



*Respect Responsibility Success*

## **Junior Assessment Policy - 2019**



*An assessment handbook for parents / guardians and students at Hunter*

*Sports High School in Year 8*



Dear Parents/Carers and Students of Year 8,

The Year 8 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This handbook includes the Hunter Sports High School Assessment Policy, an outline of assessment tasks and their due dates as well as the outcomes that students will be assessed on. For each assessment task, students will be notified 2 weeks prior to the task being due.

At Hunter Sports High School, we value student assessment and see students learning being rewarded for their sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in a variety of ways. In 2019, our school is placing a strong emphasis on Formative Assessment approaches which is the ongoing process of gathering information about what a student knows, understands and is able to do. This is used by both the teachers and students to determine where they are in their learning and how to achieve their best outcomes.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Hunter Sports High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.

## **Student Agreement**

I have read the **Hunter Sports High School Student Assessment Policy Handbook**, and understand that I am required to meet all assessment deadlines as stipulated in the assessment schedules for each of my subjects and follow the guidelines in the Handbook.

I understand that I may need to submit assessment tasks electronically and that I must keep a copy of my tasks.

I understand that my obligations to the school include regular attendance, wearing full school uniform, academic application, appropriate behaviour at all times and following school rules.

This handbook and assessment tasks are also available on the Hunter Sports High School website.

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Please return this tear off slip which acknowledges **that you and your parent/guardian have received the Assessment Policy Handbook and Assessment Schedules for your subjects for 2019.**

By signing this document, you are also agreeing to the conditions and guidelines set out in the **Hunter Sports High School Student Assessment Policy Handbook.**

**Student name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please return slip to student services.

# **Introduction**

This Assessment Handbook provides Year 10 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference. The following teachers are able to assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

## **Deputy Principal**

Mr Nicholas Davies

## **Year 8 Adviser**

Miss Emily Sykes

## **Faculty Head Teachers**

Big Picture	- Mr Jason Tait
CAPAL	- Mrs Natasha Knight
English	- Ms Narelle Roberts
HSIE	- Mr Michael Harrison
Mathematics	- Mr Sean Love
PDHPE	- Miss Ashley Wilson
Science	- Mr Robert Jovanovski
Support	- Ms Melinda Workman
TAS	- Ms Karen Hines

## NESA Requirement for the Record of School Achievement

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

### **Eligibility Requirements**

To be eligible for a RoSA, students must have:

- ✓ Completed the mandatory curriculum requirements for Years 7 to 10.
- ✓ Attended a government school, an accredited non-government school or a recognised school outside NSW.
- ✓ Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- ✓ Complied with the requirements from the Education Act.

### **Receiving the RoSA**

Schools are responsible for requesting a RoSA through the enrolments section in Schools Online. Once this has been completed, NESA will send a PDF of the RoSA to student's Students Online account. Students cannot directly request a RoSA themselves. Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account. Students who remain at school to complete their HSC will not receive a RoSA.

## **RoSA reporting and grades**

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- ✓ completed courses and the awarded grade or mark
- ✓ courses a student has participated in but did not complete before leaving school
- ✓ results of any minimum standard literacy and numeracy tests that may have been sat
- ✓ date the student left school.
- ✓ It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- ✓ based on student achievement in their assessment work
- ✓ submitted to NESA by the school in Term 4
- ✓ monitored by NESA for fairness and consistency.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

- English: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Mathematics: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Science: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- Human Society and its Environment: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- Technological and Applied Studies: Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.
- Personal Development, Health and Physical Education: Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

## **'N' determinations**

If students don't complete a course's requirements they will receive an 'N' determination. Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem. If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA.

If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

## Assessment Tasks

Assessment is a process of gathering information about student achievement at various stages in a course. At Hunter Sports High School, we use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. All subject areas in Years 7-10 at Hunter Sports High School have no more than FOUR formal assessment tasks and student's may participate in a variety of informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, classwork) in a calendar year.

It is advisable to keep all assessment information including calendars prominently displayed in a home study area.

If students have any problems or issues completing assessment and/or homework, they should consult with the class teacher in the first instance and then the Head Teacher. Any foreseeable problems should be addressed as soon as possible.

## Nature and Notification of Tasks

Students will be receiving a minimum of 2 weeks' notice for each assessment task. Students will sign for their assessment tasks on the notification register.

Notification of assessment tasks will be communicated to the student in writing and include: For each task, you will be informed of:

- the scope of each task e.g. Probability in Mathematics (General)
- the form the task will take e.g. 10 short answer questions
- the proposed timing and duration of the task e.g. Tuesday 24 May, periods 2 and 3, 60 minutes
- the weighting allocated to the task e.g. 15% and component weightings e.g. knowledge 5% and skills 10%
- the outcomes being assessed
- the marking guidelines – Notification Information sheet
- any additional details (students will require calculators)

You should consult with your teacher on a regular basis, to confirm the scheduling of tasks and if you have been absent when Assessment information is given out. You must consult with your classroom teacher upon your return to school or earlier if you have been notified verbally because of your absence.

## Submission of Tasks

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by email, Google Apps for Education or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All Tasks should be submitted with your name and the task heading clearly displayed. If a task is not submitted by the due date on the task notification without a completed Misadventure Form, the student will receive ZERO marks.

## Technology

In some instances, assessment tasks may be prepared on a computer and printed for submission. Unfortunately, technology and particularly printers can break down at the most inopportune times. Faulty equipment is not an acceptable excuse for late submission. This also applies to printing (ink and

toner shortages) as facilities are available via the school library network for printing hardcopies of assessment tasks. Students should make regular backup copies of files, print their working drafts and keep drafts in order to support their work in case of late final submission.

## Students Absent from Tasks

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc.) should submit a Misadventure Form and complete the task in the timeframe and format outlined by the Head Teacher or Deputy Principal. This will usually result in the student completing the task the first day back at school after their absence.

## School Business Approved Leave

Misadventure Forms can be obtained for students being granted school approved leave for School Business events. These forms should be submitted prior to when school approved leave begins. These events maybe school, regional, state or national sporting representation, creative and performing arts and cultural events or other academic events. It should be completed and the appropriate sections returned to the student's roll call teacher and the school office.

Students are to arrange with their classroom teacher and faculty Head Teacher an appropriate re scheduling and submission of the assessment task that is due at least one week prior to the start of their school business leave.

Students may request a copy of the complete Misadventure Form and the final decision from a Deputy Principal.

## Illness or Misadventure

*A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.*

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant ***Deputy Principal within three school days*** of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.
- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.



This is a serious situation, which in the event of an illness or misadventure requires a Doctor's Certificate or ***Statutory Declaration by means of explanation.***

### **Outcome of submitting Misadventure Form**

If you have a valid reason, such as illness substantiated by a Doctor's Certificate, or endorsed leave, an extension of time or alternative arrangement may be granted or a substitute task scheduled. On occasions an estimate may be given. If a misadventure form is NOT submitted- **EXPECT TO BE AWARDED ZERO** marks and have a **"NOT ATTEMPTED"** recorded against the task. This will also result in N' Warning paperwork being sent home as the student is then at risk of not achieving their Record of School Achievement (ROSA).

## Misadventures

If you complete an assessment task but consider your performance has been affected by misadventure immediately prior to or during the task you must also speak with your class teacher and complete a Misadventure by submitting a Change of Circumstance Form for consideration by the Committee, within the same time-frame as previously detailed.

No task can be submitted or accepted past the due date (i.e. late) without the accompanying Misadventure Form.

**Where a student has no valid reason for not completing a task, or has made a non-genuine attempt then a ZERO MARK will be recorded.**

## Malpractice / Plagiarism / Cheating

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people’s work without acknowledgement) will be referred to the Head Teacher and may result in **no marks** being recorded.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), CD ROMs & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism. A guide on how to reference material is provided in this booklet.

## Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. The concern could be about an act, missing information, a situation or a decision. If a student feels something is unfair, discriminatory or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.



Hunter Sports High School

APPLICATION FOR MISADVENTURE

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the published rules of the Assessment Procedures.

An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 3 school days.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Task: \_\_\_\_\_ Subject: \_\_\_\_\_

Due Date: \_\_\_\_\_

Year Group (please circle): Year 7-10 Year 11 Year 12

CIRCUMSTANCES (Tick a box):

- o Illness/Misadventure o School Business

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Doctors Certificate Attached: YES/NO (Doctors Certificate MUST be attached to the form if the reason is ILLNESS)

Have you ATTACHED further documentation to support your application? YES/NO (This could include a Statutory Declaration or Representation Form detailing your circumstances)

Classroom Teacher Signature: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Student needs to complete the task on the first day or first subject specific period back from absence.

- o Has the task been completed? YES NO: Date to be completed \_\_\_\_\_
o Comment - submission, format, alternative task, extension

\_\_\_\_\_
\_\_\_\_\_

Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.

**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

Has the task been completed? **YES/NO**

**Outcome and Recommendation**

- Zero
- Estimate
- Alternative Task
- Other

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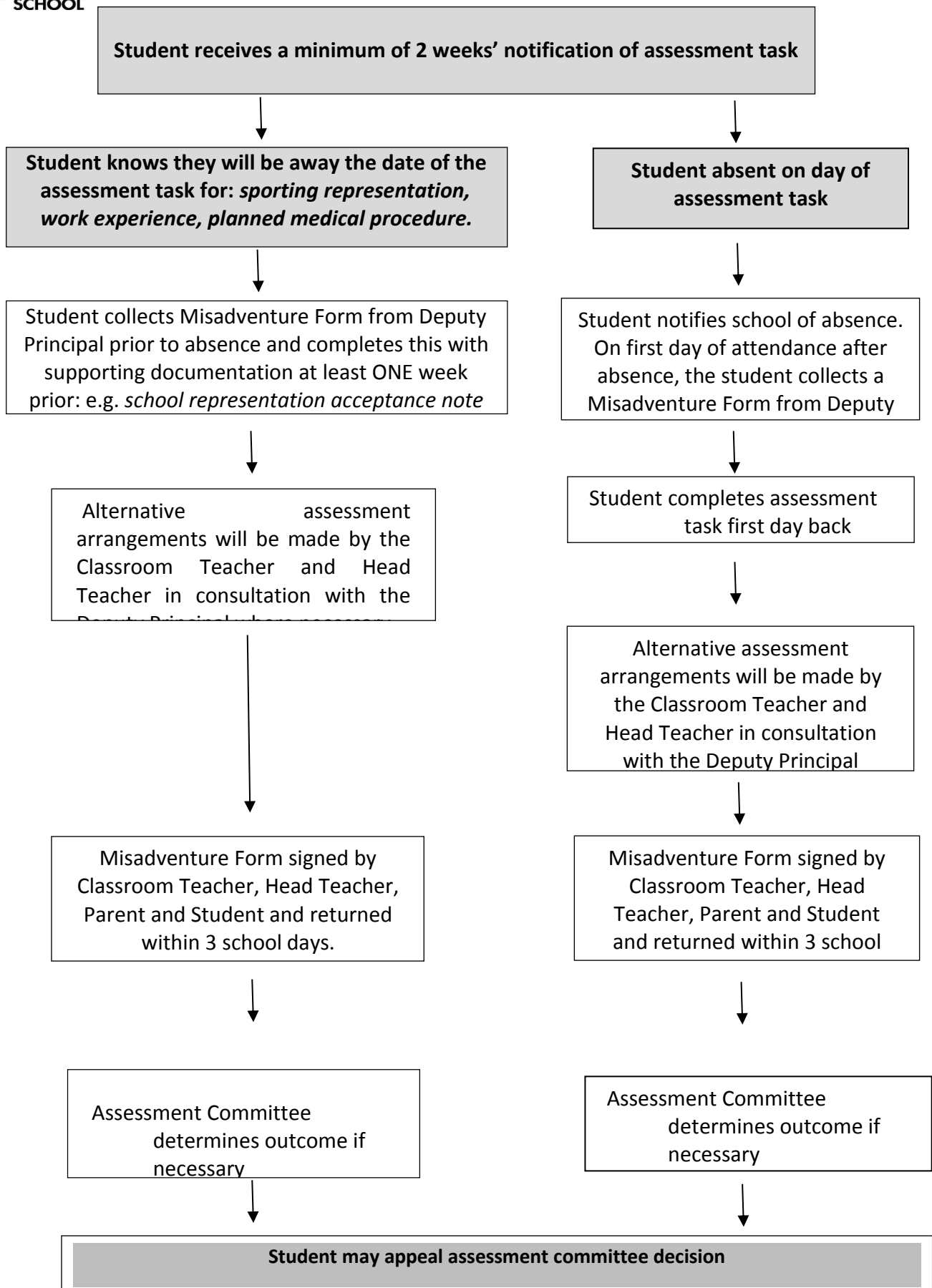
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**Deputy Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Student Assessment Task Submission Flow Chart



## Responsibilities of the School

The school, under the guidance of the Principal, is responsible for:

- Establishing policies and procedures across the school which ensure a consistent application of policies and procedures across the school
- Ensuring that staff are fully aware of school assessment policies and procedures;
- Ensuring the valid distribution of grades in different subjects;
- Ensuring that students and their parents are fully aware of the system;
- Setting up procedures for dealing with appeals.

## Responsibilities of the Faculty Head Teacher

- Ensuring that faculty members are fully aware of the assessment requirements of the school;
- Establishing consistent practices within subjects;
- Determining how comparability between different classes will be achieved;
- Ensuring that students are informed of their responsibilities and the details of the assessment program;
- Establishing the method of recording and reporting assessment data;
- Monitoring individual teacher's grading determinations.
- Monitor students' progress and implementing appropriate intervention

## Responsibilities of the Teacher

- Setting assessment tasks related to the course objectives;
- Informing students as to what is expected of them;
- Measuring student achievement;
- Recording observations using marks, grades or comments;
- Providing appropriate feedback to students on each task;
- Making a judgement of each student's level of achievement by choosing the most appropriate overall description in the Common Grade Descriptors.
- Discussing a student's progress with the Head Teacher to determine intervention strategies

## Responsibilities of the Students

The students are responsible for:

- Presenting ALL assessment tasks on time
- Presenting their own work, honestly making a genuine, serious attempt without cheating or plagiarism
- Doing each assessment task to the best of their ability
- Ensuring 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
- Demonstrating that through effort and achievement they have met all the requirements of the course
- Working without hindering the efforts of other students, both in class and in examination

## GRADING

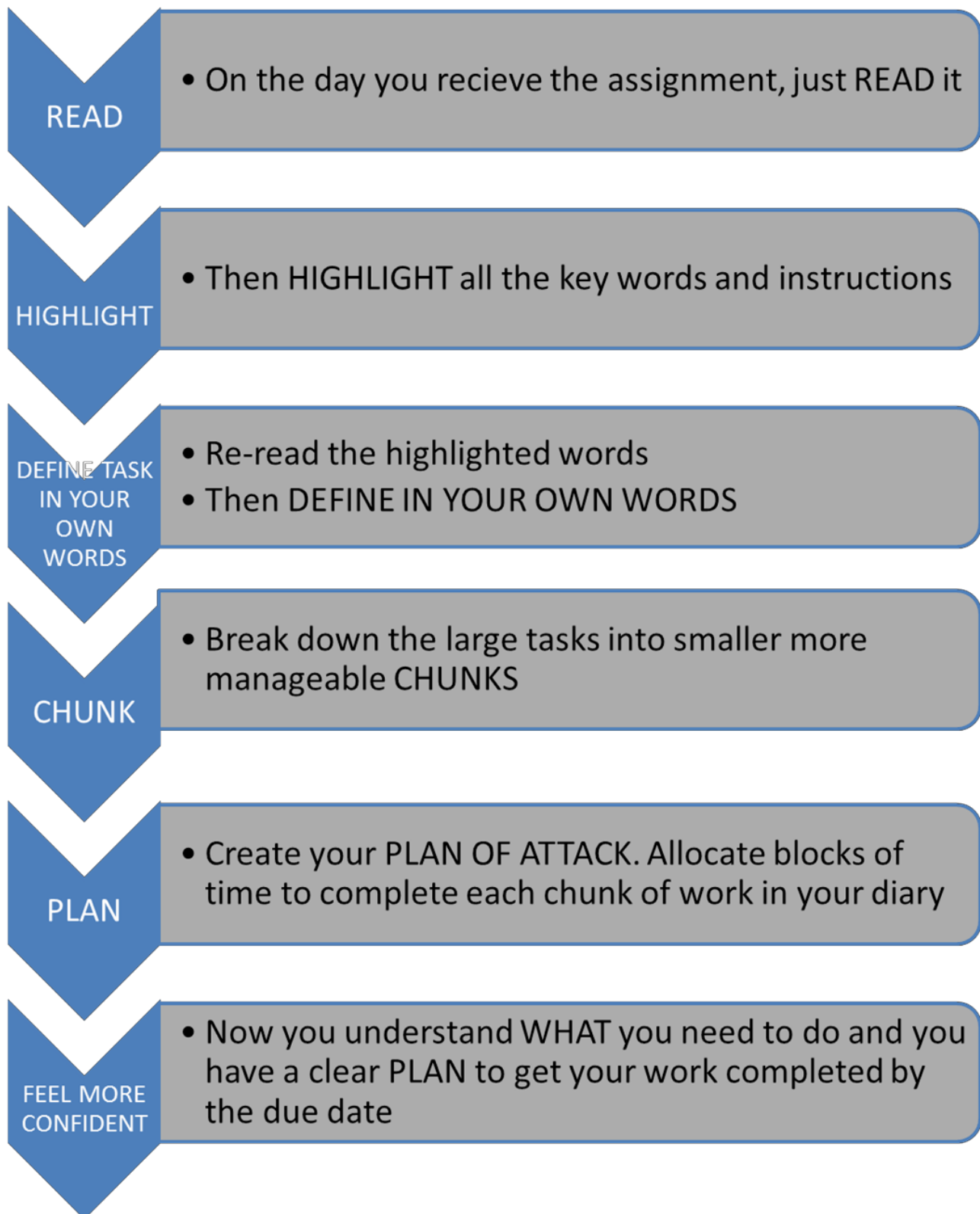
Grading student achievement is the process of assigning a letter to summarise the level of a student's achievement in a course.

The grading system is concerned with describing the student's achievement at the end of each course in each year, using A to E. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment.

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine a student's final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

<b>GRADE</b>	<b>COMMON GRADE SCALE</b>
<b>A</b>	The student demonstrates an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<b>B</b>	The student demonstrates a thorough knowledge and understanding of the course content and competence in processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.
<b>C</b>	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
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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..

## Summary of the Key Steps to Getting Started with an Assessment Task





## WRITING A BIBLIOGRAPHY

**What is a Bibliography?** A list of everything you have read in researching your essay or assignment - not only the items you refer to in the essay or assignment itself (includes texts, journal articles, electronic sources etc.).

**What is a reference list?** A list of all sources actually referenced in your assignment. You must reference when you quote from a text, or paraphrase or summarise someone else's ideas.

**WHY REFERENCE?** Using someone else's words, ideas, maps, diagrams etc. is PLAGIARISM – even if you have paraphrased or summarised them! You must acknowledge all sources.

References/bibliographies should be arranged alphabetically by the author. If no author is given, then by title.

**Books:** Author (surname followed by given name). (Year of publication). Title (Italics or underlined). Edition (in parentheses if other than 1st). Place of publication: Publisher eg.

- Germov, John (2000). *Get great marks for your essays*. [2nd edition]. Sydney: Allen & Unwin.
- Johnson, David (2005). *The geology of Australia*. Cambridge: Cambridge University Press.

**Articles:** (magazines, newspapers or journals) Author (surname followed by given name). (Year of publication) Title of article. Name of journal, magazine or newspaper (underlined or in italics), Volume and/or issue, page numbers (inclusive). eg.

- Duffy, M. (2005, June 14). Squalls of dissent ruffle the wind harvester. *Sydney Morning Herald*. pp. News 7.
- Faulkner, C. (2005). Wallum froglet. *Nature Australia*, 28(5), pp. 22-23.
- Rhodes, R. (2005). Living with the bomb. *National Geographic*, 208(2), pp. 98-113.

**Videos, DVDS, CD-ROMS, Films:** Author. (Year of Publication). Title (edition).[Format]. Place: Publisher/Production company. eg

- Skull, J. (2000). Know what's what in travel & tourism. [CD-ROM].
- Marino, S. Aust.: Elbrook. Williams, Gerri (2002). Under my skin. [VHS]. Sydney: ABC.

**Internet:** Surname, Initials (or author or editor), Year. Title[online]. (Edition). Place of publication: Publisher (if ascertainable). URL. Accessed/Retrieved date. eg.

- ☐ Carmichael, E. (2001). Module 2: writing assignments at university. Early Childhood Education Self-study [on-line] <http://sites.uws.edu/learning/earlychildhood/mod2.htm>. Accessed: Sept 13, 2005.
- ☐ Holland, M. (2004). Guide to citing Internet sources [online]. Poole: Bournemouth University [http://www.bournemouth.ac.uk/library/using/guide\\_to\\_citing\\_internet\\_sourc.html](http://www.bournemouth.ac.uk/library/using/guide_to_citing_internet_sourc.html).

## 2019 TERM DATES

<b>Term 1 commences</b> .....	Tuesday 29 <sup>th</sup> January
<b>Term 1 concludes</b> .....	Friday 12 <sup>th</sup> April (11 weeks)
<b>Term 2 commences</b> .....	Monday 29 <sup>th</sup> April
<b>Term 2 concludes</b> .....	Friday 5 <sup>th</sup> July (10 weeks)
<b>Term 3 commences</b> .....	Monday 22 <sup>nd</sup> July
<b>Term 3 concludes</b> .....	Friday 27 <sup>th</sup> September (10 weeks)
<b>Term 4 commences</b> .....	Monday 14 <sup>th</sup> October
<b>Term 4 concludes</b> .....	Friday 20 <sup>th</sup> December (10 weeks)

## YEAR 8 SUBJECT ASSESSMENT SCHEDULE - 2019

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2		<b>Music Task 2:</b> Performance <b>Visual Arts:</b> Diary		
3		<b>Science Task 2:</b> Practical Investigation Master Chef Mayhem		<b>Music Task 4:</b> Performance
4			<b>Science Task 3:</b> Student Independent Research Task	<b>VALID Examination</b>
5	<b>Mathematics Task with Summary sheet Technology Task 1</b>	<b>HALF YEARLY EXAMINATIONS</b>	<b>Music Task 3:</b> Composition/Listening <b>Technology Task 4</b>	<b>Visual Arts:</b> Portfolio of Work
6	<b>English Task 1- Listening</b>	<b>Visual Arts:</b> Portfolio of Work	<b>Mathematics Practical Assessment Task</b>	<b>YEARLY EXAMINATIONS</b>
7	<b>History Task 1</b>	<b>English Task 2 – Imaginative Task</b>	<b>Mathematics Practical Assessment Task</b>	<b>PDHPE- Semester 2</b> portfolio of work <b>English</b> Genre Pair Presentation
8	<b>Science Task 1:</b> Practical Investigation Communicating Scientifically	<b>History Task 2 PDHPE Practical Task:</b> Ongoing Assessment 1	<b>History Task 3 Mathematics Practical Assessment Task</b>	<b>PDHPE Practical Task:</b> Ongoing Assessment 1
9	<b>PDHPE Theory Task 1: Campaign and Response</b>		<b>English Task 3 –Extended Response</b>	
10	<b>Music Task 1:</b> Composition/Listening <b>Technology - Portfolio</b>	<b>Technology - Portfolio</b>	<b>Technology - Portfolio Visual Arts: Diary</b>	
11				

## English

**KLA:** English

**Head Teacher:** N. Roberts

**Group:** Year 8

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Listening and Analysis	1	6	25	1, 3, 7, 8
2	Imaginative Writing	2	7	25	1, 2, 4, 5, 9
3	Extended Response	3	9	25	1, 3, 5, 6
4	Yearly Examination	4	6	25	1, 3, 6, 7

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
2	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
3	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
4	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
5	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
6	identifies and explains connections between and among texts
7	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
8	identifies, considers and appreciates cultural expression in texts
9	uses, reflects on and assesses their individual and collaborative skills for learning

## STAGE 4 HISTORY

KLA: HSIE

Head Teacher: Mr. Harrison

Year Group: Year 8

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Historical source analysis	1	7	25	4.1, 4.2, 4.4, 4.6, 4.10
2	Research Based Project	2	8	25	4.2, 4.6, 4.8, 4.9
3	Medieval Radio Show	3	8	25	4.1, 4.2, 4.5, 4.7, 4.10
4	Final Examination	4	6	25	4.3, 4.4, 4.5, 4.6, 4.9

### Areas for Assessment - Reporting Outcomes

	Description - A student:
HT 4.1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT 4.2	describes major periods of historical time and sequences events, peoples and societies from the past
HT 4.3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4.4	describes and explains the causes and effects and developments past societies over time
HT 4.5	identifies the meaning, purpose and context of historical sources
HT 4.6	uses evidence from sources to support historical narratives and explanations
HT 4.7	identifies and describes different contexts, perspectives and interpretations of the past
HT 4.8	locates, selects and organises information from sources to develop an historical inquiry
HT 4.9	uses a range of historical terms and concepts when communicating an understanding of the past
HT 4.10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

# MATHEMATICS

KLA: Mathematics

Head Teacher: S.Love

Year Group: Year 8

Task	Task Name	Term	Week	Weighting %
1	Examination with Summary sheet	1	5	20
2	Semester 1 Examination with summary sheets	2	5	25
3	Practical Assessment Task	3	6- 8	20
4	Semester 2 Examination with Summary sheets	4	6	25
5	Bookwork	Ongoing	Ongoing	10

## Areas for Assessment - Reporting Outcomes

	Description - A student:
1	Compares, orders and calculates with integers, applying a range of strategies to aid computation
2	Operates with fractions, decimals and percentages
3	Solves financial problems involving purchasing goods
4	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems
5	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown lengths and angles
6	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
7	Generalises number properties to operate with algebraic expressions
8	Represents probabilities of simple and compound interest
9	Uses algebraic techniques to solve simple linear equations
10	Recognises and explains mathematical relationships using reasoning
11	Collects, represents and interprets single sets of data, using appropriate statistical displays
12	Analyses single sets of data using measures of location and range

## Music

**KLA:** Music

**Head Teacher:** Mrs Knight

**Year Group:** Year 8

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Composition/Listening	1	10	20	4.4,4.5,4.6,4.7,4.8,4.9,4.10
2	Performance and Book Work	2	2	20	4.1,4.2,4.3
3	Composition Aural	3	5	30	4.4,4.5,4.6,4.7,4.8,4.9,4.10
4	Performance and Bookwork	4	3	30	4.1,4.2,4.3

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
2	4.3 performs music demonstrating solo and/or ensemble awareness
3	4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4	4.5 notates compositions using traditional and/or non-traditional notation
5	4.6 experiments with different forms of technology in the composition process
6	4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
7	4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
8	4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study

## Personal Development, Health and Physical Education

**KLA:** PDHPE

**Head Teacher:** Miss Wilson

**Year Group:** Year 8

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
<b>1</b>	<b>Bullying - Now and Today (Extended Response / Campaign)</b>	1	9	25	<b>4.2, 4.3, 4.16</b>
<b>2</b>	<b>Practical Assessment- Games Sense, Cross Fit 4 Life and Athletics</b>	2	ongoing	25	<b>4.4, 4.10, 4.15</b>
<b>3</b>	<b>Semester 2 Work Sample portfolio</b>	4	7	25	<b>4.6, 4.7, 4.8</b>
<b>4</b>	<b>Practical Assessment - Dance, Skill transfer, strategies and Striking Sports</b>	4	ongoing	25	<b>4.4, 4.5, 4.14</b>

### Areas for Assessment - Reporting Outcomes

	<b>Description - A student:</b>
<b>1</b>	4.2 identifies and selects strategies that enhance their ability to cope and feel supported
<b>2</b>	4.3 describes the qualities of positive relationships and strategies to address the abuse of power
<b>3</b>	4.4 demonstrates and refines movement skills in a range of contexts and environments
<b>4</b>	4.5 combines the features and elements of movement composition to perform in a range of contexts and environments
<b>5</b>	4.6 describes the nature of health and analyses how health issues may impact on young people
<b>6</b>	4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm
<b>7</b>	4.8 describes how to access and assess health information, products and services
<b>8</b>	4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
<b>9</b>	4.13 demonstrates cooperation and support of others in social, recreational and other group contexts
<b>10</b>	4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move
<b>11</b>	4.15 devises, applies and monitors plans to achieve short-term and long-term goals
<b>12</b>	4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them



## Science

**KLA:** Science

**Head Teacher:** Mr Jovanovski

**Year Group:** Year 8

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Practical Investigations Communicating Scientifically	1	8	25	SC4-6WS, SC4-7WS, SC4-8WS, SC4-14LW
2	Practical Investigations Master Chef Mayhem	2	3	25	SC4-6WS, SC4-7WS, SC4-9WS, SC4-16CW,
3	Student Independent Research Task Communicating Scientifically	3	4	25	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS
4	Yearly Examination	4	6	25	SC4-4WS, SC4-7WS, SC4-8WS, SC4-11PW, SC4-14LW, SC4-16CW

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	<p>SC4-6WS Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p>
2	<p>SC4-6WS Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p>
3	<p>SC4-4WS Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.</p> <p>SC4-5WS Collaboratively and individually produces a plan to investigate questions and problems</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p>
4	<p>SC4-11PW discusses how scientific understanding and technical developments have contributed to finding solutions to problems involving energy transfers and transformations</p> <p>SC4-14LW relates the structure and function of living things to their classification, survival and reproduction</p> <p>SC4-16CW how scientific understanding and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life</p>

## Stage 4 - Technology Mandatory

**KLA:** TAS

**Head Teacher:** Mrs Hines

**Year Group:** Year 8

Task	Task Name	Term	Week	Weighting %
1	Class Project	1,2 & 3	Week 10	30
2	Project Portfolio	1, 2 & 3	Week 10	30%
3	Emerging Technologies	1	6	20
4	Rebrand Repackage	3	6	20

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	4.1.1 applies design processes that respond to needs and opportunities in each design project
2	4.1.2 describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
3	4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life
4	4.2.1 generates and communicates creative design ideas and solutions
5	4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
6	4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development design projects
7	4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
8	4.4.1 explains the impact of innovation and emerging technologies on society and the environment
9	4.5.1 applies management processes to successfully complete design projects
10	4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project
11	4.6.1 applies appropriate evaluation techniques throughout each design project
12	4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects

## Visual Arts

**KLA:** Creative and Performing Arts    **Head Teacher:** Mrs Knight    **Year Group:** Year 8

Task	Task Name	Term	Week	Weighting %	Outcomes Assessed
1	Visual Art Process Diary Marking	2	2	10	4.7 4.8 4.9 4.10
2	Portfolio of Practical Work	2	6	30	4.1. 4.2 .4.3 4.4 4.5
3	Visual Art Process Diary Marking	3	10	20	4.7 4.8 4.9 4.10
4	Portfolio of Practical Work	4	5	40	4.1. 4.2 .4.3 4.4 4.5

### Areas for Assessment - Reporting Outcomes

	Description - A student:
1	uses a range of strategies to explore different art making conventions and procedures to make artwork.
2	explores the function of and relationships between the artist –artwork – world – audience
3	makes artworks that involve some understanding of the frames
4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
5	investigates ways to develop meaning in their artworks
6	selects different materials and techniques to make artworks
7	explores aspects of practice in critical and historical interpretations of art
8	explores the function of and relationships between artist – artwork – world – audience