

Erskine Park High School

Pride in Achievement



Student Assessment Handbook 2025

YEAR 8

ASSESSMENT FOR GREATER LEARNING



Erskine Park High School

Pride in Achievement

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Acronyms used in this resource

EPHS Erskine Park High School

NESA NSW Education Standards Authority

Symbols used in this resource



Weblink to a document or resource



Student Activity

“

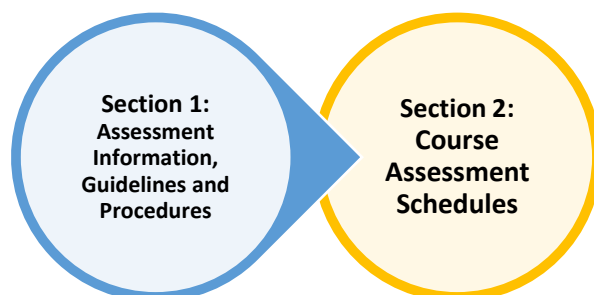
*Success is the sum of all efforts,
repeated day-in & day out.*

”

– R. Collier

Preface

This Student Handbook is divided into 2 Sections as outlined below:



Purpose of Section



Section 1 provides you with advice about school procedures in relation to the school- based assessment program for Stage 4, Year 8.

This information will help you understand:

- the 'what, why, how and where' of assessment for Year 8.
- how tasks will be distributed and the responsibilities of both you and your teacher
- what to do if you are absent for or late submitting a task
- what happens if you are suspected of cheating in an assessment task

Purpose of Section



Section 2 provides you a copy of the **Assessment Schedules** for Year 8 courses. This section also contains a calendar for you to map the assessment tasks for the courses you study.

This advice will help you:

- identify the number and nature of assessment tasks for each of your courses.
- identify the term and week in which assessment tasks will be due.

This information can be used to:

- plan your time and other activities to develop a realistic and relevant study program to **maximise your achievement** in each task and overall, in each course.



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Section 1:



Assessment Information, Guidelines and Procedures



Section 1a: Information about Assessment

Guiding Question:

What is assessment?



Assessment is used by teachers to understand and measure student learning progress so that judgements can be made about what help or support each student needs to make sure their progress continues.

Assessment is not 'homework' which is a task set by a teacher for students to complete during out of school hours; these tasks are designed to meet specific learning goals. Assessment is more frequently conducted during school hours, in a classroom, with a teacher.

Guiding Question:

What is an 'assessment task'?



An assessment task can be:

- a piece of **written work** (information report, letter, narrative, safety instruction for example),
- a **product** developed over time (sculpture, painting, wood project, musical composition, a website or blog),
- a **performance** (dance, dramatic presentation, speech),
- a **test, challenge or a quiz** using pen and paper or conducted electronically,
- or a **practical activity** such as a science experiment, a physical or chef's challenge
- or it can be **something else** specifically designed to judge students' knowledge and skill mastery.

Guiding Question:

Are all subjects assessed in the same way?



Teachers make decisions about how the subject they teach will be assessed best. Teachers are responsible for determining the best practical and written tasks, such as tests, assignments, or projects, which they will use as assessments in the subject. This is based on syllabus packages developed by the NSW Education Standards Authority (NESA) which include assessment and reporting documents.



[Use this link](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4) or the address that follows to go to the NESA website for more information (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4>).



At Erskine High School for the Stage 4 Year 8 subjects, ***students will be required to complete up to 4 assessment tasks for each subject studied.*** These tasks are spread throughout the four terms of Year 8.

In addition, teachers use classwork and other tasks to monitor student learning and to identify those areas in which students are struggling. Some students might think they only have to complete the four (maximum) formal assessment tasks to be considered as having satisfactorily completed each Year 8 subject. This is incorrect. ***To satisfactorily complete a course, a student must apply diligence and sustained effort to the set tasks and experiences provided in the subject.*** These can be normal class activities and exercises, bookwork, homework, group work or team tasks, short quizzes or tests or online experiences.

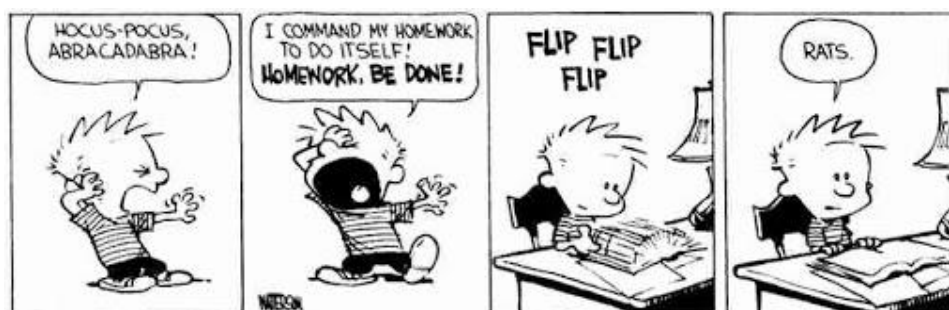


After reading the information above, Fred made the following statement:

"I need to make sure I do well in my assessment tasks. I don't need to worry about how well I complete my classwork because it doesn't count towards anything."

Do you agree with Fred's statement?

What advice would you give Fred to make sure he achieves his best in year 8?



Section 1b: How to be a successful learner in Year 8

The Figure below identifies 3 key areas which will help you be a successful learner in year 8.



Step 1	Step 2	Step 3
Be in Class everyday	Apply effort to learning – everyday in class	Complete and hand-in all assessment tasks
1. Students are expected to attend a minimum of 95% of all classes so that they can understand the content and skills being taught in every lesson. 2. The parents of a student who is absent must explain the absence of their child from school within seven school days of the first day of any period of absence. 3. Students granted an exemption for leave, will have special arrangements for assessment tasks.	Students must study each subject in Years 8 – 8 for the required hours and at a satisfactory level. A student may be considered unsatisfactory in a course if they fail to demonstrate ‘diligence and sustained effort’ by, for example: • missing classes or consistently coming late to class, particularly if these are unexplained • exhibiting below the line behaviours in class that disrupts the class and stops the student from learning at their best • putting in a poor effort on assessments - class tests, assignments etc. and not trying your best • not submitting assessment tasks • not completing class work or homework. If throughout Year 8 it appears that a student is failing in their learning, parents or carers will be contacted in time for the problem to be corrected.	1. Students are expected to complete EVERY assessment task by the due date. 2. All work submitted for assessment must be the student’s own work. Students will be required to prepare a bibliography listing the resources they used to complete assessment tasks. 3. It is the student’s responsibility to be aware of assessment task dates for all subjects and to be organised to complete homework as well. 4. Students can seek assistance from their teacher if they are struggling with an assessment task.

Section 1c: School Assessment Program Guidelines and Procedures

At Erskine Park High School, we explicitly teach Year 8 and Year 8 students how to go about completing assessment tasks by building research skills, developing action-planning and time management skills, and modelling high expectations for the submission of quality tasks.

Through these measures teachers will work with students to build their skills in:

- Prioritising learning and assessment commitments both at home and in class.
- Planning their time to ensure tasks are completed and submitted by the due date.
- Showing initiative and creativity as they work towards achieving learning goals.
- Self-evaluating their management of homework and assessment tasks.
- Responding effectively to feedback from peers, teachers, and other adults so that their learning progresses.
- Working effectively and productively as a member of a team.

SCHEDULING OF ASSESSMENT TASKS

Guiding Question:

How will Assessment Tasks be scheduled to help students not feel overwhelmed?

- No more than four (4) tasks will be scheduled for each subject in Year 8 from Term 1 to Term 4.
- Each task will be scheduled to align with and complement classwork.
- All students will be given information outlining the week(s) each assessment task will be held or due to submit.
- The school will work towards an even distribution of assessment tasks throughout the year. The school will try to schedule no more than two assessment tasks in any single week.
- If a situation arises where there is a change made from the original assessment schedule, teachers will notify students in writing two weeks before the new task date.

NOTIFICATION OF AN ASSESSMENT TASK

Guiding Question:

What is the process for notification and student receipt of formal assessment tasks?

- Students will be informed of the precise timing of assessment tasks at least two (2) weeks prior to the due date.
- The assessment task notice will be issued **IN WRITING** on paper using the Erskine Park High School Stage 4, Year 8 Assessment Task Notification template.
- When an assessment task notification is issued, the student will sign indicating receipt of the notification.
- Additionally, the assessment task notification will be uploaded onto the parent portal.

Guiding Question:

What information is contained on an individual assessment notification?

- Assessment task notifications contain information relating to:
 - the assessment task number
 - the type of task (eg. creative narrative, 3-minute speech etc)
 - course outcomes
 - task description and presentation requirements, including details about maximum length (or dimensions, or time depending on the task) if required
 - course component/s to be assessed in the task
 - the criteria to be applied to the marking of the task
 - date notification was issued to students
 - due date
 - presentation of task, including details about maximum length (or dimensions, or time depending on the task) if required

Guiding Question:

What if I am absent when the task notification is distributed to the class?

- Just as it is the students' responsibility to go to the teacher to find out what work has been missed when they are absent from class, so too it is the **responsibility of the student** to speak to the teacher or Head Teacher to obtain a written copy of an assessment task if they were absent from class when an assessment task notification was issued to the class. If a student is absent from class when notification of an assessment task is issued, **extra time will not be given to complete the task unless the student formally applies for an extension of time.**

SUBMISSION AND RETURN OF AN ASSESSMENT TASK

Guiding Question:

How do I submit my assessment tasks?

- All assessment tasks should be completed and handed in, on or by the due date as specified in the assessment task notification information.
- Students should follow all submission requirements as set out in the assessment notification information.
- When submitting a piece of work, students should complete and sign the Erskine Park High School Stage 4, Year 8 Assessment Cover Sheet.
- When an assessment task is submitted for marking, the student will be required to sign a register to indicate the teacher has received the task.
- The completed assessment task is to be given to the class teacher in accordance with the due date details on the assessment task notification sheet. In the event of the class teacher being absent, the assessment task must be given to the Head Teacher. The student should sign the assessment task register to indicate the task has been submitted.

Guiding Question:

What should I do if I haven't completed the assessment task?

- If a piece of work is incomplete at the time of submission, and the student has not previously spoken to the teacher to ask for more time, they are advised to submit the task as is. A mark will be awarded based on what has been completed.

Guiding Question:

What can I expect when my marked task is returned to me?

- When an assessment task is returned to the student, the student will be required to sign a register to indicate the task has been marked and returned to them.
- Assessment tasks will be marked, processed, and returned to students within two (2) weeks of the submission date except under extenuating circumstances.
- Students may be told marks and rankings for individual assessment tasks as they are marked.
- If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement. If the teacher decides the student did not make a genuine attempt, the teacher will contact the parent or carer.

BEING LATE TO SUBMIT AN ASSESSMENT TASK

Guiding Question:

What if I am late submitting an assessment task?

Throughout Semester 1 in Year 8, teachers will work with students to build their time management and action planning skills so that they are able to meet the various deadlines for submitting assessment tasks. During this time, there will be limited penalties applied if work is handed up late.

However, work not submitted within two (2) weeks from the due date will be given a **zero mark** and parents will be contacted. Students should understand that not submitting assessment tasks will have an impact on the grade awarded in the half-yearly or yearly reporting period.

From Semester 2, late submission of assessment items will incur more substantial penalties as indicated below:

SUBMISSION DETAILS	PENALTY
Submitted 1 day after the due date	The mark awarded will be reduced by 10%
Submitted 2 days after the due date	The mark awarded will be reduced by 20%
Submitted 3 days after the due date	The mark awarded will be reduced by 30%
Submitted 4 days after the due date	The mark awarded will be reduced by 40%
Submitted 5 days after the due date	The mark awarded will be reduced by 50%
On the 6 th day late	Zero mark will be awarded, and parent / carer contacted

- Penalties will not apply if the student can produce evidence of illness or extenuating circumstances.
- If a student fails to submit a task and has no valid reason, a not-submitted (N/S) will be recorded for that task.

ABSENT FOR AN ASSESSMENT TASK

Guiding Question:

What should I do if I am away the day of a task?

- **If a student is absent from school when an assessment task is due, they must** see the teacher or Head Teacher on the **first day** back to school and hand in the completed task with a note from the parent or carer explaining the absence. **Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task.**
- If a student is absent for a test that forms part of a student's assessment:
 - In addition to the normal processes of notifying the school of the absence **prior to the test**, the student must provide the teacher with a note from the parent or carer explaining the absence on the first day they return to school.
 - An alternate test date or, in exceptional circumstances, an estimate mark may be given at the Head Teacher's discretion.

SATISFACTORY COMPLETION OF SUBJECTS

Guiding

Question:

What do I have to do to satisfactorily complete the subjects I am studying?



A student will be considered to have satisfactorily completed a course when there is sufficient evidence that they have:



NESA Language	What this means for you as a student of EPHS	Reflection and Evaluation
a. Attended at least 95% of the available class time. AND	☐ Attend all timetabled lessons unless there is a valid, explained reason. Where a student's attendance pattern may jeopardise the satisfactory completion of a mandatory Stage 4 subject, the reason for absence and its likely effect on the student's learning progress will be established. The Principal will consider: - the nature and duration of the absence - the standing of the student within the subject at the time of the absence - the student's prior pattern of attendance, application and achievement <u>and</u> - the ability and commitment of the student to compensate for the classroom experiences missed.	What role does good attendance play in satisfactorily completing a subject?
b. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the subject. AND	Colour the number of stars to show how well you achieved the statement in last year of schooling? ☐ Actively participate in all learning activities/experiences implemented by the teacher/school. ☐ Genuinely try your best with all learning activities and assessment tasks. ☐ Submit all required activities and assessment tasks on or before the due date. ☐ Actively seek and act upon feedback from a variety of sources including teachers, mentors, and peers.	☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆
c. Achieved some or all of the course outcomes.	There will be strong evidence that you have learnt concepts and skills taught in each course at the level of which you are capable. This is achieved through: ☐ participation in class activities, ☐ the submission of class tasks ☐ the submission of assessment tasks	Colour the number of stars to show how well you achieved the statement in last year of schooling? ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Where the school believes a student is at risk of not satisfactorily completing a course, the school will advise the parent or carer and request a meeting to discuss all concerns. This meeting should take place in time for the problem to be corrected.



Honesty in Assessment

PLAGIARISM AND MALPRACTICE IN ASSESSMENT TASKS

- It is important that students understand that ALL work submitted for assessment is to be entirely their own work.
- All work presented in assessment tasks, including submitted works and practical tasks, must be a student's own or must be acknowledged appropriately in a bibliography.
- **Plagiarism** is when a student pretends to have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise a student's grade on their half-yearly or yearly report. Students can plagiarise unintentionally. This can happen when they are unaware of what plagiarism is or don't know or understand that they are plagiarising.
These students may have:
 - misunderstood about plagiarism
 - failed to include reference details when making notes
 - left out the reference in their assignment by mistake
 - incorrectly referenced the material
 - really believed that the work produced was original
- **Intended or deliberate plagiarism** means that a student has decided **to cheat**. Such a student might have chosen to:
 - quote, paraphrase or summarise words or ideas or copy tables, graphs etc, while also choosing not to provide a reference to show where the original ideas, words or data came from
 - copy or use another student's work, and submit it as their own work
 - submit an assignment which has been written for them by someone else
 - submit an assignment which has been downloaded from the internet.
 - **Note:** if a student's assignment is taken, with or without their knowledge, and used by another student, both may be accused of plagiarism
- **In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.** Where resources and the work of others is used, this must be appropriately acknowledged. Failure to do so is called plagiarism, and it is cheating.
- Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will face a consequence applied by their teacher. Parents will be contacted.
- Students must take care when working with others that their work remains their own. Students may and will support their friends' learning, however students found to have willingly allowed their work to be used by another student may also face a consequence.

- **Malpractice is any activity that allows students to gain an unfair advantage over other students.** It includes, but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as their own (plagiarism)
 - using material directly from books, journals, CDs or the internet without reference to the source (plagiarism)
 - building on the ideas of another person without reference to the source
 - 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
 - breaching school test rules
 - making-up false explanations to explain work not handed in by the due date
 - assisting another student to engage in malpractice.

USE OF TECHNOLOGY

- Students must not use CHATGP or any other artificial intelligence in their work on an assessment task. This is the same as plagiarising the work of another person – submitting and claiming the work to be your own.
- When completing a task using a computer, it is the responsibility of the student to back-up and save more than one copy in case there is a problem accessing the task OR printing the task off before the due date. **All hand-in tasks must be submitted on paper unless otherwise stated.**
- Technology and/or computer equipment failure may not be valid grounds for failing to submit assessment tasks.



DISABILITY PROVISIONS

At Erskine Park High School, all students with a disability can seek special provisions to assist them while undertaking tests or completing in-class assessments. It is not embarrassing to apply for or use special provisions.

- Disability provisions apply where a student needs a practical arrangement to reduce disadvantage in a test situation.
- Disability provisions apply to temporary and emergency-related disabilities such as in the case of a student breaking their writing arm just prior to sitting for a test.
- Students who become ill just before or during a test may be eligible to make an illness/misadventure application rather than a disability provisions application
- Students may need provisions for:
 - a permanent condition, such as diabetes or a reading or writing difficulty.
 - a temporary condition, such as a broken arm, or anxiety
 - an intermittent condition, such as back pain when sitting for long periods.

Principals have the authority to decide on and to implement disability provisions for school-based assessment including tests.

- Some students may require -
 - **adjustments to the assessment process, for example:**
 - extra time in a test or more time to complete a take-home task, including progress checks
 - scaffolded instructions
 - the use of a reader and/or writer or specific technology
 - additional guidance provided (eg. providing specific websites to research)
 - accessibility (eg. providing a reading stimulus at the appropriate reading level for the student)
 - highlighted key words and phrases
 - more information (eg. providing a word bank, a labelled diagram or a visual cue)
 - **adjustments to the assessment activities, for example:**
 - questions rephrased
 - simplified language
 - alternative formats for questions
 - the use of a visual task instead of a reading task
 - **alternative formats for responses, for example:**
 - written point form, notes, matrix or labelled diagram instead of a longer written response
 - scaffolded structured responses for an extended response
 - responses to short objective questions to build towards an extended response
 - oral responses instead of written responses
 - multimedia presentations instead of an oral response.

Erskine Park High School will support students seeking disability provisions.

Applying for Disability Provisions

Students wishing to know about disability provisions should speak to the Stage Head Teacher or Year Adviser.

Glossary of Key Terms

The following terms are used by NESA in the syllabus documents for your courses. They are also used in the HSC examinations. It is important that you develop an understanding of the meaning of these terms.

Account Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	Evaluate Make a judgement based on criteria; determine the value of
Analyse Identify components and the relationship between them; draw out and relate implications	Examine Inquire into
Assess Make a judgement of value, quality, outcomes, results or size	Explain Relate cause and effect; make the relationships between things evident; provide why and/or how
Clarify Make clear or plain	Extract Choose relevant and/or appropriate details
Classify Arrange or include in classes/categories	Extrapolate Infer from what is known
Compare Show how things are similar or different	Identify Recognise and name
Construct Make; build; put together items or arguments	Interpret Draw meaning from
Contrast Show how things are different or opposite	Investigate Plan, inquire into and draw conclusions about
Critically (analyse/evaluate) Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)	Justify Support an argument or conclusion
Deduce Draw conclusions	Outline Sketch in general terms; indicate the main features of
Define State meaning and identify essential qualities	Predict Suggest what may happen based on available information
Demonstrate Show by example	Propose Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Describe Provide characteristics and features	Recount Retell a series of events
Discuss Identify issues and provide points for and/or against	Synthesise Putting together various elements to make a whole
Distinguish Recognise or note/indicate as being distinct or different from; to note differences between	

EXPECTATIONS WHEN PREPARING A BIBLIOGRAPHY

Adapted from the Cecil Hills High School Stage 6 – HSC Assessment Policy Booklet

Many assessments require a bibliography. A bibliography **MUST include a list of all resources** a student has used in the research. Resources could include: books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources should be listed **alphabetically** in a bibliography according to the **author's last name**.

Examples of Bibliography Types:

Books

Authors surname, initial	Year of Publication	Title of Book (in italics)	Publisher	Place of Publication
Saldais, M. Taylor, T. Young, C.	2011	<i>Oxford Big Ideas, History 8</i>	Oxford University Press	Australia

SO, YOU WRITE in your bibliography:

Saldais, M; Taylor, T; Young, C 2011, *Oxford Big Ideas, History 8*, Oxford University Press, Australia.

Webpage – Owner or Writer of Site, Title of Page, Year Published, Date Viewed, URL

Owner or Writer of Site	Year of Publication	Title of Page (in italics)	Date viewed	URL
The World Bank	2015	<i>Country at a Glance- China</i>	20 February, 2019	http://www.worldbank.org/en/country/china

SO, YOU WRITE in your bibliography:

The World Bank 2015, *Country at a Glance- China*, viewed 20 February, 2019, <http://www.worldbank.org/en/country/china>

Newspaper article

Author surname, initial	Year of Publication	Title of Article	Newspaper name (italics)	Date Published	Page Number
Pascoe, M.	2015	Australians ...	<i>The Sydney Morning Herald</i>	February 20, 2015	p.20

SO, YOU WRITE in your bibliography:

Pascoe, M 2015, 'Australians looking cheap as offshore bargain hunters move in' *The Sydney Morning Herald*, February 20, 2015, p.20.

YouTube Video

- title (if part of a series, list the episode title first, then the series name)
- year of recording
- format
- publisher/distributor
- place of recording
- date of recording (if applicable)

SO, YOU WRITE in your bibliography:

Fashion Tales – Melbourne 2009, video, Channel 9 News Melbourne, 12 March, viewed 3 September 2011, <http://www.youtube.com/watch?v=sLWfRzgo4&NR=1>

Tips:

- A bibliography should appear on a separate page at the end of a student's work
- List in alphabetical order

Section 3:



Course Assessment Schedules

(alphabetical order)

Important Note:

As well as the formal Assessment Tasks outlined in the schedules that follow, students' knowledge and understanding of content and relevant skill development for each subject will be continuously assessed through the course work. Both formal and informal assessment data will be used to inform achievement of subject outcomes.

Section 2: Assessment Calendar 2025

This Assessment Planner is provided to assist you to organise your workload to meet your assessment responsibilities. Check the Assessment Schedules for your courses. Add the name of your SUBJECT to the week when each task is due.

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				
5				
6				
8				
8				
9				
10				
11				



Year 8 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	English	Subject:	English
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Horror and The Gothic Creative and Reflective Composition. You will be required to compose a creative composition, and reflect on the choices made in your creative piece.	The Gentle Art of Persuasion Persuasive Text. You will be required to submit a persuasive text based on the skills acquired throughout Term 2.	Turning a New Page Critical Essay. You will be required to compose a critical essay in response to a provided stimulus, based on the novel studied throughout the term.	Yearly Examination. You will independently complete a 1-hour formal test in the school hall.
	Term:	1	2	3	4
	Week Task is Due:	Week 8	Week 5 or Week 10	Week 9	Week 5
	Completed: <i>Home, School, or Both</i>	School	Home	Home	School
Syllabus Components	Outcomes Assessed:	EN4-URA-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01	EN4-ECA-01 EN4-ECB-01 EN4-RVL-01	EN4-URA-01 EN4-URB-01 EN4-ECA-01
	Weighting (%)	30%	20%	25%	25%

Syllabus Outcomes

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



Year 8 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	Mathematics	Subject:	Mathematics
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Task Components	Task Number:	1	2	3
	Nature of Task:	In class test A 55 minute in class test	In class test A 55 minute in class test	Yearly Examination
	Term:	Term 1	Term 2	Term 4
	Week Task is Due:	Week 10	Week 6	Yearly examination period Week 6
	Completed: <i>Home, School, or Both</i>	School	School	School
Syllabus Components	Outcomes Assessed:	MAO-WM-01 MA4-FRC-C-01 MA4-ANG-C-01 MA4-GEO-C-01 MA4-INT-C-01	MAO-WM-01 MA4-LEN-C-01 MA4-PYT-C-01 MA4-ARE-C-01 MA4-VOL-C-01	MAO-WM-01 MA4-LIN-C-01 MA4-DAT-C-01, MA4-DAT-C-02 MA4-PRO-C-01 MA4-EQU-C-01
	Weighting (%)	30%	30%	40%

Syllabus Outcomes

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance–time graphs
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-PYT-C-01	applies Pythagoras' theorem to solve problems in various contexts
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments
MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations



Year 8 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	Science	Subject:	Science
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Depth Study	Pirozzo Grid	Research Task	Yearly Examination
	Term:	1	2	3	4
	Week Task is Due:	9	8	10	6
	Completed: Home, School, or Both	School	Both	Both	School
Syllabus Components	Outcomes Assessed:	SC4-10PW SC4-5WS SC4-6WS SC4-7WS	SC4-14LW SC4-15LW SC4-7WS SC4-9WS	SC4-12EES SC4-9WS	SC4-10PW SC4-12EES SC4-13EES SC4-14LW SC4-15LW SC4-17CW SC4-8WS SC4-9WS
	Weighting (%)	25%	25%	25%	25%

Syllabus Outcomes

SC4-4WS	SC4-10PW
SC4-5WS	SC4-12EES
SC4-6WS	SC4-13EES
SC4-7WS	SC4-14LW
SC4-8WS	SC4-15LW
SC4-9WS	SC4-17CW



Year 8 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	HSIE	Subject:	History
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Task Components	Task Number:	1	2	3
	Nature of Task:	Multimodal Historical Investigation	Quiz	Exam
	Term:	1	2	2
	Week Task is Due:	9	2	6
	Completed: <i>Home, School, or Both</i>	Both	School	School
Syllabus Components	Outcomes Assessed:	HT-3, HT-6, HT-8, HT-9, HT-10	HT-2, HT-5, HT-7	HT-2, HT-4, HT-6, HT-9
	Weighting (%)	40%	20%	40%

Syllabus Outcomes

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past	HT4-6 uses evidence from sources to support historical narratives and explanations
HT4-2 describes major periods of historical time and sequences events, people and societies from the past	HT4-7 identifies and describes different contexts, perspectives and interpretations of the past
HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies	HT4-8 locates, selects and organises information from sources to develop an historical inquiry
HT4-4 describes and explains the causes and effects of events and developments of past societies over time	HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past
HT4-5 identifies the meaning, purpose and context of historical sources	HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past



Year 8 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	HSIE	Subject:	Geography
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Task Components	Task Number:	1	2	3
	Nature of Task:	Geographical Report (Natural Disasters)	Water in the World Quiz	Exam
	Term:	3	4	4
	Week Task is Due:	8	2	6
	Completed: <i>Home, School, or Both</i>	Both	School	School
Syllabus Components	Outcomes Assessed:	GE-2, GE-3, GE-7, GE-8	GE-2, GE-4, GE-5	GE-3, GE-4, GE-5, GE-6, GE-8
	Weighting (%)	40%	20%	40%

Syllabus Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments	GE4-5 discusses management of places and environments for their sustainability
GE4-2 describes processes and influences that form and transform places and environments	GE4-6 explains differences in human wellbeing
GE4-3 explains how interactions and connections between people, places and environments result in change	GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-4 examines perspectives of people and organisations on a range of geographical issues	GE4-8 communicates geographical information using a variety of strategies



Year 8 Formal Assessment Schedule

Year of course completion:	2024	Faculty:	PDHPE	Subject:	Personal Development, Health and Physical Education
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Task Number:	1 25%	2 25%	3 25%	4 25%
Task Description : (including type of task)	Practical Task with Written Component	Written Task (Part A – Creative Writing; Part B – Research and Resource Development)	Practical Task with Written Component	Yearly Examination (Formal Examination)
Link to Classroom Learning:	This task relates to the fundamental movement skills from sports completed during practical lessons.	This task requires students to implement knowledge and skills acquired to make informed choices and decisions to improve health outcomes.	This task relates to the fundamental movement skills from sports completed during practical lessons.	This test covers all topics studied this year.
Task Due: Term and Week	Term 1 Weeks 5-8	Term 2 Weeks 6	Term 3 Week 5-8	Term 4 Week 7

Syllabus Outcomes

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences



Year 8 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	CAPA	Subject:	Music
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Performance	Composition	Musicology Research	Yearly Examination
	Term:	1	2	3	4
	Week Task is Due:	9/10	8/9	8	6
	Completed: <i>Home, School, or Both</i>	School	Both	Both	School
Syllabus Components	Outcomes Assessed:	4.1,4.3	4.5,4.6	4.7,4.8	4.7,4.9
	Weighting (%)	25	25	25	25

Syllabus Outcomes

4.1 - performs in a range of musical styles demonstrating an understanding of musical concepts	4.7 - demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.2 - performs music using different forms of notation and different types of technology across a broad range of musical styles	4.8 - demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.3 - performs music demonstrating solo and/or ensemble awareness	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
4.4 - demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing	4.10 - identifies the use of technology in the music selected for study, appropriate to the musical context
4.5 - notates compositions using traditional and/or non-traditional notation	4.11 - demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
4.6 - experiments with different forms of technology in the composition process	4.12 - demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



Year 8 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	CAPA	Subject:	Visual Arts
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Art Making	Critical and Historical Studies	Skills Based Practical Examination	Yearly Examination
	Term:	1	2	3	4
	Week Task is Due:	10/11	7	9/10	6
	Completed: Home, School, or Both	School	Both	School	School
Syllabus Components	Outcomes Assessed:	4.4,4.5	4.8,4.10	4.1,4.6	4.7,4.8,4.10
	Weighting (%)	25	25	25	25

Syllabus Outcomes

4.1 - uses a range of strategies to explore different art making conventions and procedures to make artworks	4.6 - selects different materials and techniques to make artworks
4.2 - explores the function of and relationships between artist – artwork – world – audience	4.7 - explores aspects of practice in critical and historical interpretations of art
4.3 - makes artworks that involve some understanding of the frames	4.8 - explores the function of and relationships between the artist – artwork – world – audience
4.4 - recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts	4.9 - begins to acknowledge that art can be interpreted from different points of view
4.5 - investigates ways to develop meaning in their artworks	4.10 - recognises that art criticism and art history construct meanings



Year 8 Formal Assessment Schedule

Year of course completion:	2024	Faculty:	TAS	Subject:	Technology Mandatory
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Task Number:	1	2	3	4
Task Description: (including type of task)	Portfolio & practical project- you will show evidence of your ability to follow a design process and create a final product based on the design brief.	Portfolio & practical project- you will show evidence of your ability to follow a design process and create a final product based on the design brief.	Portfolio & practical project- you will show evidence of your ability to follow a design process and create a final product based on the design brief.	Yearly Examination You will independently complete a 1-hour formal test in the school hall.
Link to Classroom Learning	Engineering*	Digital Tech*	Mixed materials*	This test covers all topics studied this year.
Task Due: Term and Week				Term 4 Week 7

*Please note that year 8 students will rotate through these 3 projects at different times of the year, and will complete all 3 projects by the end of the year.