



**KINGSGROVE  
HIGH SCHOOL**

# **YEAR 8**

**2026  
ASSESSMENT  
Handbook**



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## INTRODUCTION

This booklet aims to provide students, parents and caregivers information about the assessment policy and procedures for Year 8 at Kingsgrove High School.

## YEAR 8 ASSESSMENT POLICY 2026

### Information for Students and Parents

The assessment policy at Kingsgrove High School reflects the values and beliefs of our school. Students are expected to always reflect these values in their course work.

### Why do we need a school Assessment Policy?

- The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Kingsgrove High School encourages progressive development of skills and knowledge while ensuring:
  - consistency across courses and faculties
  - fairness in marking and reporting
  - coordination of the assessment program to ease the load on students

### General Guidelines

- All issues regarding assessment tasks must be referred to the relevant **Head Teacher**.
- Assessment notifications will be distributed at least **two weeks prior to a task** as per assessment schedules published in this handbook outlining all relevant information
- Failure to do or hand in an assessment task **at the stipulated time** without a valid reason may result in a mark of zero or marks may be deducted as specified in the particular task notification.
- **Cheating and plagiarism are always unacceptable.** The Kingsgrove High School 'Academic Integrity' cover sheet containing a declaration of originality must be completed and attached to any assignments or assessment tasks done outside of class. **Cheating and plagiarism may result in a mark of zero with no opportunity to redo the task.** If plagiarism is of another student's work, a decision will be made by the Head Teacher, after investigation into the degree of complicity, as to whether the other student will be penalised.

### Disability Provisions for the school assessments/examinations

- The Disability Provisions program is an arrangement designed to help students by granting justified provisions related to a physical or medical condition. Ms. Moors in the Student Services faculty will provide further information on request.

## **CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS**

Students must:

- always follow the examination supervisor's instructions.
- remain silent while in the examination room except if talking to a supervisor.
- behave in a way that will not be likely to disturb the work of any other student or disrupt the conduct of the examination.
- make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- not take food into the examination room. Books, notes, paper, mobile phones are not to be taken into the examination room.
- behave ethically. No attempt should be made to engage in malpractice, to cheat or to attempt to cheat.
- Remain in the examination room and not hand in their paper until the examination time has elapsed.

A penalty, including a zero mark may be applied, with no opportunity to redo the task, if a student breaks any of the examination rules.

## **FEEDBACK ON SCHOOL ASSESSMENT TASKS**

Students will be given meaningful feedback following each assessment task:

- A mark/grade and information on the outcomes achieved as indicated by the marking criteria.
- Information, which assists students to improve on their performance in future tasks.

## ASSESSMENT POLICY PROCEDURES

### Expectation of Students

#### Hand-In Assessment Tasks

Hand-in tasks include a range of tasks completed outside of the classroom, and which need to be submitted on a set day, they include tasks such as research essays, written reports and practical work.

All assessment tasks are to be submitted on the due date at the specified time / lesson period. It is the student's responsibility to ensure that tasks are submitted on time.

The tasks are to be submitted to the class teacher attached with the **Assessment Integrity Report** (see Appendix A).

Failure to submit tasks on time, without a valid reason will result in a percentage reduction of marks – 25% penalty per day or part thereof. Students who have a valid reason for lateness (e.g. sickness) must follow the **Junior Illness/Misadventure policy procedures**.

Students may upload their hand-in assessment task to their subject Google Classroom if this is the arranged process.

#### In-class Tasks

If students know in advance that they are going to be away for an in-class task (such as a test) the student speaks with their class teacher and then sees the Head Teacher of the faculty. The faculty Head Teacher will advise them of an alternate date to attempt the task. The approved leave paperwork must be shown to the Head Teacher.

If the student is away on the day of the task without prior notice:

The student must see the Head Teacher of that faculty **on the very first day they are back at school** (or their Deputy Principal if the Head Teacher is unavailable). The Head Teacher will organize a time for them to sit for the assessment task.

If no valid reason is given for absence, this will result in a percentage reduction of marks – 25% penalty per day.

If students indicate a valid reason for absence, they will be given a **Request for Illness/Misadventure – Juniors** form to fill in and advised to follow the Junior Illness/Misadventure Policy procedures.

## JUNIOR (Yrs 7,8,9) ILLNESS/MISADVENTURE POLICY PROCEDURES

### In-class Tasks

Students who are absent with a valid reason follow the Illness/misadventure application process using the form **Request for Illness/Misadventure - Juniors** given to them by the faculty Head Teacher (see Appendix B).

- Students will be given a **Request for Illness/Misadventure - Juniors** to fill in. Parents / carers complete this form to explain their child/ward's absence from school on the first day of return to school, and if illness, by a doctor's certificate, or misadventure, by other appropriate documentation.
- The student returns the completed form to the Head Teacher of the faculty.

### Hand-In Assessment Tasks

Students who have a valid reason for lateness (e.g. sickness) of submission of a hand-in task must speak to their teacher and see the Head Teacher of the faculty as soon as they can. They then follow the Illness/misadventure application process using the form **Request for Illness/Misadventure - Juniors** given to them by the faculty Head Teacher (see Appendix B).

- Students will be given a **Request for Illness/Misadventure - Juniors** to fill in. Parents / carers complete this form to explain the reason for their child/ward's late submission of a hand-in task, partial submission or impacted quality. This may involve illness or misadventure and require a doctor's certificate or other appropriate documentation.
- The student returns the completed form to the Head Teacher of the faculty.

### Definitions:

**Illness or accident** - that is an accident or illness, or physical injuries suffered directly by the student and leading to absence from school. If a student is in doubt, they should discuss this with the Faculty Head Teacher immediately when they return to school.

**Misadventure** that is, any other event beyond the student's control, which may have affected the student's attendance or performance for an assessment task. Examples may include the death of a friend or family member, or involvement in a car accident on the way to the school. If a student is in doubt, they should discuss this with the faculty Head Teacher immediately when they return to school, or after the task.

In the case of illness or misadventure, it is the student's responsibility to follow the policy requirements for consideration.

## MALPRACTICE

The NSW Education Standards Authority (NESA) defines malpractice (otherwise known as cheating) as any activity undertaken by a student that allows him/her to gain an unfair advantage over others.

Some examples of malpractice are (this list is not exhaustive):

- copying all or part of someone else's work and presenting it as your own
- using material directly from books, journals, the internet, or any other offline/online resources, without acknowledging the source
- unauthorised use of generative AI (artificial intelligence) tools
- building on someone else's ideas without acknowledging the original source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else contributed to substantially e.g. a parent, tutor or subject expert
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning the source
- paying a third party to produce or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- providing fraudulent evidence in applications for disability provisions or illness

If malpractice is confirmed, disciplinary actions may include (one or combinations thereof):

- Academic penalties (e.g., reduction in marks, zero mark awarded)
- Verbal or written warnings

## ARTIFICIAL INTELLIGENCE - AI

The unapproved use of AI in the completion of assessment tasks is a breach of academic integrity. All work presented in assessment tasks and external examinations must be a student's own or must be acknowledged appropriately (DoE, 2025).

Malpractice may occur where generative AI:

- has been used, when specifically prohibited, as part of an assessment task
- output has not been cited – all work presented in assessment tasks must be a student's own or must be acknowledged appropriately
- has been used in a way that contradicts the school's malpractice policy (DoE, 2025)

Assessment task notifications will clearly specify if students are permitted to use approved generative AI tools at school or home when completing the task. Students must properly acknowledge or cite any use of generative AI in their assessments. Using AI tools without approval to complete assessment tasks constitutes a violation of academic integrity.

### **Purpose of Appeals**

This process is to be followed when a student wishes to appeal a decision made by a Head Teacher because the student has not observed the requirements of the Kingsgrove High School Assessment Policy.

### **Procedure to lodge an Appeal by a Student**

- The student must lodge a written appeal stating the grounds on which they are appealing. All supporting documentation must be included.
- An appeal in relation to a zero mark must be submitted using the Assessment Task Appeal Form.
- the written appeal must be submitted to the relevant Deputy Principal within 3 days of the task being submitted or completed.
- Only appeals submitted using the Assessment Task Appeal Form and completed by the student will be considered.

### **Procedure to consider an Appeal**

- The Head Teacher will gather the assessment task documentation issued to students and relevant information from staff where appropriate.
- The Head Teacher will photocopy the student's work and keep the originals where malpractice is involved.
- The Deputy Principal will convene the Appeals Panel consisting of the Head Teacher, Deputy Principal and additional staff members as required.
- The panel will interview the student to enable the student to elaborate on his/her grounds for appeal.
- The panel will consider all other evidence put before it in an impartial manner.
- The Panel's role is to determine whether the student had adhered to the rules of Kingsgrove High School Assessment Policy and whether the penalty is upheld or adjusted.
- The Deputy Principal will record the decision of the Appeal Panel on the student's records and notify the student.

# KINGSGROVE HIGH SCHOOL



## Academic Integrity Report

Students are to complete and attach this cover sheet to every Assessment Task that they submit.

Student Name:	Year:
Assessment task Title:	Date Submitted:
Course:	Teacher:

### Academic Integrity Statement

I..... declare that this is my own work and  
**(Your name in block letters)**

that any quotations, information or work have been properly acknowledged and cited in the bibliography or as footnotes.

***I understand that any work suspected of plagiarism will be placed under review and a zero-mark awarded if found to be plagiarised.***

***I have read and understood the school assessment procedures.***

Student signature: ..... Date: .....

### Warning:

Students are required to keep a hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



**Please complete and retain the following receipt as evidence of submission of task**

**Name:** .....

**Task:** .....

**Teacher's Name:** .....

**Date:** .....

**Teacher's Signature:** .....

**Kingsgrove High School**

**REQUEST FOR ILLNESS/MISADVENTURE – JUNIORS**

(Please return to Head Teacher of Faculty)

Student's DoE Email: \_\_\_\_\_@education.nsw.gov.au

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

Roll Call: \_\_\_\_\_

Course: \_\_\_\_\_

Year (please circle): **7 8 9**

Class Teacher: \_\_\_\_\_

Date of Assessment Task: \_\_\_\_\_

Nature of the Task: (please circle)

**Examination**

**Performance**

**In-Class Assessment**

**Field Work**

**Research Task**

**Practical Task**

**Hand in Task**

**Multimodal Task**

Other (please specify): \_\_\_\_\_

Student's reason for the application (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task).

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

Medical Certificate attached  Other verification: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Caregiver's support comment:

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

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed by Head Teacher**

Head Teacher Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Course: \_\_\_\_\_

Head Teacher Recommendation:

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

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**English - 2026 Stage 4 Year 8 Course Assessment Task Schedule**

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Poetry	Part A – Novel Part B – Reading Portfolio	Multimodal	Part A – Persuasive Part B – Reading Portfolio
<b>Due Date</b>		Term 1 Week 6-7	Term 2 Week 10-11	Term 3 Week 9-10	Term 4 Week 5-6
<b>Outcomes Assessed</b>		EN4-RVL-01 EN4-URA-01	EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-RVL-01 EN4-ECA-01 EN4-ECB-01	EN4-ECA-01 EN4-ECB-01 EN4-RVL-01 EN4-URB-01
Assessment Component	Weighting				
Writing & Responding	20%	20			
Viewing - Listening – Reading	30%		Part A – 20 Part B – 10		
Writing	20%			20	
Writing – Composing – Reading	30%				Part A – 20 Part B – 10
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## Mathematics - 2026 Stage 4 Year 8 Course Assessment Task Schedule

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Class test	Assignment	Class test	Class test
Due Date		Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4
Outcomes Assessed		MA4-DAT-C-01 MA4-DAT-C-02	MA4-ARE-C-01	MA4-EQU-C-01 MA4-ALG-C-01	MA4-VOL-C-01 MA4-RAT-C-01 MA4-PYT-C-01
Topics		Data Classification and Visualisation Data Analysis	Area	Equations, Algebra	Volume Ratios and Rates Pythagoras' Theorem
Assessment Component	Weighting				
Content Knowledge	70%	10%	20%	20%	20%
Working Mathematically	30%	10%	5%	10%	5%
Weighting	100%	20%	25%	30%	25%

### Science - 2026 Stage 4 Year 8 Course Assessment Task Schedule

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Periodic Table and atomic structure	Living Systems	Change	Data Science 1
Due Date		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5
Outcomes Assessed	KNOWLEDGE	SC4-PRT-01	SC4-LIV-01	SC4-CHG-01	SC4-DA1-01
	Working Scientifically Stage 4	SC4-WS-04 SC4-WS-05 SC4-WS-06	SC4-WS-02 SC4-WS-05 SC4-WS-06 SC4-WS-08	SC4-WS-01 SC4-WS-02 SC4-WS-03 SC4-WS-04 SC4-WS-06	SC4-WS-05 SC4-WS-06 SC4-WS-07 SC4-WS-08
Assessment Component	Weighting				
Knowledge & Understanding	50%	15	10	5	15
Questioning & Predicting	10%		5	5	
Processing & Analysing Data & Information	10%		5	5	
Problem Solving	10%	5			5
Communicating	10%	5			5
Observing and Planning and Conducting Investigations	10%		5	5	
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>

## Geography – 2026 Stage 4 Year 8 Course Assessment Task Schedule

Task		Task 1	Task 2
Course Component		Natural Hazards Research Task	Yearly Examination
Due Date		Term 1 Week 8 - Term 3 Week 8	Term 2 Week 5 - Term 4 Week 5
Outcomes Assessed		GE4-2, GE4-8	GE4-1, GE4-3, GE4-7, GE4-8
Assessment Component	Weighting		
Knowledge and Understanding	40%	15	25
Geographical Skills	20%	5	15
Inquiry and Research	20%	20	
Communication	20%	10	10
<b>Weighting</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## History - 2026 stage 4 Year 8 Course Assessment Task Schedule

Task		Task 1 In-Class Examination	Task 2 Source Analysis
Course component		The Vikings	Japan Under the Shoguns
Due Date		Term 1 Week 7	Term 2 Week 4
Outcomes Assessed		HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10	HT4-1, HT4-2, HT4-5, HT4-6, HT4-7, HT4-8
Assessment Component	Weighting		
Knowledge and understanding	40%	20	20
Source Analysis	20%	10	10
Inquiry and research	20%	10	10
Communication	20%	10	10
<b>Weighting</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

**Personal Development, Health and Physical Education - 2026 Stage 4 - Year 8 Course Assessment Task Schedule**

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Online Safety	Athletics	Exercise Your Mind	Striking and Fielding
<b>Due Date</b>		T1	T1	T3	T3
<b>Outcomes Assessed</b>		PD4-6 PD4-9 PD4-10	PD4-5 PD4-11	PD4-2 PD4-6 PD4-8	PD4-5 PD4-11
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge & Understanding	50%	15	10	15	10
Skills	50%	10	15	10	15
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**Languages FRENCH/GERMAN/GREEK - 2026 Stage 4 Year 8 Course Assessment Task Schedule**

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Semester 1 Examination	Poster and Presentation	Semester 2 Examination	Culture Investigation Task
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5
<b>Outcomes Assessed</b>		ML4-INT-01 ML4-UND-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01
<b>Assessment Component</b>	<b>Weighting</b>				
Listening and responding	<b>20%</b>	<b>10</b>		<b>10</b>	
Reading and responding	<b>20%</b>	<b>10</b>		<b>10</b>	
Writing	<b>20%</b>	<b>5</b>	<b>10</b>	<b>5</b>	
Culture	<b>20%</b>	<b>5</b>		<b>5</b>	<b>10</b>
Speaking	<b>20%</b>	<b>5</b>	<b>10</b>	<b>5</b>	
<b>Weighting</b>	<b>100%</b>	<b>35%</b>	<b>20%</b>	<b>35%</b>	<b>10%</b>

**Music - 2025 Stage 4 Year 8 Course Assessment Task Schedule**

<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Course Component</b>		Compose Music for Television advertisement	Listening – Topic Test	Performance - Presentation of a performance on Keyboard or Guitar	Yearly Examination Aural Skills
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
<b>Outcomes Assessed</b>		MU4-COM-01	MU4-LIS-01	MU4-PER-01 MU4-COM-01	MU4-LIS-01
<b>Assessment Component</b>	<b>Weighting</b>				
Performance	20%			20	
Composition	20%	20			
Aural Skills	60%		30		30
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

**Technology Mandatory - 2025 Stage 4 Year 8 Course Assessment Task Schedule**

<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Course Component</b>		Digital Portfolio	Digital Story	Design Folio	Design Project
<b>Due Date</b>		Term 1 - Week 9	Term 2 - Week 3	Term 3 - Week 6	Term 4 - Week 4
<b>Outcomes Assessed</b>		TE4-PPM-01	TE4-PPM-01 TE4-MSA-01	TE4-PDP-01 TE4-SAF-01	TE4-DES-01
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge and Understanding	<b>40%</b>	10	10	10	10
Design and Production	<b>60%</b>	10	20	10	20
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

**Visual Arts - 2026 Stage 4 Year 8 Course Assessment Task Schedule**

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		<b>Writing Task Elements of Art</b>	<b>Art Making Body of Work 1 VAPD Documentation</b>	<b>Artwork Analysis Writing Task</b>	<b>Art Making Body of Work 2 VAPD Documentation</b>
<b>Due Date</b>		Term 1 Week 10	Term 2 Week 5	Term 3 Week 8	Term 4 Week 2
<b>Outcomes Assessed</b>		4.7 4.8	4.1 4.2 4.3	4.9 4.10	4.4 4.5 4.6
<b>Assessment Component</b>	<b>Weighting</b>				
Art Making	70%		BOW 30% VAPD 5%		BOW 30% VAPD 5%
Art Criticism & History	30%	15%		15%	
Weighting	100%	15%	35 %	15%	35%