



Asquith Girls High School

Year 8 2023

Assessment Handbook



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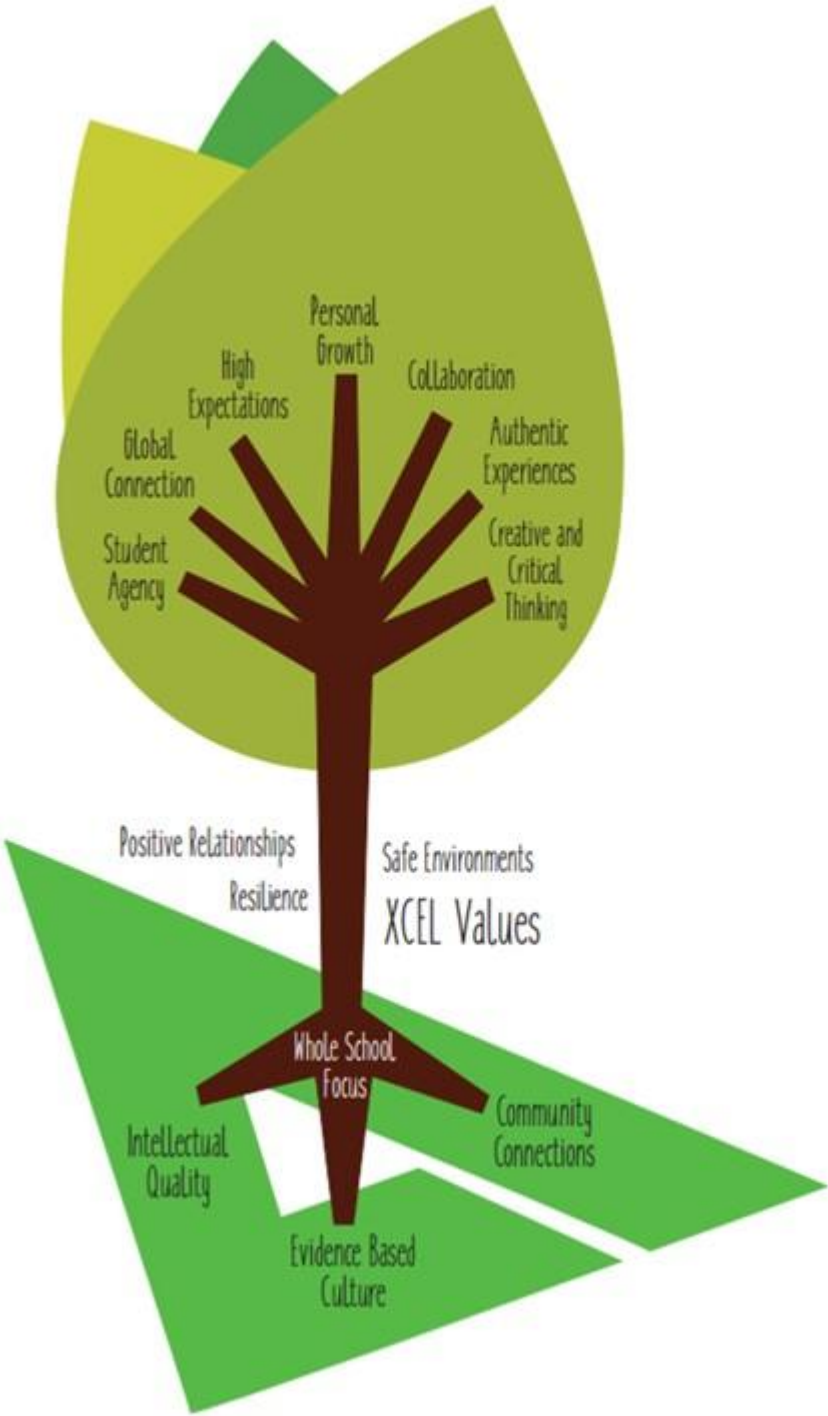
EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP

ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:

To challenge our current mindsets and expectations through innovative whole-school practices that create a culture of aspirations, agility and agency within the global sphere.

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

ASQUITH GIRLS HIGH SCHOOL LEARNING PLATFORM



PRINCIPAL'S MESSAGE

Dear Year 8,

Welcome back in 2023.

Asquith Girls is a place of learning where staff, students, parents and caregivers are working together to provide a caring and challenging learning environment that will allow every student to achieve their personal best.

The purpose of this booklet is to outline the assessment policy of Asquith Girls High School for Year 8.

Please read it carefully and make sure you understand it. Talk to your teachers or Head Teachers if you have any concerns. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course you will have to complete a number of assessment tasks. Teachers will use these tasks (both formal and informal) to collect information about your learning.

Our aim is to help you realise your talents and develop as individuals so that you can become responsible and confident global citizens. We intend to achieve this by providing you with a broader body of knowledge that focuses on authentic learning and assessment experiences.

The study planner in this booklet will allow you to set out every assessment task for each course term by term. It is essential that you complete your planner as it will help you become more organised in your study requirements for the year. It is also advised that you refer to your school diary and enter all assessment dates or important reminders.

At Asquith Girls we believe that all of our students should strive to achieve their personal best and reflect in their learning the school values.

Good luck with your preparation for the assessment activities for the year!



Ms Amvrazis
Principal

ASSESSMENT POLICY – STAGE 4, YEAR 8

The purpose of this document is to outline the Assessment Policy of Asquith Girls High School for Stage 4 (Year 8).

Parents/Caregivers and students need to read this policy carefully, discuss, and ensure they understand the content and process.

WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including:

- assisting in student learning;
- evaluating and improving teaching and learning programs;
- providing information on student learning and progress in a course in relation to the syllabus outcomes;
- providing evidence of satisfactory completion of a course;
- reporting to parents/caregivers on student achievement.

At Asquith Girls High School, each course must provide a program of assessment tasks. Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed
- task description
- task marking criteria.

The assessment program at Asquith Girls High School contains a FORMATIVE (informal) and SUMMATIVE (formal) assessment of learning.

FORMATIVE (informal) ASSESSMENT	SUMMATIVE (formal) ASSESSMENT
<p>The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work. Some examples but not limited to:</p> <ul style="list-style-type: none">• Observation of student learning• Classroom activities involvement• Homework completion• Research tasks• Group work/presentations/research	<p>A type of student assessment that occurs at the end of a course of study or period of time and indicates a student's achievement level against learning outcomes. It gives teachers the information they need to make accurate, consistent judgements about a student's learning progress over time in relation to curriculum standards or other defined learning objectives</p> <ul style="list-style-type: none">• Presentations• Research assignments• Portfolios• Course Diaries and Logbooks• Examination

Syllabuses for all courses may be accessed through the NSW Education Standards (NESA) website at <http://educationstandards.nsw.edu.au>.

For each task, student progress will be reported by constructive feedback and feed-forward (see page 9). Feed forward encourages students to reflect on their performance, highlights their strengths and provides explicit suggestions for improvement, as well as a grade or mark for the task.

REPORTING PROCEDURES

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment, recorded systematically as part of teachers' ongoing classroom assessment practice (refer to the assessment calendar for each course in this handbook).

School reports are issued twice a year (one each semester) including a grade (A-E). The grades are informed by the Common Grade scale as outlined in NESA.

The Common Grade Scale shown below describes the performance at each of the five grade levels used to report student achievement in all NSW schools.

















"The NSW syllabuses state the intended learning for students by the end of each stage. The A to E grade scales describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved at a particular point-in-time. These decisions are based on evidence of achievement and information teachers have collected during the teaching and learning" (NESA . *Common Grade Scale*. Retrieved from <https://bit.ly/34azFam>)

A Outstanding	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B High	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E Elementary	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.

For more information about the Common Grade Scale See:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>

Habits of Mind

Persisting  Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.	Managing Impulsivity  Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.	Listening with Understanding and Empathy  Understand others! Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.	Thinking Flexibly  Look at it another way! Being able to change perspectives, generate alternatives, consider options.
Thinking About Your Thinking (Metacognition)  Know your Knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.	Striving for Accuracy  Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.	Questioning and Posing Problems  How do you know? Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.	Applying Past Knowledge to New Situations  Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
Thinking & Communicating with Clarity and Precision  Be clear! Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.	Gathering Data Through All Senses  Use your natural pathways! Pay attention to the world around you. Gather data through all the senses, taste, touch, smell, hearing and sight.	Creating, Imagining, and Innovating  Try a different way! Generating new and novel ideas, fluency, originality	Responding with Wonderment and Awe  Become intrigued! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.
Taking Responsible Risks  Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.	Finding Humor  Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.	Thinking Interdependently  Work together! Being able to work in and learn from others in reciprocal situations. Teamwork.	Remaining Open to Continuous Learning  Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.

STUDENT RESPONSIBILITIES

1. ATTENDANCE

Students must attend all classes to satisfactorily achieve the course requirements. The minimum attendance required is 90%. Students are expected to complete all formal and informal assessment tasks for each course.

2. ACADEMIC INTEGRITY

Students are required to pledge that all work submitted for assessment is their own. An assessment task cover sheet for all courses is included in this handbook (page 12). A hard copy of this cover sheet must be submitted even if the task is submitted electronically.

3. SUBMISSION OF SUMMATIVE (FORMAL) ASSESSMENT TASKS

Students are expected to submit formal assessment tasks by the due date and sign and acknowledge submission of tasks. All tasks must be submitted by the date and time indicated on the assessment notification (page 11)

4a. ABSENT FROM A SUMMATIVE (FORMAL) ASSESSMENT TASK

Where a student cannot meet a deadline for a formal task the student must:

- provide an explanation, e.g. doctor's certificate or a parent/caregiver's note to the class teacher
- be prepared to submit/attempt the task on the first day she returns to school

Failure to follow the above procedures may result in a student getting zero marks. Not meeting the course outcomes may impact on the student's academic progression to the next academic year/stage.

4b. LATE SUBMISSIONS AND ABSENCE FOR ASSESSMENT TASKS

A student who takes additional time to complete an assessment may unfairly disadvantage others and late submission of an assessment may delay marking and feedback of the assessments to students.

Note:

A student with late submission/attempt of an assessment task without a valid explanation will have a letter of concern generated and sent to parents/caregivers by the Head Teacher of the faculty.

More than one incident of this nature would require a Head Teacher and parent/caregiver meeting. Multiple such incidents would require a meeting with the relevant Deputy Principal and the parent/caregiver.

4c. FAILURE TO SUBMIT/ATTEMPT AN ASSESSMENT TASK

A student who fails to submit or attempt an assessment task will:

- be interviewed by the Head Teacher,
- have a letter of concern generated and sent to parents/caregivers by the faculty Head Teacher
- have a mark of **zero awarded** if no valid reason is given.

5. USE OF TECHNOLOGY

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure
- back-up files regularly
- print out copies of drafts and keep them while the task is in progress
- bring a copy of the file to school by USB, email it to the school address attention to the relevant teacher asquithgir-h.school@det.nsw.edu.au, or share it with the teacher via Google apps.

Important Note:

Technology failure or printer breakdown will not be accepted as a valid reason for late submission.

6. DILIGENCE

Students must work with sustained effort and diligence in all aspects of each course. Students must make a genuine attempt at ALL assessment tasks.

Failure to complete assessment tasks may jeopardise successful completion of the course.

7. NOTIFICATION OF FORMAL ASSESSMENT TASKS

Written and/or electronic notification of formal assessment tasks will be issued at least **TWO weeks** prior to assessment tasks. A sample of an assessment notification is included in this handbook (page 11). Students are required to routinely check their school email for information about assessment tasks.

8. MALPRACTICE

When undertaking assessment tasks at school and at home, it is important that students do not use other people's work as their own. If students submit other people's work as their own it is called plagiarism.

Students are expected to research and prepare a range of tasks that will require them to read and use other people's ideas and words to help them develop their own understanding. It is important that when they use other people's words and ideas that they give them the credit through appropriate referencing. To not credit them is the same as stealing, and this is known as **plagiarism**.

All students need to understand that it is wrong to copy and submit work that they have not created themselves and it will jeopardise their results. Changing a few words around is still plagiarising.

Some of the best methods to avoid plagiarism include:

- giving yourself enough time to research and write your own tasks (do not leave it to the last moment)
- making effective notes and summarising key points, rather than copying whole sentences
- avoiding copying and pasting from the Internet - doing this makes it very hard to avoid plagiarising
- write your assessment task from notes, not the original source of information
- keep accurate records of where you find your information and include a bibliography for every task as required by your teacher.

Plagiarised material will receive a mark of zero for the plagiarised content.

9. BIBLIOGRAPHIES

When required, assessments and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The Internet requires two additional pieces of information – the URL and the date the page was accessed. Teachers will be able to guide students through this process as required.

The following are examples of one way of presenting your bibliography.

A book with an author:	Knapp, B. (1996). <i>Lead and Tin</i> , Melbourne: Reed
A book without an author:	<i>United Press International stylebook: The authoritative handbook for writers, editors, and news directors</i> (3rd ed.). (1992). Lincolnwood, IL: National.
A web page:	Ogilvie, D. (n.d.). Why I don't eat honey. In <i>Why be vegan</i> . Retrieved from http://www.vnv.org.au/WhyBeVegan.htm

FEED-FORWARD AT ASQUITH GIRLS HIGH SCHOOL

Each teacher is committed to providing students with specific and actionable strategies to improve. These strategies, referred to as **feed-forward**, describe the opportunities for future growth by suggesting actions. Feed-forward strategies will be provided by teachers at all stages of learning, including assessment tasks. Students are responsible for actioning these suggestions to improve the quality of their work and demonstrate growth in their learning.

When students submit an assessment task, teachers will provide both feedback and feed-forward strategies:

- **Feedback** is comments about a student's achievement towards task outcomes.
- **Feed-forward** is comments that identify specific strategies and advice for future improvement for students to action/implement.

EFFECTIVE FEED-FORWARD

Effective feed-forward:

- describes a problem and its impact, then suggests a solution;
 - *For example, a teacher may write, "You are currently referring to one source. The rubric states that to achieve high outcomes for research skills you must consult a variety of sources. Have you considered adding...?"*
- will be focused on a few actionable strategies that, if actioned, may improve the standard of the work.
 - *For example, a teacher may say, "You are currently demonstrating outcomes at this level. To improve to the next level consider the following steps";*
- assists students to see possibilities for improvement.
 - *For example a teacher may ask, "What if you added this?" or "If you changed that, how would it strengthen your overall argument?"*

Important Note:

Feed-forward is not editing. Teachers will suggest specific strategies for growth however teachers are not responsible for editing students' work for spelling, grammar, punctuation and syntax.

DISABILITY PROVISIONS

WHO CAN APPLY FOR DISABILITY PROVISIONS?

Any student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions.

The definition of 'disability' in the Disability Discrimination Act 1992 includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note: the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an examination situation.

Disability provisions also apply to temporary and emergency related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination. Students need to discuss their case with their Deputy Principal.

Important Note: If you have a specific course enquiry please contact: for teaching and learning, the Head Teacher of that faculty. For Wellbeing, Year Adviser, Head Teacher Wellbeing or the relevant Deputy Principal.

DETERMINATION OF WHOLE SCHOOL AWARDS

Teachers collect evidence of student learning and achievement throughout the year. Explicit feedback on student progress is provided to parents and caregivers through reports received in Semester One and Semester Two each year.

Information collated from whole-school reports is used to determine recipients of special awards to be acknowledged at Presentation Day. These awards include:

Attendance	Attendance data is used to determine the number of days students attend school in a calendar year. Students who achieve 100% attendance are eligible for this award.
Sustained Effort	The personal learning profile published on each report will be used to determine which students consistently demonstrate positive learning attributes in all subjects.
Outstanding Academic Achievement	Teachers use the descriptors in the Common Grade Scale (see page 5) to provide an overall grade for each student in their course. Recipients of this award receive an A grade (representing Outstanding Academic Achievement) in the majority of courses.



STAGE 4 ASSESSMENT TASK NOTIFICATION

COURSE NAME:		DATE TASK ISSUED:	
NATURE OF TASK:		TASK DUE DATE AND TIME:	
TASK WEIGHTING / COMPONENTS:		MARKS AVAILABLE:	
OUTCOMES TO BE ASSESSED:			
LITERACY	<u>SKILLS / PROGRESSIONS</u>		
NUMERACY	<u>SKILLS / PROGRESSIONS</u>		

TASK DESCRIPTION:	
CRITERIA FOR ASSESSING LEARNING:	
MARKING CRITERIA:	
FEED-FORWARD:	



HAND-IN ASSESSMENT TASKS COVER SHEET

Student name:	Year:
Assessment task title:	Date submitted:
Course:	Teacher:

Academic Integrity Statement

I _____ declare that this work is my own and that any quotes,
(Your name in BLOCK letters)

information or works have been properly acknowledged and cited in the bibliography.

Student signature: _____ Date: _____

Warning

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



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Assessment Receipt ***Student Copy***

Name of student: _____ Year: _____ Course: _____

Task title: _____ Class teacher: _____ Due date: _____

This task was submitted to: _____ on _____
Teacher's name Date

Student signature

Teacher signature

Date

English

Syllabus Outcomes

EN4-1A	A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN4-2A	A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.
EN4-4B	A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
EN4-5C	A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
EN4-6C	A student identifies and explains connections between and among texts
EN4-7D	A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
EN4-8D	A student identifies, considers and appreciates cultural expression in texts.
EN4-9E	A student uses, reflects on and assesses their individual and collaborative skills for learning.

2023 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Indigenous Australian Experiences	Graphic Storytelling	Shakespearean Comedy
Nature of task	Reading and Writing (In-class)	Writing and Viewing (In-class)	Multimodal Task (In-class)
Due date	Week 8, Term 1, 2023	Week 3, Term 2, 2023	Week 6, Term 3, 2023
Outcomes assessed	EN4-3B, EN4-5C, EN4-6C, EN4-7D, EN4-8D	EN4-2A, EN4-3B, EN4-5C, EN4-7D, EN4-8D	EN4-1A, EN4-3B, EN4-5C, EN4-7D, EN4-8D

Geography

Syllabus Outcomes

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

2023 Year 8 Assessment Schedule

	Task 1
Topic	Interconnections
Nature of task	Research Task
Due date	Semester 1: Week 8, Term 1, 2023 Semester 2: Week 8, Term 3, 2023
Outcomes assessed	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8

History

Syllabus Outcomes

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

2023 Year 8 Assessment Schedule

	Task 1
Topic	The Western and Islamic World: Medieval Europe
Nature of task	Research Task
Due date	Semester 1: Week 8, Term 1, 2023 Semester 2: Week 8, Term 3, 2023
Outcomes assessed	HT4-2, , HT4-4, HT4-6, HT4-10

Mathematics

Syllabus Outcomes

MA4-1WM	Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	Applies appropriate mathematical techniques to solve problems
MA4-3WM	Recognises and explains mathematical relationships using reasoning
MA4-6NA	Solves financial problems involving purchasing goods
MA4-7NA	Operates with ratios and rates, and explores their graphical representation
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-16MG	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-19SP	Collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	Analyses single sets of data using measures of location, and range
MA4-21SP	Represents probabilities of simple and compound events

2023 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Area of plane shapes, Algebraic Techniques, Equations	Fractions, decimals, percentages and Financial mathematics	Pythagoras Theorem, Volume and Capacity, Rates and Ratios, Properties of Geometrical Figures	Probability, Linear relationships, Data
Nature of task	In class test	In class test	Hand in task	In class test
Due date	Week 10, Term 1, 2023	Week 4, Term 2, 2023	Week 4, Term 3, 2023	Week 4, Term 4, 2023
Outcomes assessed	MA4-1WM, MA4-2WM, MA4-3WM, MA4-12MG, MA4-13MG, MA4-8NA, MA4-9NA, MA4-10NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-14MG, MA4-16MG, MA4-17MG, MA4-6NA, MA4-7NA, MA4-11NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-21SP, MA4-11NA, MA4-19SP, MA4-20SP

Music

Syllabus Outcomes

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

2023 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Popular Music	Popular Music	Popular Music	Popular Music
Nature of task	Informal Individual Performance	Informal Group Composition	Listening - Hand In	Informal Musicology
Due date	Week 7, Term 1, 2023	Week 9, Term 1, 2023	Week 3, Term 3, 2023	Week 9, Term 3, 2023
Outcomes assessed	4.1, 4.2, 4.3, 4.4, 4.5	4.6, 4.7, 4.8	4.7, 4.8, 4.9	4.7, 4.8, 4.9

Personal Development, Health and Physical Education

Syllabus Outcomes

PD4-1	Examines strategies to manage current and future challenges
PD4-2	Examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others
PD4-3	Recognises behaviours and qualities of respectful relationships and explores strategies to address the abuse of power
PD4-4	Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	Transfers and adapts solutions to complex movement challenges
PD4-6	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	Investigates health practices, behaviours and resources to promote healthy, safe and active communities
PD4-8	Plans for and participates in activities that encourage lifelong physical activity
PD4-9	Demonstrates strategies to effectively manage emotional situations
PD4-10	Applies and refines skills to assist themselves and others to build and manage relationships in various social situations
PD4-11	Demonstrates how movement skills and elements of movement can be adapted and transferred to enhance and solve movement challenges

2023 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Practical Component 1	Lifelong Physical Activity	Handling Relationships	Practical Component 2
Nature of task	Movement Elements and Sequences	Research Task	Health Promotion Campaign	Fundamental and Specialised Movement Skills
Due date	Semester 1	Week 10, Term 1, 2023	Week 10, Term 3, 2023	Semester 2
Outcomes assessed	PD4-4, PD4-5, PD4-10, PD4-11	PD4-1, PD4-2, PD4-7, PD4-10,	PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10	PD4-4, PD4-5, PD4-10, PD4-11

Science

Syllabus Outcomes

	Skills Outcomes
SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

	Knowledge and Understanding Outcomes
SC4-10PW	Describes the action of unbalanced forces in everyday situations
SC4-11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	Relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	Explains how new biological evidence changes people's understanding of the world
SC4-16CW	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

2023 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3	
Nature of task	Investigation	Skills	Student Research Project	Science Folio
Due date	Week 9, Term 1, 2023	Week 3, Term 2, 2023	Week 1, Term 4, 2023	Ongoing across the year
Outcomes assessed	SC4-4WS, SC4-5WS, SC4-6WS, SC4-11PW, SC4-13ES, SC4-15LW, SC4-16CW	SC4-6WS, SC4-7WS, SC4-8WS	SC4-7WS, SC4-8WS, SC4-9WS	All

Technology (Mandatory)

Syllabus Outcomes

TE4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	Plans and manages the production of designed solutions
TE4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	Designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-7DI	Explains how data is represented in digital systems and transmitted in networks
TE4-9MA	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-8EN	Explains how force, motion and energy are used in engineered systems
TE4-10TS	Explains how people in technology related professions contribute to society now and into the future

2023 Year 8 Assessment Schedule

	Task 1	Task 2
Topic	Materials Technology (Textiles)	Agriculture & Food Technologies
Nature of task	Individual Task- Tote Bag Practical Project & Portfolio	Group Task - Designer Hamburger Practical Project & Portfolio
Due date	Semester 1: Week 9, Term 2, 2023 Semester 2: Week 9, Term 4, 2023	Semester 1: Week 9, Term 2, 2023 Semester 2: Week 9, Term 4, 2023
Outcomes assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS

Visual Arts

Syllabus Outcomes

4.1	Uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	Explores the function of and relationships between artist – artwork – world – audience (through making artworks)
4.3	Makes artworks that involve some understanding of the frames
4.4	Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	Investigates ways to develop meaning in their artworks
4.6	Selects different materials and techniques to make artworks
4.7	Explores aspects of practice in critical and historical interpretations of art
4.8	Explores the function of and relationships between the artist – artwork – world – audience (through critical and historical interpretation of art)
4.9	Begins to acknowledge that art can be interpreted from different points of view
4.10	Recognises that art criticism and art history construct meanings

2023 Year 8 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Artmaking, Critical & Historical Task	Artmaking Task	Critical & Historical Task
Nature of task	Practical (all work completed in class) Critical & Historical - Written Response	Practical (all work completed in class)	Written Response
Due date	Week 2, Term 2, 2023	Week 10, Term 3, 2023	Week 3, Term 4, 2023
Outcomes assessed	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.7, 4.8, 4.9, 4.10

STUDENT ASSESSMENT PLANNER 2023

SEMESTER ONE

TERM ONE	TASKS TO COMPLETE	TERM TWO	TASKS TO COMPLETE
WEEK 2		WEEK 1	
WEEK 3		WEEK 2	
WEEK 4		WEEK 3	
WEEK 5		WEEK 4	
WEEK 6		WEEK 5	
WEEK 7		WEEK 6	
WEEK 8		WEEK 7	
WEEK 9		WEEK 8	
WEEK 10		WEEK 9	
WEEK 11		WEEK 10	

STUDENT ASSESSMENT PLANNER 2023

SEMESTER TWO

TERM THREE	TASKS TO COMPLETE	TERM FOUR	TASKS TO COMPLETE
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
		WEEK 11	

