

Parramatta High School

Year 8 Assessment Policy 2021

A guide for students and their parents

What is an assessment task and why is it so important?

Assessment is the opportunity to show what you know and what you can do. Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve.

There are assessment tasks in each subject. The tasks that you will complete could be:

- formal examinations
- tests
- assignments
- essays
- creative works
- field studies
- excursion reports
- in class assessment tasks

All formal assessment tasks contribute towards your achievement and grades and must be completed. The results of this work will be shown in your Half Yearly and Yearly Reports.

All students will be given an assessment schedule for each subject. It will tell you when each assessment task will be held, what you will be assessed on, and what the task is worth. This schedule should be referred to throughout the year.

You may also obtain clarification regarding your assessments from your teacher or the Head Teacher of the subject, provided you allow adequate time for a response.

Please remember that your teachers have many responsibilities and demands on their time and that the opportunity to obtain advice is limited (they cannot be available 24/7).

You are also required to complete class work and homework.

Student's Rights and Responsibilities:

Rights

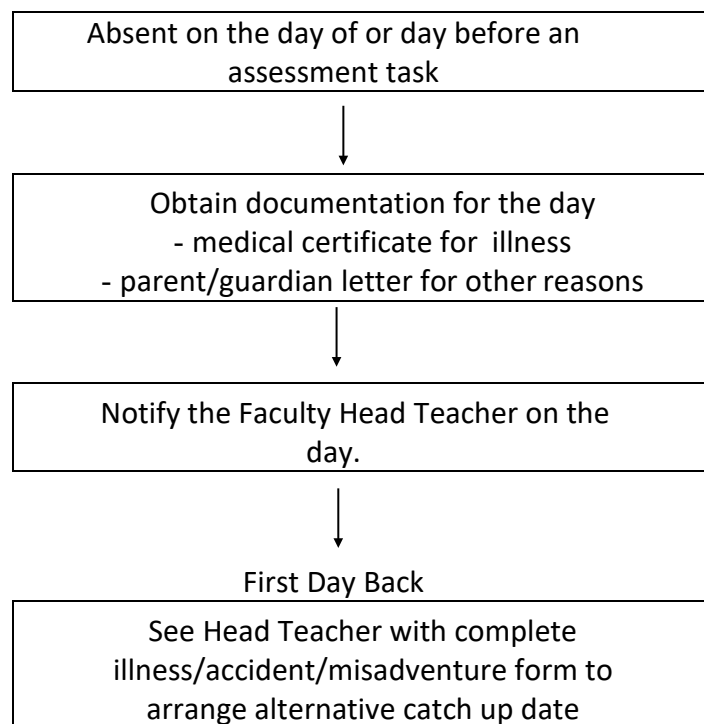
Students have the right to –

- Be given information about each task such as
 - dates for each task;
 - topic area and/or nature of assessment task;
 - an approximate length or time for each task;
 - mark value in relation to the total number of marks for the course; and
 - how marks will be earned
- Be given Notification at least two weeks prior to formal Task
- Be given meaningful feedback on their performance, ie why they received the Assessment Mark they did and how they may improve their performance.

Responsibilities

- Carefully read the assessment notification issued on the school's pro forma
- Plan and mark the due dates for the tasks in your homework diary and on a calendar at home
- You cannot be away ON the day or the day BEFORE any assessment task.
- In the event of unforeseeable circumstances, a misadventure form must be filled out. It is the responsibility of the student to see the Subject Head Teacher to organise an alternative catch up task/date on the FIRST DAY back to school.
- Check that any technology or equipment needed to complete the task is working before the due date (computer access and printing issues are not an acceptable misadventure)
- Keep your drafts of assignments as evidence of your work
- Keep a record of your submission of the task
- Keep a record of your results

Misadventure Appeal



As the assessment marks are intended to be a measure of a student's performance, applications must relate to illness or misadventure suffered immediately before or during the assessment that has affected the student's performance. Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand); misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If you do not complete the task on the due date an illness/accident/misadventure form must be completed with relevant documentations and submitted to the Subject Head Teacher within 5 working days. An Illness/accident/misadventure form can be found on the school website and at the end of this document.

Unacceptable grounds for appeal

The application process does not cover:

- attendance at a sporting or cultural event, or family holiday unless prior approval has been obtained from the Principal
- Technology failure such as computer or printer malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save his/her work frequently and also to back up their work.
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

Late Submission Policy

- Submit a Medical Certificate or Letter from Parent/Guardian explaining the reason for lateness. This documentation must be handed to the class teacher the day the student returns to school after his/her absence/s. DO NOT wait until the next time you have a lesson.
- Penalty and letter home will be awarded/sent for students who fail to submit the task without appropriate and timely documentation.

Late Days	1-5	6+
Penalty Rate	10%	Zero assessment mark (Letter sent home)

Frequently Asked Questions

What if you know in advance that you will be absent?

If you know that you will be absent with sufficient reason

- e.g. a funeral or an approved school activity, urgent medical attention-you will need to explain the circumstances in writing, before the absence, to your class teacher and/or faculty Head Teacher and a new due date will be given.
- e.g. overseas trip, extended leave-you will need to obtain approval from the Principal and organise an alternate arrangement with the faculty Head Teacher

What if you have been absent from school?

When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

What happens when you hand in an assessment task?

Your class teacher will keep records of the assessment task handed in and issue you with a receipt. In a formal examination, you will complete an examination attendance slip for each subject or your attendance will be noted on the class roll.

What is malpractice?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- 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 or any other source without reference to the source
- Building on the ideas of another person without referring to the source
- Buying, stealing or borrowing another's work and presenting it as your own
- Damaging another student's work
- Paying or having someone else complete the task for you
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially
- Breaking published school examination rules
- Using non approved aids during an assessment task
- Providing false explanations for work not handed in by the due date
- Assisting another student to engage in malpractice

What if you copy other people's work?

A penalty will be imposed for copying, plagiarism or having someone else do the work for you.

What if you do not make a serious attempt or cheat?

A penalty may be imposed if you do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

Please Note:

Parents will be informed of any instances of malpractice. Students have the right to appeal if they consider that the penalty imposed is not justified.

YEAR 8 ENGLISH 2021		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
TASK		<i>Common</i> AUSTRALIAN PERSPECTIVES Reading and Writing	<i>Class</i> SUBVERTING FAIRYTALES Create a Film Trailer	<i>Common</i> CLOSE STUDY OF TEXT Essay	<i>Class</i> CHALLENGE AND ENDURANCE Speech
SYLLABUS OUTCOMES		1A, 3B, 5C, 6C, 7D, 8D	1A, 2A, 3B, 4B, 5C, 6C, 7D, 8D, 9E	1A, 3B, 4B, 5C, 7D	1A, 3B, 4B, 5C, 7D
Reading		15	5	15	5
Writing		15	5	15	5
Viewing and Representing			5		
Speaking			5		10
TOTAL	100%	30%	20%	30%	20%

YEAR 8 GEOGRAPHY 2021		Task 1	Task 2	Task 3
		Term 1 Week 10-11	Term 3 Week 2	Term 4 Week 1
TASK		Common Task: Research Task Interconnections	Class Based Task: Topic/Skills Test Interconnections	Common Task: Documentary Review Landscapes and Landforms
POSSIBLE SYLLABUS OUTCOMES		4.2, 4.3, 4.5, 4.7, 4.8, 4.10	4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10
TOTAL	100%	35%	30%	35%

<p>Stage 4: Year 8 Geography Outcomes</p> <p>A Student:</p> <p>4.1 identifies and gathers geographical information</p> <p>4.2 organises and interprets geographical information</p> <p>4.3 uses a range of written, oral and graphic forms to communicate geographical information</p> <p>4.4 uses a range of geographical tools</p> <p>4.5 demonstrates a sense of place about global environments</p> <p>4.7 identifies and discusses geographical issues from a range of perspectives</p> <p>4.8 describes the interrelationships between people and environments</p> <p>4.9 describes differences in life opportunities throughout the world</p> <p>4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship</p>
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YEAR 8 HISTORY 2021		Task 1	Task 2	Task 3
		Term 1 Week 9-10	Term 2 Week 3-4	Term 3 Week 9-10
TASK		Common Task: Oral Presentation Medieval Europe	Common Task: Source Analysis Task Expanding contacts: The Spanish Conquest of the Americas	Class-Based Task: Topic Test Japan under the Shoguns
POSSIBLE SYLLABUS OUTCOMES		HT4.3, HT4.7, HT4.8, HT4.10	HT4.2, HT4.4, HT4.6, HT4.10	HT4.4, HT4.6, HT4.7, HT4.10
TOTAL	100%	40%	30%	30%

Stage 4: Year 8 History Outcomes (NSW Syllabus for the Australian Curriculum)

A student:

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

YEAR 8 FRENCH 2021		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Terms 1 and 2	Term 3 Week 9	Term 3 and 4
TASK		Tout de moi Booklet	Accessing and Responding Skills Class mark	Café Skit	Accessing and Responding skills Class mark
SYLLABUS OUTCOMES		LFR4-1C, LFR4-2C, LFR4-4C, LFR4-5U, LFR4-8U	LFR4-2C, LFR4-3C, LFR4-7U	LFR4-1C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U	LFR4-1C, LFR4-3C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U
Communicating	Interacting	✓		✓	
	Accessing & Responding	✓	✓	✓	✓
	Composing	✓		✓	✓
Understanding	Systems of Language	✓	✓	✓	✓
	The Role of Language and Culture	✓	✓	✓	✓
TOTAL	100%	15%	30%	25%	30%

YEAR 8 MATHEMATICS 2021		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Week 3/4	Term 3 Week 5	Term 4 Week 3/4
TASK		Topic Test	Half Yearly	Assignment	Yearly
POSSIBLE SYLLABUS OUTCOMES ASSESSED		MA4-12MG MA4-13MG MA4-14MG MA4-15MG MA4-16MG MA4-8NA MA4-9NA + Working Mathematically Outcomes	MA4-12MG MA4-13MG MA4-14MG MA4-15MG MA4-16MG MA4-8NA MA4-9NA MA4-10NA + Working Mathematically Outcomes	MA4-6NA + Working Mathematically Outcomes	MA4-6NA MA4-7NA MA4-11NA MA4-17MG MA4-18MG + Working Mathematically Outcomes
TOTAL	100%	25%	30%	15%	30%

YEAR 8 MUSIC 2021		Task 1	Task 2	Task 3
		Term 2 Weeks 3 - 4	Term 3 Weeks 7 - 9	Term 4 Weeks 2 - 3
TASK		Keyboard Performance and Composition	Guitar Performance	Yearly Examination
OUTCOMES		4.1, 4.3, 4.4, 4.5, 4.6, 4.12	4.1, 4.2, 4.3, 4.12	4.7, 4.8, 4.9, 4.10, 4.11
Performance	30%	Keyboard Performance 15%	Guitar performance 15%	
Composition	30%	Composition 30%		
Listening	40%			Written Response 40%
TOTAL	100%	45%	15%	40%

Year 8 Music Reporting 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

YEAR 8 PDHPE 2021		Task 1	Task 2	Task 3	Task 4	Participation Values
		Term 1 Week 7	Term 2 Week 4	Term 3 Week 5	Term 4 Week 1/2	Ongoing
TASK		Healthy Living: Pamphlet	Mental Health 'Reach Out' Social media profile (Instagram, Facebook)	STI Presentation (Prezi)	Swim School Topic Test (Water Safety Promotion Campaign)	Effort, participation & Uniform
SYLLABUS OUTCOMES		PD4-7, PD4-2, PD 4-10	PD4-9, PD4-10	PD4-10	PD4-7, PD 4-8	PD4-10
Knowledge & Understanding	35	5	10	10	10	
Practical Skills	45	10	5	5	5	20
Movement Experiences	20					20
TOTAL	100	15%	15%	15%	15%	40%

YEAR 8 SCIENCE 2021		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 6/7	Term 2 Week 3/4	Term 3 Week 7	Term 4 Week 3/4
TASK		Practical Exam	Half Yearly Exam	Depth Study	Yearly Exam
OUTCOMES		SC4 -6WS to 8WS	14LW. 15LW. 16CW, 17CW	SC4 -4WS to 9WS	11PW, 12ES, 13ES
Knowledge and understanding	30%		10	5	15
Planning and conducting investigations	30%	15		10	5
Critical thinking and problem solving	25%	5	10		10
Communication	15%		5	5	5
TOTAL	100%	20%	25%	20%	35%

YEAR 8 TECHNOLOGY 2021		Task 1	Task 2	Task 3
		Semester 1 Term 1 Week 10 [^]	Semester 1 Term 2 Week 7 [^]	Semester 2 Term 4 Week 7 [^]
TASK		Engineered Systems [^] Project & Design folio	Agriculture [^] Project & Design folio	Digital Technologies [^] Project & Design folio
SYLLABUS OUTCOMES		TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS
Problem – Understanding and exploring needs, opportunities, factors affecting design, criteria for success and the role of designers	5%	1.25% (5%)*	1.25% (5%)*	2.5% (5%)*
Research – Investigating tools, materials, processes and existing solutions	15%	4.5% (15%)*	4.5% (15%)*	6% (20%)*
Ideas – Generate, communicate, select and justify ideas based on criteria for success	15%	3.75% (15%)*	3.75% (15%)*	7.5% (10%)*
Making – Plan, manage and safely produce products, services and/or environments to meet specific purposes	55%	13% (55%)*	13% (55%)*	29% (55%)*
Evaluating – Evaluate and make judgements throughout and proceeding design and production against developed criteria	10%	2.5% (10%)*	2.5% (10%)*	5% (10%)*
TOTAL	100%	25% (100%)*	25% (100%)*	50% (100%)*

**Value of syllabus component contributing towards the unit's total in parentheses*

[^] Tasks 1 & 2 are taught in the same semester but may be taught in semester 2 and may be taught in the reverse sequence of Agriculture before Engineered Systems, dependent upon what Technology class a student is in. Task 3 has a duration of one semester and may be taught in semester 1, dependent upon what Technology class a student is in.

Year 8 Technology Reporting Outcomes (semester 1 & 2)

- 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
- TE4-10TS explains how people in technology related professions contribute to society now and into the F=future

YEAR 8 VISUAL ARTS 2021		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 - Week 8	Term 1 - Week 10	Term 2 - Week 10	Term 3 - Week 10	Term 4 – Week 3
TASK		Art Criticism Task	VAPD	Practical Task	Practical Task	Yearly Examination
OUTCOMES		4.7, 4.8, 4.9, 4.10	4.2, 4.4, 4.5,	4.1, 4.3, 4.6,	4.1, 4.3, 4.6	4.7, 4.8, 4.9, 4.10
Art making	70%		10%	30%	30%	
Critical and Historical Studies	30%	15%				15%
TOTAL	100%	15%	10%	30%	30%	15%

Year 8 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
- 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
- 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