



ASSESSMENT HANDBOOK

Year 8 2025

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Dear Year 8 Students,

This booklet has been designed to provide you with all of the information that you will need to manage your formal assessment tasks this year.

Assessment is an important activity to help you and your teachers understand how you are progressing in your learning and what you need to do next. Throughout the year you will complete both formal and informal assessment activities.

Informal assessment is sometimes called *assessment for learning* - this includes small in class tasks and homework that you will regularly do. These tasks give you feedback on how well you understand what you are learning. It also provides the teacher with information about what changes they need to make to their teaching to help you improve your understanding and skills.

This booklet identifies all of the formal assessments that you will complete this year. Formal assessment is also called *assessment of learning*. These tasks such as tests, exams, oral reports and research presentations are used to assess how well you understand the work that has been covered in class up to a point in time. Your teacher will use formal assessment to report to you and your parents about how you are progressing in the subject compared to a standard.

So which is more important? The answer is both! Completing assessment for learning activities are vital to progress your learning. Generally speaking, students who make a serious attempt at informal tasks usually perform better in formal assessment. So we would encourage you to try your best at all activities.

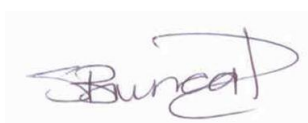
We understand that illness and other unexpected events can sometimes prevent you from completing a task or prevent you from doing your best. Therefore, it is important to be aware of the school's procedures to manage these things. The school rules for assessment outlined in the front of the booklet ensure that assessment is fair for all students.

If you have any questions about assessment it is important to talk to your teacher, or to one of us. We wish you a successful year.

Kind regards,



Mr Michael Hall
Assistant Principal



Miss Sharon Brincat
Director of Studies

ASSESSING AND GRADING STUDENT ACHIEVEMENT

Teachers will make the final judgment of the grade (A, B, C, D, E or N) deserved. This judgment will be based on assessment information collected in relation to student performance on certain tasks, which measure student achievement of the course objectives, and with reference to the Course Performance Descriptors.

Assessment of student achievement is integral to teaching and learning. In establishing an assessment program it is important that the assessment tasks used are appropriate. It will generally be necessary to use a number of different assessment tasks in order to ensure that student achievement in all aspects of the course is assessed.

The scheduling of tasks and the weight applied reflect the school's programming of the course. Students are thus given the opportunity to demonstrate their maximum level of achievement relative to the Course Performance Descriptors. The school's assessment program generally gives greater weight to those tasks scheduled towards the end of the course.

Students should continue to receive feedback throughout the course on their achievement in relation to the assessable objectives of the course.

WHAT ARE PERFORMANCE DESCRIPTORS?

The set of Course Performance Descriptors is a point of reference against which teachers must match their professional judgement in determining students' final grades. They are expressed in positive terms to emphasise what students can do, rather than what they cannot do.

Performance descriptors are an assessment and reporting tool to enable teachers to make judgments about overall student achievement at the end of a course.

They are a series of statements, which summarise observable, measurable features of student achievement and assist teachers to award grades to students based on descriptions of typical achievement from elementary to extensive knowledge and understanding in each course.

Performance descriptors describe the main features of different levels of typical students' performances at the end of the course. They describe different levels of student performance. In using these descriptors, schools assess student achievement throughout the course then "match" each of their students to the descriptor column which best fits the student's overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student.

The areas for Assessment consist of the knowledge and skills objectives from the syllabus. Attitudes and values are not tested or assessed for grading purposes. They are nevertheless an important part of teaching and learning and may be included in school reporting.

Applying the Course Performance Descriptors

The descriptors are to be interpreted in terms of the standards, which can be achieved by Stage 5 students within the bounds of the course. The range of grades from E to A corresponds to the range of achievement levels from Elementary Achievement to Extensive Achievement. Course Performance Descriptors written for a higher level of achievement build upon achievement of all preceding levels.

The grade awarded should provide the best overall description of the student's achievement while not necessarily indicating that every detail of the performance descriptors within that grade has been met. In awarding grades to their students, teachers should be aware that there is no predetermined distribution of grades.

HOW DO PERFORMANCE DESCRIPTORS RELATE TO THE CURRICULUM FRAMEWORK?

The K-12 curriculum is organised into six stages. At the end of Stage 5 schools are required to make a judgement about the overall achievement of the course objectives for the purpose of awarding the RoSA. The Board's Course Performance Descriptors for Stage 5 describe grades of achievement that relate to the set of outcomes for the stage in each subject or course.

Performance Descriptors are outlined as follows:	
Grade A	Excellent Achievement <ul style="list-style-type: none"> extensive knowledge and understanding application of knowledge and understanding high level of competence application in new situations
Grade B	High Level of Achievement <ul style="list-style-type: none"> thorough knowledge competence in processes and skills application in most new situations
Grade C	Substantial Achievement <ul style="list-style-type: none"> sound knowledge and understanding attainment of main knowledge and skills adequate level of competence in process and skills
Grade D	Satisfactory Achievement <ul style="list-style-type: none"> acceptable level of knowledge and understanding basic level of competence in processes and skills
Grade E	Elementary Achievement <ul style="list-style-type: none"> elementary knowledge and understanding limited competence in processes and skills
Grade N	Not satisfactorily completed in one or more of: <ul style="list-style-type: none"> (a) participation (b) effort and achievement (c) goals
It is important to note that a <u>D Grade</u> in the above represents <u>Satisfactory Achievement</u>	

THE ASSESSMENT PROGRAM

Why do we assess students?

Assessment is used for two broad purposes:

- to inform pupils, parents, employers or the NSW Education Standards Authority;
- to determine the strengths and weaknesses of all students and thus to identify their needs.

Assessment and evaluation of student progress is an integral part of teaching and learning. It is a process involving continuous judgement based upon a range of measuring devices. These devices extend from the teacher's perception of a class's reaction to a given unit of work on carefully constructed tests.

Assessment is student centred, and for each department, is developed from the relevant syllabus documents and assessment support material provided by the NSW Education Standards Authority. Each department is responsible for the development of a consistent, sequenced program of assessment. This development is overseen by the Director of Studies.

Assessment is also used to provide information for teachers, students, parents and employers about:

- students' achievement against predetermined standards of criteria
- students' individual difficulties
- students' likely success in further studies
- the effectiveness of a teaching program.

The assessment policy includes details of what is to be assessed, and procedures for assessment.

TYPES OF ASSESSMENT TASKS

An assessment task is an activity designed to provide information about a student's achievement of specific knowledge and skills objectives of the syllabus.

- The types of tasks reflect the assessment strategies suggested in the syllabus.
- They allow the students to display their abilities in a variety of ways. This includes written, oral and practical formats.
- Both formal and informal assessment information is used to develop a clear picture of an individual student's achievement.

FORMAL ASSESSMENT TASKS are those based on the objectives being assessed. The students will be informed that they are being assessed.

INFORMAL ASSESSMENT refers to observations made by a teacher during the course of a lesson when a student demonstrates achievement of some particular knowledge and / or skill. This form of assessment is less structured and the students are generally not aware that they are being assessed.

GUIDELINES FOR ASSESSMENT

Notification of Tasks and Results

At least two weeks before a task in each Subject, students will be given written information outlining the following for each task:

- what is to be assessed
- how it will be assessed
- the relative value of each task
- the date of the task

A minimum of two weeks' notice will be given to the students prior to the task of any amendments to the task. Assessment tasks will normally be marked and returned within two weeks of the completion of the task.

Each student will be given feedback, which includes marks for her performance and guidance as to how she can improve her performance in the future.

The assessment schedule should not be excessive in either the total amount of work, or the timing of the tasks. There should be no more than five assessment tasks in each subject.

Assessment tasks will be coordinated through the Director of Studies, and a Google Assessment Calendar will be made available, so that excessive demands on any student may be avoided.

Illness/Misadventure

If a student is unable to attend school on the day of an in-school task as a result of illness or misadventure:

If the student returns to school the following day:

- All that is required is a signed note from the parent explaining the student's absence from the assessment task.
- This note is to be given to the subject teacher the day of their return.
- It is the student's responsibility to ensure they see their teacher and arrange to complete the task as soon as possible.
- No phone call or email to the Director of Studies is needed and no assessment appeal form is required.

If the student is away for longer than just the day of an assessment task:

- A Doctor's Certificate (or other formal documentation) must be obtained. The certificate (or other formal documentation) must apply to the day of the task and subsequent absent days.
- The Doctor's Certificate must state in specific terms why the student was unfit to perform the task.
- No phone call to the Director of Studies is required
- The online [illness/misadventure application](#) MUST be completed within 48 hours of the due date of the task
- Students must complete the form, entering all required information and attaching a PDF copy of their doctors Certificate or other formal documentation (where relevant).

- Students will be notified of the success of their application via email from a school administration officer or the Director of Studies
- The student's class teacher or Leader of Learning Curriculum will notify the student of the date for the make-up assessment task. The student may like to email their teacher when they are absent to initiate the discussion about a new due date.
- If the student is absent on the new due date, they are required to follow the same process.
- If the task is a hand in assessment and the student was able to submit it online, they are still required to complete the assessment appeal form.

For all Absences:

- **For 'hand in tasks' which constitute major works/projects** in subjects such as Visual Arts and Technology and which have been ongoing over an extended period of time, **an appeal will not be accepted for the final submission.**
- Students should be familiar with the conditions of approved leave to avoid penalties imposed in situations where leave overlaps with assessment due dates.
- Failure to follow illness / misadventure procedures may result in penalties being applied which could include a zero mark.

Please note:

- A Doctor's Certificate signed by a member of the student's immediate family is not acceptable.
- If the Leader of Learning Curriculum and the Director of Studies decide that there is no valid reason for non-completion of an assessment task, a zero mark may be recorded for that task.
- Upon Return to School, for hand in tasks, students are expected to submit the task to their teacher **on the day they return to school**. Students will complete an in class assessment during their first lesson back in that subject.
- **Hand in tasks must be handed in personally to the class teacher.** If the teacher is unavailable, the task must be handed personally to the relevant Leader of Learning Curriculum or, if the Leader of Learning Curriculum/ Assistant is unavailable, to the Director of Studies. Under no circumstances is the task to be given to any other staff member to hand on, or to Office staff, except the Assistant Principal's Secretary. Students are NOT to give the task to another student to submit on their behalf. Family members can submit the task on the students behalf to the Assistant Principal's Secretary.
- Students absent from school the day an assessment task is due, due to school business must submit an Illness / misadventure application online prior to the absence.
- **Misadventure applications for assessments, which have used Information Technology**, will only be considered if there is a printout of the response to indicate progressive completion. Tasks completed on computer must be saved, backed up, and printed progressively.
 - The school is not responsible for the receipt of assessment responses, which are e-mailed or faxed.
 - The incompatibility of school and home software/hardware is not an adequate excuse for misadventure.

Assessment Extension Request

If a student is unable to attend school as a result of illness or misadventure for a significant period before a task the Director of Studies must be notified and an extension application be submitted as soon as possible before the task. An Illness / misadventure form should be completed and submitted with a Doctor's Certificate (or other formal documentation) attached to the Director of Studies. Each submission will be dealt with on a case by case basis. The extension may or may not be granted.

- In these circumstances, an extension of time may be granted or an alternative task may be set, at the discretion of the Leader of Learning Curriculum in consultation with the Director of Studies. Applications for extensions must be made **at least three school days** before the due date of the task.
- **In the case of examinations, rescheduling or the sitting of an alternative task will not extend beyond 10 calendar days from the original date of the original task.**
- In some circumstances an estimate may be given at the discretion of the Leader of Learning Curriculum in consultation with the Director of Studies.

Late Submission of a Hand in Task

- Students who submit assessment tasks late, without a valid reason, will be penalised in the following manner:
 - Up to 1 day late less 20% of their mark (late is defined as after the lesson in which the task was due)
 - 2 days late less 40% of their mark
 - 3 days late less 60% of their mark
 - 4 days late less 80% of their mark
 - 5 or more days late ZERO mark awarded

**** Please note Saturday and Sunday each count towards days late.**

To avoid weekend penalties, students are to either email the task to their teacher or take a clear photo/s of the task and email the photo/s as proof of completion.

- This penalty will be communicated to parents by the Class Teacher via the Student Planner.
- Where a mark of zero is awarded, a Warning Letter will be generated by the Leader of Learning Curriculum and mailed home to parents.
- The task must still be submitted even if a zero mark is to be awarded.

Absent due to family Holidays

If a student is absent for an in class assessment task due to a family holiday then a **zero** mark will be awarded for that task, it is not acceptable grounds for an appeal. If a student is able to submit a task before they leave or email the assessment through to their class teacher and appropriate Leader of Learning Curriculum on the due date whilst away, no penalty will apply. The school will not provide alternative assessment tasks for students who are absent from school due to a family holiday. Students cannot apply for an extension on the basis of having missed classwork due a family holiday.

Unsatisfactory Completion of a Course

A student may be deemed to have not satisfactorily completed a course if there is sufficient evidence of:

- A lack of application in class including failure to hand in assignments, complete practical work, complete homework, or participate in class;
- A lack of exam preparation resulting in poor performance eg non-attempt or non serious responses;
- Failure to make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

- **When a student is at risk of being awarded an 'Unsatisfactory Completion of Course', parents and students will be notified in writing, and an opportunity will be provided to address the problem.**

Failure to Complete Task

Failure to complete assessment tasks for a reason not considered valid by the Leader of Learning Curriculum and the Director of Studies may result in a zero mark. In the case of a student who has been given zero marks a warning letter will be sent home. The outstanding task must still be completed.

Malpractice

Malpractice is any activity undertaken by students that allows them to gain an unfair advantage over others. Plagiarism is a form of malpractice. Plagiarism means copying the intellectual work of others either by reproducing their ideas, opinions or theories word for word or by paraphrasing without acknowledging the source of the information. As stated in the NSW Education Standards Authority document Assessment in a Standards-Referenced Framework - a Guide to Best Practice, malpractice includes but is not limited to:

- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- assisting another student to gain an unfair advantage.
- communicating with any person other than a supervisor during an assessment task;
- behaving in any way likely to disturb the work of any other student during an assessment task;
- behaving in a way likely to upset the conduct of the assessment task;
- communicating or receiving communication regarding the content of an assessment task before the task is completed by all the students involved;
- communicating information during an assessment task;
- possessing unauthorised written material during an assessment task;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals;
- working collaboratively on a task which is an individual task;
- gaining an unfair advantage over other students in terms of extra time. This includes but is not limited to absence from school immediately before a task, late arrival to school or missing a lesson before the task is due without a valid reason.

Plagiarism can include:

- using words, ideas, designs or the workmanship of others in practical and performance;
- tasks without appropriate acknowledgement;
- using material directly from books, journals, CDs or the internet without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as one's own;
- copying someone else's work in part or whole and presenting it as one's own;
- citing the source of information but quotation marks are not used to indicate words taken from another source;
- inaccurate acknowledgement of a source.

The penalty for malpractice in an assessment task may result in a zero mark for that task. Any work suspected of plagiarism or having been generated using AI technology, is considered malpractice and will be subjected to further investigation and a decision will be made based on the credibility of the evidence supplied. Work that is confirmed to not be a student's own work, will not be considered in the marking of the task

Students are advised to consult with their teachers if they are unsure of whether an activity will unfairly advantage them.

All work submitted for assessment must be a student's own.

Examples of a non-serious attempt:

- Only the multiple choice questions have been attempted in an exam.
- 50% of the components of a task have not been addressed.
- Work is substantially below the standard that the student has previously submitted.
- Use of inappropriate language.
- Information in a student's response is totally unrelated to the question / task being assessed.
- Few assessment criteria have been addressed.

Students who are reported to the Leader of Learning Curriculum or to the Director of Studies in relation to any of the above, and found guilty of malpractice, will be heavily penalised.

Other Circumstances that may lead to the Generation of a Warning Letter

- (a) If a student is absent on the day of an assessment task, including the day a hand in task is due, and the Director of Studies is not notified by a parent/guardian of the absence.
- (b) If a student fails to submit a task on the day they return to school without a plausible reason.
- (c) The Class Teacher, supervisor or marker of a task should notify the Leader of Learning Curriculum if any of the following events occur. The outcome of this may lead to the generation of a warning letter and a **zero** mark being awarded. A student:
 - makes a non-serious attempt in an assessment task.
 - fails to attend an assessment task (inform the Director of Studies also).
 - does not contribute to a collaborative group assessment task.
 - fails to apply themselves properly to their studies.
 - uses coercion to obtain assistance from other students.
 - impeding the performance of other students in assessment tasks.
 - engages in Malpractice.

Student Rights

All girls must have access to their assessment raw scores and an indication of their performance relative to that of the group, but other students' assessment information is strictly confidential.

Student Reviews/Appeals

A student who has concerns about the validity of her result on any assessment task may query that result **only at the time when the task is returned to her**.

If a student believes that her **final** placement in a subject is incorrect, based on feedback on performance during the subject, then she may seek a School Review.

In conducting a Review, a panel including the Director of Studies and the Leader of Learning Curriculum will ascertain whether:

- the weightings specified by the school in its assessment program conform with the Board's requirements as detailed in the subject guides;
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program;
- there are no computational or other clerical errors in the determination of the assessment mark.

RESPONSIBILITIES OF STUDENTS

Students will be responsible for:

- ensuring that they have read the Assessment Policy thoroughly and that they have abided by its stipulations;
- doing each assessment task to the best of their ability;
- ensuring that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back;
- ensuring that they contact the Director of Studies and relevant Leader of Learning Curriculum promptly in the case of Illness, Misadventure, Review, Malpractice;
- ensuring that they contact the Leader of Learning Diversity and relevant Leader of Learning Curriculums with regards to Disability Provisions;
- ensuring that they make up any time lost from lessons through illness, work experience or excursions, and that they get information regarding set work or assessments from missed lessons.
- demonstrating that through effort and achievement they have met all the requirements of the course.

RESPONSIBILITY FOR CURRICULUM

ASSISTANT PRINCIPAL

DIRECTOR OF STUDIES

Director of Catholic Identity and Mission

English

Mathematics

Science

HSIE: Commerce

HSIE: History

Languages Other Than English:
French, Japanese

PDHPE, Physical Activity and Sports Studies

Technological and Applied Studies;
Design and Technology
Food Technology
Information and Software Technology
Technology (Mandatory)

Creative Arts: Visual Arts

Performing Arts: Dance, Drama, Music

Leader of Learning Pathways

Leader of Learning Diversity

MR MICHAEL HALL

MISS SHARON BRINCAT

Ms Genevieve Banks

Mr Larry Grumley

Ms Maryanne O'Donoghue

Mr Grant Johnson

Mrs Gloria Noud

Mrs Caroline Howlett

Mr Michael Hall

Ms Brooke Robson

Mrs Joan Mani

Ms Kate Picone

Ms Kate Picone

Ms Joanne Xuereb

Mrs Aneta Gribble

YEAR 8 2025 ASSESSMENT MAP

Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
						Religion	French Japanese Maths		

Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Japanese		Maths Science	Geography Religion	French				

Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Japanese		Maths			Religion	French		

Term 4									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		Maths	French Japanese Science	Geography Religion					

Ongoing throughout Semesters: *English, Geography, History, Music, PDHPE, Religion Studies, Science, Technology (Mandatory) and Visual Arts*

2025
YEAR 8 ASSESSMENT PLAN

KLA: ENGLISH
LEADER OF LEARNING CURRICULUM: Mr Grumley

ENGLISH

	Type of Task	Topic / Outcomes
Ongoing Semester One	<p>Year 8 English students will experience a number of formative assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes.</p> <p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> - Teacher observations - Self and peer assessment - Group assignments - Take home assignments <p><i>Students will complete summative written tasks throughout semester 1 to assess their learning across the units studied in term 1 and 2.</i></p>	<p>Semester 1 topics</p> <p><i>Voices and Poetic Perspectives in the Australian Landscape</i> (EN4-URA-01, EN4-ECA-01)</p> <p><i>Close Study of Text: Prose Fiction</i> (EN4-RVL-01, EN4-URA-01)</p> <p><i>Media & Magazines</i> (EN4-URB-01, EN4-ECB-01)</p>
Ongoing Semester Two	<p>Year 8 English students will experience a number of formative assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes.</p> <p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> - Teacher observations - Self and peer assessment - Group assignments - Take home assignments <p><i>Students will complete summative written tasks throughout semester 2 to assess their learning across the units studied in term 3 and 4.</i></p>	<p>Semester 2 topics</p> <p><i>From Page to Screen</i> (EN4-RVL-01, EN4-URC-01)</p> <p><i>Growing</i> (EN4-URB-01, EN4-URC-01)</p> <p><i>Radioplays</i> (EN4-ECA-01, EN4-ECB-01)</p>

2025
YEAR 8 ASSESSMENT PLAN

KLA: LOTE
LEADER OF LEARNING CURRICULUM: Mr Hall

FRENCH

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	Term 1, Week 8 Wednesday 26 March 8.2: Period 5 8.3: Period 3 8.5: Period 4 8.6: Period 4 Friday 28 March 8.4: Period 3	In Class test, Listening and Responding	ML4-UND-01	25%
2	Term 2, Week 6 Tuesday 3 June 8.4: Period 2 Wednesday 4 June 8.2: Period 5 8.3: Period 3 8.5: Period 4 8.6: Period 4	In class test, Reading and Responding	ML4-UND-01	25%
3	Term 3, Week 8 Tuesday 9 September 8.4: Period 2 Wednesday 10 September 8.2: Period 5 8.3: Period 3 8.5: Period 4 8.6: Period 4	In class task Individual Speaking	ML4-INT-01 ML4-UND-01 ML4-CRT-01	25%
4	Term 4, Week 4 Tuesday 4 November 8.4: Period 2 Wednesday 5 November 8.2: Period 5 8.3: Period 3 8.5: Period 4 8.6: Period 4	In Class test, Writing in French	ML4-CRT-01	25%
TOTAL				100%

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YEAR 8 ASSESSMENT PLAN

KLA: SOCIAL SCIENCE
LEADER OF LEARNING CURRICULUM: Mrs Noud

GEOGRAPHY

SEMESTER ONE

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	Ongoing Term 1	<u>Water in the World</u> A number of formative tasks will be used to provide teachers with evidence of student achievement of outcomes. These will include: <ul style="list-style-type: none"> - Worksheets - Skills tests - Talks/speeches - Class research tasks - Quizzes - Teacher observation of engagement Parts of this topic will also be assessed in the summative in-class test in Term 2	GE 4-1 GE 4-2 GE 4-3 GE 4-5 GE 4-7 GE 4-8	50%
2	Term 2 Week 5 Day 2 Tuesday 27 May 8GEO.1 Period 4 8GEO.5 Period 3 8GEO.7 Period 1 Day 3 Wednesday 28 May 8GEO.3 - Period 1	<u>Interconnections</u> Exam Part A: Content and knowledge test Part B: Geography tools and skills	GE 4-2, GE 4-3, GE 4-4 GE 4-5, GE 4-7, GE 4-8	50%
TOTAL				100%

SEMESTER TWO

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	Ongoing Term 3	<u>Water in the World</u> A number of formative tasks will be used to provide teachers with evidence of student achievement of outcomes. These will include: <ul style="list-style-type: none"> - Worksheets - Skills tests - Talks/speeches - Class research tasks - Quizzes - Teacher observation of engagement Parts of this topic will also be assessed in the summative in-class test in Term 4	GE 4-1 GE 4-2 GE 4-3 GE 4-5 GE 4-7 GE 4-8	50%
2	Term 4 Week 5 Day 2 Tuesday 11 November 8GEO.2 - Period 4 8GEO.6 - Period 3 Day 3 Wed 12 November 8GEO.4 - Period 1	<u>Interconnections</u> Exam Part A: Content and knowledge test Part B: Geog tools and skills	GE 4-2, GE 4-3, GE 4-4, GE 4-5, GE 4-7, GE 4-8	50%
TOTAL				100%

2025
YEAR 8 ASSESSMENT PLAN

KLA: HISTORY
LEADER OF LEARNING CURRICULUM: Ms Howlett

HISTORY

	Type of Task	Topics/Outcomes
Ongoing Semester 1	<p>Year 8 history students will experience a number of formative theory assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes.</p> <p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> - Quizzes - Source based activities - Historical language tasks - Historical investigation/ research task - Teacher observations - Individual/group presentations - Self and peer assessment - Collaborative activities - A range of skills based activities <p><i>Students will complete a summative quiz towards the end of semester 1 to assess their learning across the units studied in term 1 and 2.</i></p>	<p>Semester 1 topics</p> <ul style="list-style-type: none"> • The Western and Islamic World – Medieval Europe • The Asia-Pacific World – Japan under the Shoguns • Expanding Contacts – The Spanish Conquest of the Americas <p>Outcomes</p> <p>HT4.2, HT4.3, HT4.4 HT4.5, HT4.6, HT4.7 HT4.8, HT4.9</p>
Ongoing Semester 2	<p>Year 8 history students will experience a number of formative theory assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes.</p> <p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> - Quizzes - Source based activities - Historical language tasks - Historical investigation/ research task - Teacher observations - Individual/group presentations - Self and peer assessment - Collaborative activities - A range of skills based activities <p><i>Students will complete a summative quiz towards the end of semester 2 to assess their learning across the units studied in term 3 and 4.</i></p>	<p>Semester 2 topics</p> <ul style="list-style-type: none"> • The Western and Islamic World – Medieval Europe • The Asia-Pacific World – Japan under the Shoguns • Expanding Contacts – The Spanish Conquest of the Americas <p>Outcomes</p> <p>HT4.2, HT4.3, HT4.4 HT4.5, HT4.6, HT4.7 HT4.8, HT4.9</p>

Note: Grades are allocated in alignment with the [NESA History Course Performance Descriptors](#)

2025
YEAR 8 ASSESSMENT PLAN

KLA: LOTE
LEADER OF LEARNING CURRICULUM: Mr Hall

JAPANESE

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	Term 1, Week 8 Thursday 27 March 8JAP1 Period 1 8JAP7 Period 2	In class task: Listening	ML4-UND-01	25%
2	Term 2, Week 2 Thursday 8 May 8JAP1 Period 1 8JAP7 Period 2	In class task: Reading	ML4-UND-01	25%
3	Term 3, Week 2 Thursday 31 July 8JAP1 Period 1 8JAP7 Period 2	In class task: Speaking Obento unit 1-3	ML4-INT-01 ML4-UND-01 ML4-CRT-01	25%
4	Term 4, Week 4 Thursday 6 November 8JAP1 Period 1 8JAP7 Period 2	In class task: Writing Obento unit 4-5 Family and Pets	ML4-CRT-01	25%
TOTAL				100%

2025 YEAR 8 ASSESSMENT PLAN

KLA: MATHEMATICS
LEADER OF LEARNING CURRICULUM: Ms O'Donoghue

MATHEMATICS

In addition to the formal tasks listed below, Year 8 Mathematics students will experience a number of formative assessments in class which will be used to provide ongoing feedback to students and assist teachers in determining their overall grade each semester.

The type of assessments may include, but are not limited to: class quizzes, teacher observations and collaborative activities.

Working mathematically will be assessed across the whole year where a student has the ability to use appropriate terminology, diagrams and symbols to communicate and connect mathematical ideas and techniques to solve problems and explain mathematical relationships using reasoning.

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	Term 1, Week 8 Monday 24 March 8MAT1, 8MAT2, 8MAT3, 8MAT4 - Period 2 8MAT5, 8MAT6, 8MAT7 - Period 3	In Class Test	MA4-DAT-C-02 MA4-FRC-C-01	20%
2	Term 2, Week 4 Monday 19 May 8MAT1, 8MAT2, 8MAT3, 8MAT4 - Period 2 8MAT5, 8MAT6, 8MAT7 - Period 3	In Class Test	MA4-FRC-C-01 MA4-PRO-C-01 MA4-ALG-C-01	25%
3	Term 3, Week 4 Monday 11 August 8MAT1, 8MAT2, 8MAT3, 8MAT4 - Period 2 8MAT5, 8MAT6, 8MAT7 - Period 3	In Class Test	MA4-ALG-C-01 MA4-EQU-C-01 MA4-IND-C-01 MA4-PYT-C-01 MA4-ARE-C-01	25%
4	Term 4, Week 3 Wednesday 29 October 8MAT1, 8MAT2, 8MAT3, 8MAT4 - Period 2 8MAT5, 8MAT6, 8MAT7 - Period 5	In Class Test	MA4-ARE-C-01 MA4-VOL-C-01 MA4-RAT-C-01 MA4-LIN-C-01	30%
TOTAL				100%

2025 YEAR 8 ASSESSMENT PLAN

KLA:CAPA
LEADER OF LEARNING CURRICULUM: Ms Picone

MUSIC

SEMESTER ONE

UNIT	Topic	Duration	Formative Assessment Year 8 Music grades are allocated in alignment with the music course performance descriptors . Students will experience a number of formative theoretical and practical assessment activities to allow their teachers to gather evidence about their achievement towards these music syllabus outcomes . These may include, but are not limited to	Course Component Outcomes		
				Composing	Performing	Listening
1	Rock Music (guitar)	Term 1, Weeks 1-11 ongoing	<ul style="list-style-type: none"> - Performing graded guitar exercises using A,E and D chords - Guitar Competencies (Ongoing assessment throughout course) - Composing and performing a piece for guitar using chords - Teacher observations from guitar work 	4.4 4.5	4.1 4.3	
2	Rock Music Let's rap	Term 1 Weeks 6 - 9	<ul style="list-style-type: none"> - Creating rhymes and lyrics - Improvising beatboxing patterns - Creating hook lines, verses and choruses - Teacher observations from group work - Performing as an individual and in group 	4.4	4.2 4.3	
3	World Music	Term 2 Weeks 1 -4	<ul style="list-style-type: none"> - Using a pentatonic scale to create melodies - Creating rhythmic ostinatos for untuned percussion instruments - Performing in a group - Using notation programs 	4.4 4.5	4.1 4.2 4.3	
4	World Music	Term 2, Weeks 5-10	<ul style="list-style-type: none"> - Research skills on world music - quizzes throughout the course - Listening analysis - Class discussion 			4.7 4.8 4.9

SEMESTER TWO

UNIT	Topic	Duration	Formative Assessment Year 8 Music grades are allocated in alignment with the music course performance descriptors . Students will experience a number of formative theoretical and practical assessment activities to allow their teachers to gather evidence about their achievement towards these music syllabus outcomes . These may include, but are not limited to	Course Component Outcomes		
				Composing	Performing	Listening
1	Rock Music (guitar)	Term 3, Weeks 1-10 ongoing	<ul style="list-style-type: none"> - Performing graded guitar exercises using A,E and D chords - Guitar Competencies (Ongoing assessment throughout course) - Composing and performing a piece for guitar using chords - Teacher observations from guitar work 	4.4 4.5	4.1 4.3	
2	Rock Music Let's rap	Term 3 Weeks 6 - 9	<ul style="list-style-type: none"> - Creating rhymes and lyrics - Improvising beat boxing patterns - Creating hook lines, verses and choruses - Teacher observations from group work - Performing as an individual and in group 	4.4	4.2 4.3	
3	World Music	Term 4 Weeks 1 -4	<ul style="list-style-type: none"> - Using a pentatonic scale to create melodies - Creating rhythmic ostinatos for untuned percussion instruments - Performing in a group - Using notation programs 	4.4 4.5	4.1 4.2 4.3	
4	World Music	Term 4, Weeks 5-9	<ul style="list-style-type: none"> - Research skills on world music - quizzes throughout the course - Listening analysis - Class discussion 			4.7 4.8 4.9

2025
YEAR 8 ASSESSMENT PLAN

KLA: PDHPE
LEADER OF LEARNING CURRICULUM : Ms Robson

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Type of Task		Topics/Outcomes	
		PDH	PE
Ongoing Semester One	<p>Year 8 PDHPE students will experience a number of formative theory and practical assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to:</p> <ul style="list-style-type: none"> - Quizzes - Teacher observations - Self and peer assessment - Using feedback to improve skill and application - Collaborative activities - A range of skill and game based activities <p><i>Students will complete a summative quiz towards the end of semester 1 to assess their learning across the units studied in term 1 and 2.</i></p>	<p>Semester 1 topics <i>Valuing Relationships</i></p> <p><i>Help Seeking Strategies</i></p> <p>Outcomes PD4-1, PD4-2, PD4-7, PD4-9, PD4-3, PD4-10</p>	<p>Semester 1 topics <i>Gymnastics</i></p> <p><i>Athletics</i></p> <p><i>AFL</i></p> <p><i>Throw it Catch It</i></p> <p>Outcomes PD4-4, PD4-5, PD4-11, PD4-10</p>
Ongoing Semester Two	<p>Year 8 PDHPE students will experience a number of formative theory and practical assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to:</p> <ul style="list-style-type: none"> - Quizzes - Teacher observations - Self and peer assessment - Using feedback to improve responses - Collaborative activities - A range of skill and game based activities <p><i>Students will complete a summative quiz towards the end of semester 2 to assess their learning across the units studied in term 3 and 4.</i></p>	<p>Semester 2 topics <i>Keeping Myself Safe</i></p> <p><i>Healthy and Active Individuals and Communities</i></p> <p>Outcomes PD4-6, PD4-7</p>	<p>Semester 2 topics <i>Court Invasion Games</i></p> <p><i>Net Games</i></p> <p>Outcomes PD4-4, PD4-5, PD4-10, PD4-11</p>

Note: Grades are allocated in alignment with the [NESA PDHPE Course Performance Descriptors](#)

2025 YEAR 8 ASSESSMENT PLAN

KLA: RELIGION
Director of Catholic Identity and Mission: Ms Banks

RELIGION STUDIES

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	Term 1, Week 7 Monday 17 March 8.4 Period 2 8.6 Period 4 Tuesday 18 March 8.5 & 8.7 Period 2 8.1 & 8.2 Period 3 Wednesday 19 March 8.3 Period 5	People of the Covenant Topic Test	C5.3 explains how the Scriptures are central to the teaching and the life of the Church C5.10 communicates information, ideas and issues in appropriate forms to different audiences and in all different contexts C4.11 uses appropriate terminology related to religion and belief systems	25%
2	Term 2, Week 5 Monday 26 May 8.4 Period 2 8.6 Period 4 Tuesday 27 May 8.5 & 8.7 Period 2 8.1 & 8.2 Period 3 Wednesday 28 May 8.3 Period 5	Life and Times of Jesus Research and Hand In	C4.2 examines different images and insights into the mystery of Jesus C4.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts C4.11 uses appropriate terminology related to religion and belief systems	25%
3	Term 3, Week 7 Monday 1 September 8.4 Period 2 8.6 Period 4 Tuesday 2 September 8.5 & 8.7 Period 2 8.1 & 8.2 Period 3 Wed 3 September 8.3 Period 5	Bible Depth Study Topic Test	C5.3 explains how the Scriptures are central to the teaching and the life of the Church C5.10 communicates information, ideas and issues in appropriate forms to different audiences and in all different contexts C5.11 applies appropriate and correct terminology and concepts related to religion and belief systems	25%
4	Term 4, Week 5 Monday 10 November 8.4 Period 2 8.6 Period 4 Tuesday 11 November 8.5 & 8.7 Period 2 8.1 & 8.2 Period 3 Wed 12 November 8.3 Period 5	Sacred Time and Place Research and Hand In	C4.7 explains ways in which prayer and spirituality are faith responses central to the life and mission of the Church C4.9 gathers and analyses information about religion, independently and in teams C5.10 communicates information, ideas and issues in appropriate forms to different audiences and in all different contexts	25%
TOTAL				100%

2025 YEAR 8 ASSESSMENT PLAN

KLA: SCIENCE
LEADER OF LEARNING CURRICULUM: Mr Johnson

SCIENCE

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	Ongoing Semester 1	<p>Year 8 Science students will experience a number of tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to:</p> <ul style="list-style-type: none"> • Quizzes • Teacher observations • Self and peer assessment • Using feedback to improve responses 	4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 11PW, 14LW	25%
2	Term 2, Week 4 Monday 19 May 8.6, 8.7 - Period 1 8.2, 8.4 - Period 3 8.5- Period 4 Tuesday 20 May 8.1 - Period 3 8.3 - Period 5	Working Scientifically Task	4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 14LW	25%
3	Ongoing Semester 2	<p>Year 8 Science students will experience a number of tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes.</p> <p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> • Quizzes • Teacher observations • Self and peer assessment • Using feedback to improve responses 	4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 16CW, 17CW	25%
4	Term 4, Week 4 Wednesday 5 November 8.2, 8.4 - Period 2 8.1, 8.6, 8.7 - Period 5 Thursday 6 November 8.3 - Period 1 8.5 - Period 3	End of Year Exam	5WS, 7WS, 8WS, 9WS, 14LW, 16CW, 17CW	25%
TOTAL				100%

2025
YEAR 8 ASSESSMENT PLAN

KLA: TAS
LEADER OF LEARNING CURRICULUM: Mrs Mani

TECHNOLOGY (MANDATORY)

	TYPE OF TASK	TOPICS/OUTCOMES
		THEORY & PRACTICAL
Ongoing Semester 1	<p>Year 8 TAS students will experience a number of formative theory and practical assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes.</p> <p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> • Practical projects • Design & Production Portfolios • Quizzes • Teacher observations • Class work • Self and peer assessment • Collaborative activities • Evaluation tasks 	<p>Semester 1 Units <i>> Stage 4 Units below are semesterised and covered within the 200 HR Course throughout Year 7 & Year 8</i></p> <p>Agriculture & Food Technology Digital Technologies Engineered Systems Material Technologies</p> <p>Outcomes <i>> Stage 4 Outcomes below are covered throughout the 200 Hour Course</i> TE4-1DP TE4-5AG TE4-9MA TE4-2DP TE4-6FO TE4-10TS TE4-3DP TE4-7DI TE4-1DP TE4-8EN</p>
Ongoing Semester 2	<p>Year 8 TAS students will experience a number of formative theory and practical assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes.</p> <p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> • Practical projects • Design & Production Portfolios • Quizzes • Teacher observations • Class work • Self and peer assessment • Collaborative activities • Evaluation tasks 	<p>Semester 2 Units <i>> Stage 4 Units below are semesterised and covered within the 200 HR Course throughout Year 7 & Year 8</i></p> <p>Agriculture & Food Technology Digital Technologies Engineered Systems Material Technologies</p> <p>Outcomes <i>> Stage 4 Outcomes below are covered throughout the 200 Hour Course</i> TE4-1DP TE4-5AG TE4-9MA TE4-2DP TE4-6FO TE4-10TS TE4-3DP TE4-7DI TE4-1DP TE4-8EN</p>

Note: Grades are allocated in alignment with the NESA Technology Mandatory Course Performance Descriptors

2025
YEAR 8 ASSESSMENT PLAN

KLA: CAPA
LEADER OF LEARNING CURRICULUM: Ms Picone

VISUAL ARTS

SEMESTER 1

UNIT OF WORK: *Dream Homes: Spaces and Stories*

Type of Task	Outcomes
CRITICAL & HISTORICAL STUDY A range of formative writing tasks including short responses on Practice, Conceptual Framework, and Structural Frame focus. These may include, but are not limited to: <ul style="list-style-type: none">- Quizzes- Teacher observations- Self and peer assessment- Using feedback to improve skill and application- Collaborative activities	4.7, 4.8, 4.9, 4.10
ARTMAKING Progressive checks of development of drawing and documentation in VAPD.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ARTMAKING Progressive checks of development of ceramic and documentation in VAPD. These may include, but are not limited to: <ul style="list-style-type: none">- Teacher observations- Self and peer assessment- Using feedback to improve skill and application- Collaborative activities	4.1, 4.3, 4.4, 4.6

Note: Grades are allocated in alignment with the [NESA Visual Arts Course Performance Descriptors](#)

SEMESTER 2

UNIT OF WORK: *Mechanical Creatures*

Type of Task	Outcomes
CRITICAL & HISTORICAL STUDY A range of formative writing tasks including short responses on Practice, Conceptual Framework, and Structural Frame focus. These may include, but are not limited to: <ul style="list-style-type: none">- Quizzes- Teacher observations- Self and peer assessment- Using feedback to improve skill and application- Collaborative activities	4.7, 4.8, 4.9, 4.10
ARTMAKING Progressive checks of development of drawing and documentation in VAPD.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ARTMAKING Progressive checks of development of ceramic and documentation in VAPD. These may include, but are not limited to: <ul style="list-style-type: none">- Teacher observations- Self and peer assessment- Using feedback to improve skill and application- Collaborative activities	4.1, 4.3, 4.4, 4.6

Note: Grades are allocated in alignment with the [NESA Visual Arts Course Performance Descriptors](#)