

- you will sit for the task or a substitute task, OR
- be given an estimate grade, OR
- the task will be recorded as a Non-Attempt and an E-grade will be awarded

FAILURE TO FOLLOW THESE PROCEDURES (OR TO HAVE A SUITABLE EXPLANATION) COULD RESULT IN A NON-ATTEMPT (and an E Grade).

Question: What is a 'Non-Serious' attempt?

Submitted assessment tasks or responses which show that the student has not made a reasonable effort or responses that contain offensive language or diagrams may be regarded as non-serious.

An assessment task that is deemed non-serious will be recorded as a Non-Attempt and an E-Grade will be awarded.

Question: What do I do if I have School Business?

It is your responsibility to make alternative arrangements with the teacher or Head Teacher when School Business clashes with an assessment task or examination.

Question: What do I do if I have technical issues?

Computer or printer failure or malfunction **will not** be accepted as reason for failure to submit an assessment task by the due date. It is the student's responsibility to save their work frequently and back it up to a hard drive / USB or storage cloud. If failure occurs, the student must submit their printed hard copy of evidence of work completed. Students can email work to their own DoE email address and collect this at school for printing if necessary.

3. ASSESSMENT GUIDELINES

Question: What is Malpractice?

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned).

Cheating in a task result in a Non-Attempt and an E-Grade will be awarded.

Plagiarism is a serious offence. Plagiarism is the use of somebody else's ideas or words as if they are your own.

The school reserves the right for all assessment tasks to be subject to tests for plagiarism. Where a teacher suspects a student of plagiarism or other academic dishonesty, the following procedures will apply:

1. The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
2. The Head Teacher and the teacher together will, if necessary, further interview the student to establish the student's response to the alleged plagiarism.
3. Should the Head Teacher decide to further proceed, the matter will be discussed with the Deputy Principal.

Should a case of plagiarism or other academic dishonesty be established, the task will be recorded as a Non-Attempt and an E-Grade will be awarded.

3. ASSESSMENT GUIDELINES

Question: What is Referencing?

Referencing is a way of acknowledging the work of others which you have used in your assessment task. The order for documenting references for books, journals and periodicals is as follows:

- Author's surname and initials with maximal capitalisation
- Year of publication
- Title of publication in italics with maximal capitalisation
- Title of series, volume number, edition, if applicable
- Editor, reviser, computer or translator, if other than an author
- Publisher
- Place of publication
- Page number or numbers, if applicable.

For example:

Popper, K.R. 1961, *the Poverty of Historicism*, Routledge & Kegan Paul, London.

Online (electronic) material:

For electronic media (World Wide Web, disk or CD Rom) the order for references is as follows:

- Author's surname and initials
- Date of publication
- Date of revision in parentheses in day-month-year format
- Date of access in parentheses in day-month-year format
- Title of article in single quotation marks with minimal capitalisation
- Title of work in italics with maximal capitalisation
- Address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion.

For example, a World Wide Web site may be quoted like:

Harris, R. 1997 (updated 15 May 2003, accessed 10 Sept. 2006) *Evaluating Internet research sources*.

<http://www.sccu.edu/faculty/R-Harris/evalu8it.htm>

ASSESSMENT SCHEDULES

Year 8 English

Task Number	Task 1	Task 2	Task 3
Nature of tasks	Poetic Form Poetry composition and reflective explanation	Drama is Life Podcast transcript	Relatable, relevant themes and The camera never lies Examination
When	Week 8, Term 1	Week 6, Term 2	Week 5, Term 4
Outcomes	EN4-URA-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	EN4-URB-01 EN4-URA-01 EN4-ECA-01

EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures

EN4-URB-01 examines and explains how texts represent ideas, experiences and values

EN4-URC-01 identifies and explains ways of valuing texts and the connections between them

EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

ASSESSMENT SCHEDULES

Year 8 Mathematics

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Term 1 Topic Test Topic test on selected topics	Term 2 Topic Test Topic test on selected topics	Term 3 Topic Test Topic test on selected topics	Yearly Examination Yearly Examination on selected topics
When	Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5
Outcomes	MAO-WM-01 MA4-ALG-C-01 MA4-IND-C-01 MA4-INT-C-01	MAO-WM-01 MA4-FRC-C-01 MA4-EQU-C-01	MAO-WM-01 MA4-LEN-C-01 MA4-PYT-C-01 MA4-ARE-C-01 MA4-RAT-C-01 MA4-LIN-C-01	MAO-WM-01 MA4-VOL-C-01 MA4-ANG-C-01 MA4-GEO-C-01 MA4-DAT-C-01 MA4-DAT-C-02 MA4-PRO-C-01

ASSESSMENT SCHEDULES

Year 8 Science

Description

Students develop knowledge and an understanding in four key areas of Science: the Physical World, the Living World, the Chemical World, and Earth and Space. They develop essential skills and knowledge in applying the processes of science. In addition, students develop an enthusiasm for science, as well as an appreciation of its role in finding solutions to both local and personal issues relevant to their lives now and in the future.

Task Number	Task Type	Outcomes	When
1	Depth Study	Physical World <ul style="list-style-type: none"> • SC4-PW11 • SC4-WS9 • SC4-WS2 	Term 1, Week 11
2	Research / Information Processing Task	Chemical World <ul style="list-style-type: none"> • SC4-CW16 • SC4-WS6 • SC4-WS7 	Term 2, Week 10
3	Knowledge & Understanding Test	All outcomes can be assessed	Term 4, Examination Week

ASSESSMENT SCHEDULES

Year 8 History - Semester One

Task Number	Description	Outcomes	When
1	Way of life in Polynesia Task	HT4-2, HT4-10	Term 1, Week 8
2	Semester Examination	HT4-3, HT4-5, T4-7	Term 2, Week 3

Year 8 Geography - Semester Two

Task Number	Description	Outcomes	When
1	Water Sustainability Investigation	GE4-3, GE4-5,	Term 3, Week 8
2	Semester Examination	GE4-4, GE4-7	Term 4, Week 3

ASSESSMENT SCHEDULES

Year 8 Personal Development, Health and Physical Education

Task Number	Task Type	Description	Outcomes	When
1	Practical	Fitness Matters	PD4-4, PD4-5, PD4-8	Ongoing Practical Semester 1 to be completed by Term 1, Week 10
2	Theory- Written Task	Stay Safe	PD4-2, PD4-3, PD4-6, PD4-7	Term 2, Week 8
3	Practical	Moving with Skill 2	PD4-4, PD4-5, PD4-8, PD4-10, PD4-11	Ongoing Practical Semester 2 to be completed by Term 3, Week 10
4	Yearly Examination	All topics	PD4-1 to PD 4-11 All outcomes may be assessed	Term 4 Examination Week

examines and evaluates strategies to manage current and future challenges PD4-1

examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2

investigates effective strategies to promote inclusivity, equality and respectful relationships PD4-3

refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD4-4

transfers and adapts solutions to complex movement challenges PD4-5

recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6

investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7

plans for and participates in activities that encourage health and a lifetime of physical activity PD4-8

demonstrates self-management skills to effectively manage complex situations PD4-9

applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10

demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences PD4-11

ASSESSMENT SCHEDULES

Year 8 Modern Languages (Spanish)

TASK NUMBER	Task 1	Task 2	Task 3
Nature of tasks	Greetings and Numbers Speaking Task	My Family Research Task	School Life Listening Task
When	Term 1, Week 7	Term 2, Week 6	Term 3, Week 7
Outcomes	ML4-INT-01	ML4-CRT-01	ML4-UND-01

Stage 4 Modern Languages Outcomes

Interacting	ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
Understanding texts	ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding
Creating texts	ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

ASSESSMENT SCHEDULES

Year 8 Music

Task Number	Task 1	Task 2	Task 3
Nature of tasks	Electronic Music: Observation and work samples	Pop Music: Observation and work samples	In-class Quiz
When	(ongoing through the unit of work)	(ongoing through the unit of work)	Term 4, Week 4
Outcomes	4.4, 4.5, 4.6, 4.10	4.1, 4.2, 4.3	4.7, 4.8, 4.9, 4.11, 4.12
Component			
Performing			
Composing			
Listening			

ASSESSMENT SCHEDULES

Year 8 Visual Arts

Task Number	Task 1	Task 2	Task 3
Nature of tasks	Perspective Drawing Observation and work samples	Pop Art Observation and work samples	In-class Quiz
When	(ongoing through the unit of work)	(ongoing through the unit of work)	Term 2, Week 4 Term 4, Week 4
Outcomes	4.2, 4.3, 4.6	4.1, 4.4, 4.5	4.7, 4.8, 4.9, 4.10
Component			
Making			
Critical & Historical interpretations			

ASSESSMENT SCHEDULES

Year 8 Technology Mandatory

Description

Technology (Mandatory) Syllabus will enable students to design, produce and evaluate quality solutions that respond to identified opportunities and needs. Students will have opportunity to experience various technologies, tools and materials to develop quality projects. Students will develop a deep understanding of design process and folio development.

Please note that students will be assessed on at least 3 of the design projects outlined below.

Task Number	Description	When
1	<p>Timber Design Project <i>(Materials Technologies – Timber Focus)</i></p> <ul style="list-style-type: none"> • TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • TE4-2DP plans and manages the production of designed solutions • TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects • TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions 	Term 1, Week 1
2	<p>Burgerlisious Design Project <i>(Agriculture and Food Technologies - Farm to Plate Focus)</i></p> <ul style="list-style-type: none"> • TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • TE4-2DP plans and manages the production of designed solutions • TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects • TE4-5AG investigates how food and fibre are produced in managed environments 	Term 2, Week 10
3	<p>Get Appy Design Project <i>(Digital Technologies - Programming Focus)</i></p> <ul style="list-style-type: none"> • TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • TE4-2DP plans and manages the production of designed solutions • TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language • TE4-7DI explains how data is represented in digital systems and transmitted in networks • TE4-10TS explains how people in technology related professions contribute to society now and into the future 	Term 3, Week 10
4	<p>Bottle Rocket Design Project <i>(Engineered Systems – Mechanical Focus)</i></p> <ul style="list-style-type: none"> • TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • TE4-2DP plans and manages the production of designed solutions • TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language • TE4-8EN explains how force, motion and energy are used in engineered systems 	Term 4, Week 10