



Prairiewood High School



Year 8 Assessment Schedule 2025

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THE PURPOSE OF ASSESSMENT

Assessment procedures provide an indication of a student's attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle. Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning. Assessment activities may be formal (e.g. semester examinations, common year task, assignment/research tasks) or informal (e.g. class test, topic test, in class task).

THE ASSESSMENT SCHEDULE BOOKLET AND TIME FRAME

This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings. Use a diary or calendar to record assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

ATTENDANCE

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed. Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher. Whenever students are absent from school, it is **their responsibility** to ensure that they know what work / assessment notification has been missed and to catch up with that work.

SUBMISSION OF TASKS

For assessment tasks which are completed outside the classroom, all tasks are to be submitted by the designated day and time (as per teacher notification).

Tasks submitted after the designated time are late unless there are exceptional circumstances.

Failure to submit a task by the designated time will result in:

- A mark deduction of 10% per day 10% per school day may apply to all late tasks
- This penalty will be followed by a formal faculty letter to parents
- All tasks must be submitted, even if the task is awarded 0%.

EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. (See attached)

Students must apply well before the due date of the task. If your extension is not granted, you must submit the task by the due date.

PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **must** notify the relevant Head Teacher and submit the work before the due date.

ABSENCE DUE TO ILLNESS / MISADVENTURE

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the appropriate Head Teacher). Students are advised to complete all tasks to the best of their ability and advise the school immediately if circumstances will prevent them from doing so.

TECHNOLOGY AND ASSESSMENT TASKS

Technology failure is not, in itself, a valid reason for failure to submit an assessment task. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (e.g. USB drive)
- When working at school, save the latest version of your work to your personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
- Check the compatibility of your home software with the school's technology
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on an external portable storage media.

SPEAKING TASKS

Students must be ready to present Speaking Assessment Tasks on the specified due date. Students must show their teacher concrete evidence that the task has been completed on time (e.g. palm cards, copy of speech/presentation, etc.)

ZERO MARKS

A zero mark will be awarded when a student:

- Does not attempt a task (non-attempt)
- Does not make a serious attempt at the task (non-serious attempt)
- Is found to be involved in malpractice

In such cases, this will be placed in the school records and parent/carers will be notified.

MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task will be awarded a mark of zero for that task. Malpractice includes, but is not limited to:

- Cheating OR Attempting to cheat OR Assisting others to cheat
- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person (eg. parent, subject expert) has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task or exam in any way
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date.

The decision with regard to malpractice having occurred will be taken by the class teacher in consultation with the appropriate Head Teacher

ENGLISH

Year 8	Task 1	Task 2	Task 3
Due Date	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9
Task Type	Reading	Writing	Multimodal and Reflection
Name of Unit	The Bold and Brazen: Villian Study (short stories) <i>COMMUNITY</i> OR Shakespeare's Villains (drama) <i>SELECTIVE</i>	Story and the Storyteller (novel and poetry)	Conflict and Adversity (drama) <i>COMMUNITY</i> OR (short stories or novels) <i>SELECTIVE</i>
Unit Overview	Students develop their knowledge on the character archetypes in literature with a specific focus on 'villains'.	The 'Story and the Storyteller' unit is designed to explore the dynamic relationship between stories and storytellers within society.	This unit will explore the nature of conflict and how it is represented in a range of texts.
Total Weighting	30%	30%	40%
Outcomes Assessed	EN4-URA-01, ECA-01, URB-01	EN4-URB-01, RVL-01	EN4-RVL-01, URB-01, URA-01, ECB-01

HISTORY

Year 8	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 5	Term 2 Week 3	Term 3 Week 5	Term 4 Week 3
Task Type	Topic Test	Research Task	Research Task	Yearly Examination
Name of Unit	Investigating The Ancient Past	Ancient Egypt	Ancient China & Japan Under The Shoguns	Medieval Europe & The Black Death in Asia, Europe and Africa
Unit Overview	In this unit, students learn about the key features of studying history. Including how historians and archaeologists study the past, key terms and concepts they use, the range of available historical sources and the methods they use.	In this unit, students learn about the key features of a chosen ancient society from the Mediterranean world, including everyday life, role of key groups, belief systems, significant individuals and contacts and conflict with other societies.	In this unit, students learn about the key features of chosen ancient and medieval societies from the Asian world, including everyday life, role of key groups, belief systems, significant individuals and contacts and conflict with other societies.	In this unit, students learn about the key features of a chosen medieval society, including cultural achievements, examples of continuity and change, and significant individuals. Students will also explore the origins and effects of the Black Death.
Total Weighting	15%	30%	25%	30%
Outcomes Assessed	HT4-1, HT4-9, HT4-10	HT4-2, HT4-3, HT4-6, HT4-10	HT4-2, HT4-4, HT4-7, HT4-10	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9

LANGUAGES – FRENCH

Year 8	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 10	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3
Task Type	Interacting (Speaking) Creating Texts (Writing)	Understanding Texts (Reading) Understanding Texts (Listening)	Creating Texts (Writing) Understanding Texts (Listening)	Interacting (Speaking) Understanding Texts (Reading)
Name of Unit	Introduction Days, Months & Numbers	All About Me & Someone	School & Opinions	Nationalities & Countries
Unit Overview	Students will be assessed on topics relating to themselves	Students will be assessed on topics relating to themselves family, friends & pets.	Students will be assessed on topics relating to themselves and education.	Students will be assessed on topics relating to themselves family, friends, pets, education & their backgrounds.
Interacting (Speaking)	15%			10%
Creating texts (Writing)	10%		10%	
Understanding Texts (Reading)		15%		15%
Understanding Texts (Listening)		10%	15%	
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	ML4-INT-01, ML4-CRT-01	ML4-UND-01	ML4-UND-01, ML4-CRT-01	ML4-INT-01, ML4-UND-01

MATHEMATICS

Year 8	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 8	Term 2 Week 3	Term 3 Week 5	Term 4 Week 4
Task Type	In Class Test	Assignment (15%) & Validation Test (10%)	In Class Test	In Class Test
Name of Unit	Computation with Integers, Basic Algebra & Equations Focus areas: ➤ Computation with integers ➤ Algebra ➤ Equations	Fractions, Decimals & Percentages Review, Shape & Skew Focus areas: ➤ Fractions, decimals and percentages ➤ Data classification and visualisation ➤ Probability	Geometrical Relationships, Further Multiplicative Thinking, Further Equations, Investigating Triangles Focus areas: ➤ Angle relationships ➤ Fractions, decimals and percentages ➤ Algebraic techniques ➤ Indices ➤ Equations ➤ Right-angled triangles (Pythagoras' theorem)	Length, Area & Time, Ratio & Rates, Analysing Patterns, Exploring Circles Focus areas: ➤ Length, Area and Time ➤ Ratios and rates ➤ Analysing Patterns ➤ Exploring Circles
Unit Overview	Students will complete an In Class test and demonstrate their ability to: • Apply the four operations to integers • Solve problems relating to integers, including comparing and ordering them • Generalise number properties to operate with algebraic expressions • Solve linear equations of up to 2 steps.	Students will complete an Assignment and Validation Test to: • Represent and operate with fractions, decimals and percentages to solve problems • Classify and display data using a variety of graphical representations • Analyse simple datasets using measures of centre, range and shape of the data • Solve problems involving simple chance experiments • Use technology effectively to solve problems and communicate their mathematical thinking.	Students will complete an In Class test and demonstrate their ability to: • Apply angle relationships and the properties of triangles and quadrilaterals to solve problems • Use multiplicative thinking to solve problems relating to number, percentages, algebra and indices. • Use knowledge of the distributive law and factors to expand and factorise expressions • Operate with positive-integer and zero indices involving numerical bases • Solve and verify linear equations by substitution • Apply Pythagoras' theorem to solve problems in various contexts.	Students will complete an In Class test and demonstrate their ability to: • Solve problems involving the perimeter of various quadrilaterals and simple composite figures • Solve problems relating to the area of triangles and quadrilaterals, including the use of formulas • Solve problems involving ratios and rates • Create and display number patterns and find graphical solutions to problems involving linear relationships • Apply knowledge of circumference and area to solve problems relating to circles • Solve quadratic equations of the form $ax^2 = c$
Working Mathematically	Students will develop 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.			
Total Weighting	20%	25%	25%	30%
Outcomes Assessed	MAO-WM-01, MA4-INT-C-01, MA4-ALG-C-01, MA4-EQU-C-01, MA4-FRC-C-01	MAO-WM-01, MA4-FRC-C-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-PRO-C-01	MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-IND-C-01, MA4-EQU-C-01, MA4-PYT-C-01	MAO-WM-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-RAT-C-01, MA4-LIN-C-01, MA4-FRC-C-0, MA4-EQU-C-01

MUSIC

Year 8	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4
Task Type	Performance Task 1 Ukulele	Group Composition and Performance Task	Performance Task 2 Piano (20%) + Research and Analysis Task (10%)	Aural Yearly Examination (20%) + Theory Book Mark (10%)
Name of Unit	Australian Music	Methods of Notating Music	Popular Music	Art Music
Unit Overview	Students will be introduced to the study of music. In this term, they will learn about Australian music, including music created by First Nations people and inspired by past historical events such as the Stolen Generations. They will perform “Riptide” and one other song of their own choosing on ukulele.	Students will build on their knowledge of methods for notating music. They will produce a composition using graphic notation in a scaffolded booklet over the course of the program. They will then perform their compositions in groups.	Students will learn about the different features of popular music and aurally identify those features in a variety of popular genres using the 6 Concepts of Music. They will research popular artists, analyse their music and perform two popular songs of their own choosing on piano.	Students will learn about the instruments in the orchestra and their families to analyse art music repertoire. They will complete an aural examination which will cover content from all topics studied in the year.
Weighting	20%	20%	30%	30%
Outcomes Assessed	4.1, 4.2, 4.3, 4.11, 4.12	4.4, 4.5, 4.9	4.1, 4.2, 4.3, 4.7, 4.8, 4.10	4.7, 4.8, 4.9, 4.10

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Year 8	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 8	Term 1 Week 10	Term 3 Week 5	Term 3 Week 10
Task Type	Practical Task	Theory Task - Persuasive Writing	Practical Task	Theory Task
Name of Unit	Striking and Fielding	Away From Keyboard	Invasion Games	Safety and Risk
Unit Overview	Students will learn and refine fundamental and sport specific movement skills, offensive and defensive strategies and tactics in a range of game contexts for striking and fielding through sports of Cricket and T-Ball.	Students will explore the consequences of negative lifestyle choices and the impact it has on the dimensions of health.	Students will learn and refine fundamental and sport specific movement skills, offensive and defensive strategies and tactics in a range of game contexts for a range of Invasion Games.	Examining how young people are affected by risk taking.
Total Weighting	25%	25%	25%	25%
Outcomes Assessed	PD4-4, PD4-5, PD4-10, PD4-11	PD4-8, PD4-9, PD4-10	PD4-4, PD4-5, PD4-10, PD4-11	PD4-2, PD4-7, PD4-9

SCIENCE

Year 8	Task 1	Task 2	Task 3
Due Date	Term 1 Week 10	Term 3 Week 6	Term 3 Week 3/4
Task Type	Student Research Project (Students choose to carry out an experiment from a topic of their choice and report their findings)	Internet Research Project	Yearly Examination
Name of Unit	N/A	Energy	Functioning Organisms and Elements, Compounds and Mixtures. Chemical changes, Energy and Ecosystems
Unit Overview	Skills in Science and discovery through firsthand investigations.	Types of energy and its transformations.	Interactions between atoms, elements compounds and molecules and the Periodic Table. Types of energy and its transformations, Introduction to ecosystems and the relationships between living things.
Total Weighting	40%	30%	30%
Outcomes Assessed	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-2VA	SC4-3VA, SC4-7WS, SC4-9WS, SC4-11PW	SC4-7WS, SC4-9WS, SC4-14LW, SC4-11PW, SC4-15LW, SC4-16CW

TECHNOLOGY AND APPLIED SCIENCES (TAS)

Year 8	Task 1	Task 2	Task 3
Due Date	Term 2 Week 3	Term 3 Week 6	Term 4 Week 6
Task Type	Technology Project 1	Technology Project 2	Technology Project 3
Name of Unit	Materials – Wood	Engineering – Mixed Materials	Materials – Textiles
Unit Overview	Students investigate characteristics and properties of wood products. They develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.	Students explain how force, motion and energy can be used in systems, machines and structures. They develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.	Students investigate characteristics and properties of textile materials. They develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.
Total Weighting	33%	33%	34%
Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP + Contextual Outcomes**	TE4-1DP, TE4-2DP, TE4-3DP, 4DP + Contextual Outcomes**	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8DP

* A design and production folio may include ideas, sketches, drawings, experimentation, samples, research, photographs, details or construction and evaluation. These may be presented in a notebook, printed booklet, display folder, digital presentation, online record (blog) or a combination of these to provide evidence of the design and production process

** Depending upon the Unit of Work chosen the students will experience and be assessed on a number of outcomes from Materials Technologies (Wood and Textiles) and Engineering Technologies (Mixed Materials). Due to resource limitations, units of work will operate at the same with classes divided between each unit. Classes will move to another unit of work approximately every 13 weeks, allowing them to cover all three technology contexts during the course of a school year.



PRAIRIEWOOD HIGH SCHOOL

Years 7 – 10 APPLICATION FOR ASSESSMENT TASK EXTENSION

Student's Name:	
Teacher's Name:	
Subject/Year Group:	
Head Teacher's Name:	
Assessment Piece/Type:	
Reason for Extension: (attach parent letter or supporting evidence if appropriate)	
Original Due Date:	
Date of Application:	
HT Approved:	Yes ☐ No: ☐ (If NO provide brief statement in comment section below)
Negotiated New Date:	
Comments/ Notes/ Instructions to Classroom Teacher:	

Head Teacher Signature: _____

Date: ____ / ____ / ____

Important Note: The submission of this form does not guarantee that an extension will be granted