



Parramatta High School

Year 8 Assessment Policy 2023

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

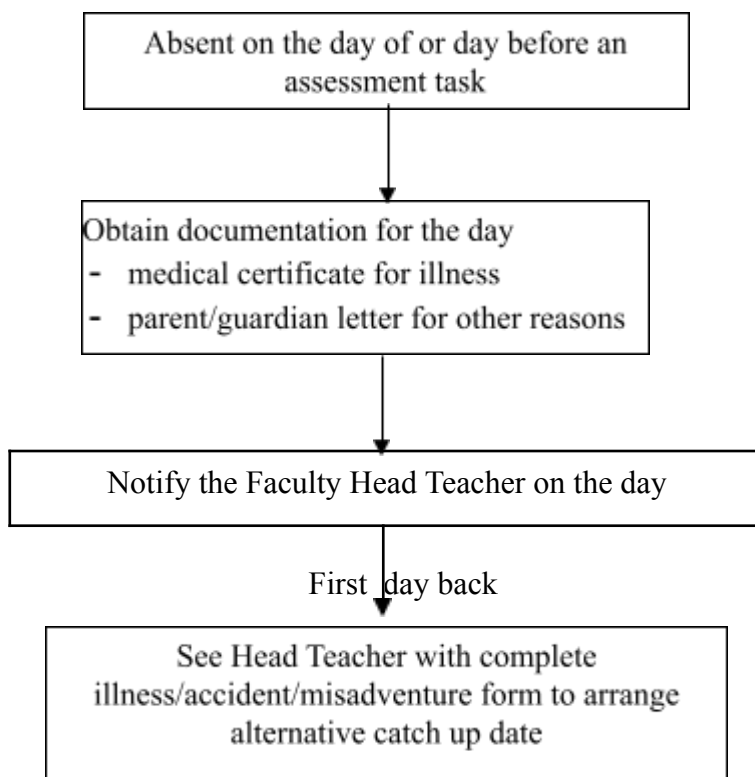
Be given Notification at least two weeks prior to formal Task

Be given meaningful feedback on their performance, i.e., 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 assessment(s) (e.g., influenza, an asthma attack, a cut hand).
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g., 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 documentation and submitted to the Subject Head Teacher within 5 working days. An illness/accident/misadventure form can be found on the school website.

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 or assessment notification).

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 or subject Head 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 2023		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9-10	Term 2 Week 9-10	Term 3 Week 9-10	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
Reading	40	15		15	5
Writing	40	15	5	15	5
Viewing & Representing	5		10		
Speaking	15		5		10
TOTAL	100%	30%	20%	30%	20%

Outcomes:

1A – responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure

2A – effectively uses a widening range of processes, skills, strategies, and knowledge for responding to and composing texts in different media and technologies

3B – uses and describes language forms, features, and structures of texts appropriate to a range of purposes, audiences, and contexts

4B – makes effective language choices to creatively shape meaning with accuracy, clarity, and coherence

5C – thinks imaginatively, creatively, interpretively, and critically about information, ideas, and arguments to respond to and compose texts

6C – identifies and explains connections between and among texts

7D – demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

8D – identifies, considers, and appreciates cultural expression in texts

9E – uses, reflects on, and assesses their individual and collaborative skills for learning

Year 8 French 2023		TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5
		Booklet Topic: <i>Tout de Moi</i>	Comprehension Topic: <i>Comment sont-ils</i>	Cafe Dialogue and Dietary Monologue Topic: <i>Bon Appétit</i>	Comprehension Topic: <i>C'est par ici</i>
Course Component		Outcomes	Outcomes	Outcomes	Outcomes
		LFR4-1C LFR4-4C LFR4-5U LFR4-6U LFR4-7U LFR4-8U	LFR4-2C LFR4-3C	LFR4-1C LFR4-4C LFR4-5U LFR4-6U LFR4-7U LFR4-8U	LFR4-2C LFR4-3C
Composing Interacting Systems of Language	40%	20%		20%	
Accessing and Responding	60%		30%		30%
Total	100%	20%	30%	20%	30%

Semester 1 Reporting Outcomes

LFR4-1C- uses French to interact with others to exchange information, ideas, and opinions, and make plans

LFR4-2C- identifies main ideas in, and obtains information from texts

LFR4-4C- applies a range of linguistic structures to compose texts in French, using a range of formats for

different audiences

LFR4-8U- identifies variations in linguistic and structural features of text

Semester 2 Reporting Outcomes

LFR4-1C- uses French to interact with others to exchange information, ideas, and opinions, and make plans

LFR4-2C- identifies main ideas in, and obtains information from texts

LFR4-4C- applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences

LFR4-8U- identifies variations in linguistic and structural features of text

Stage 4 (Year 8) History 2023		Task 1	Task 2	Task 3
		Term 1 Week 6-7	Term 3 Week 5-6	Term 4 Week 3-4
TASK		Class-based Task: Group Presentation Investigating the Ancient Past <i>History Mysteries</i>	Common Task: Source Analysis Task Ancient Greece/Medieval Europe	Common Task: Yearly Examination <i>All topics except Japan Under the Shoguns</i>
POSSIBLE SYLLABUS OUTCOMES		4-1, 4-6, 4-8, 4-10	4-2, 4-5, 4-6, 4-8, 4-10	4-1,4-2, 4-3, 4-9, 4-7
TOTAL	100%	30%	30%	40%

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

A student:

4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past

4-2 describes major periods of historical time and sequences events, people, and societies from the past

4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

4-4 describes and explains the causes and effects of events and developments of past societies over time

4-5 identifies the meaning, purpose, and context of historical sources

4-6 uses evidence from sources to support historical narratives and explanations

4-7 identifies and describes different contexts, perspectives, and interpretations of the past

4-8 locates, selects, and organises information from sources to develop an historical inquiry

4-9 uses a range of historical terms and concepts when communicating an understanding of the past

4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Year 8 Mathematics 2023		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Exam Period Weeks 3 / 4	Term 3 Due Week 5	Term 4 Exam Period Weeks 3 / 4
TASK		Topic Test	Half Yearly Examination	Assignment	Yearly Examination
POSSIBLE SYLLABUS OUTCOMES ASSESSED		MA4-8NA MA4-9NA MA4-10NA + Working Mathematically outcomes	MA4-8NA MA4-9NA MA4-10NA MA4-12MG MA4-13MG MA4-14MG MA4-15MG MA4-15MG + Working Mathematically outcomes	MA4-5NA MA4-6NA MA4-7NA + Working Mathematically outcomes	MA4-6NA MA4-7NA MA4-11NA MA4-11NA MA4-17MG + Working Mathematically outcomes
Weighting	100%	25%	30%	15%	30%

Outcomes

Communicating

MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

Problem Solving

MA4-2WM applies appropriate mathematical techniques to solve problems

Reasoning

MA4-3WM recognises and explains mathematical relationships using reasoning

Fractions, Decimals and Percentages

MA4-5NA operates with fractions, decimals and percentages

Financial Mathematics

MA4-6NA solves financial problems involving purchasing goods

Ratios and Rates

MA4-7NA operates with ratios and rates, and explores their graphical representation

Algebraic Techniques

MA4-8NA generalises number properties to operate with algebraic expressions

Indices

MA4-9NA operates with positive-integer and zero indices of numerical bases

Equations

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

Linear Relationships

MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs

Length

MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles

Area

MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area

Volume

MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

Time

MA4-15MG performs calculations of time that involve mixed units, and interprets time zones

Right-Angled Triangles (Pythagoras)

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

Properties of Geometrical Figures

MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

Year 8 Music 2023		Task 1	Task 2	Task 3
		Term 2 Weeks 3 - 4	Term 3 Weeks 6 - 10	Term 4 Weeks 2 - 3
TASK		Keyboard Performance	Guitar Performance and Composition	Yearly Examination
OUTCOMES		4.1, 4.2 4.3, 4.10, 4.12	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.12	4.7, 4.8, 4.9, 4.10, 4.11
Performance	40%	Keyboard Performance 20%	Guitar performance 20%	
Composition	30%		Composition 30%	
Listening	30%			Written Response 30%
TOTAL	100%	20%	50%	30%

All tasks are prepared and assessed in class; the above schedule indicates the approximate assessment and/or completion date and is subject to change with notice.

Year 8 Music Reporting Outcomes	
1	Performs in a range of musical styles demonstrating an understanding of musical concepts
2	Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
3	Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4	Performs music demonstrating solo and/or ensemble awareness
5	Notates compositions using traditional and/or non-traditional notation
6	Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in music selected for study

Year 8 PDHPE		Task 1	Task 2	Task 3	Task 4	Participation	Values
		Safe Practices	Practical Task 1	Mental Health	Practical Task 2	Movement Skills & Performance	Values & Attitudes
TASK		Presentation	Invasion Games	Written Task	Culture Games	Practical Skills	Effort, Participation & Uniform
SYLLABUS OUTCOMES		PD4-2 PD4-7	PD4-11	PD4-6	PD4-4	PD4-4, PD4-11	PD4-10
Knowledge & Understanding	45	10	10	15	10		
Practical Skills	45	15	5	10	5	10	
Movement Experiences	10						10
TOTAL	100	25	15	25	15	10	10

Outcomes

PD4-2

examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3

investigates effective strategies to promote inclusivity, equality, and respectful relationships

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 health, safety, wellbeing and physically active communities

PD4-9

demonstrates self-management skills to effectively manage complex situations

PD4-10

applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11

demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

8 SCIENCE		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 6/7	Term 2 Week 3/4	Term 3 Week 4-7	Term 4 Week 3/4
TASK		Practical Exam	Half Yearly Exam	Depth Study	Yearly Exam
OUTCOMES		PW3,4, 6WS to 8WS	CW2,3,4, PW3,4	LW4,5 4WS to 9WS	PW3,4, CW2,3,4, LW4,5 ES1
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%

Stage 4 Science Outcomes:

A student:

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

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

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

Year 8 Technology 2023		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	6%	2% (5%) *	2% (5%) *	2% (5%) *
Research – Investigating tools, materials, processes and existing solutions	15%	5% (15%) *	5% (15%) *	5% (15%) *
Ideas – Generate, communicate, select and justify ideas based on criteria for success	15%	5% (15%) *	5% (15%) *	5% (15%) *
Making – Plan, manage and safely produce products, services and/or environments to meet specific purposes	54%	18% (55%) *	18% (55%) *	18% (55%) *
Evaluating – Evaluate and make judgements throughout and proceeding design and production against developed criteria	10%	3.3% (10%) *	3.3% (10%) *	3.3% (10%) *
TOTAL	100%	33.3% (100%) *	33.3% (100%) *	33.3% (100%) *

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

[□] Tasks may be taught in a different order, dependent upon what Technology class a student is in.

Year 8 Technology Reporting Outcomes (semester 1 & 2)

- 1 TE4-1DP designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- 2 TE4-2DP plans and manages the production of designed solutions
- 3 TE4-3DP selects and safely applies a broad range of tools, materials, and processes in the production of quality projects
- 4 TE4-10TS explains how people in technology related professions contribute to society now and into the future

Year 8 Visual Arts 2023		Task 1	Task 2	Task 3	Task 4
		Term 1 - Week 10	Term 2 - Week 3	Term 2 - Week 10	Term 4 - Week 3
TASK		Practical Task 3D & VAPD	Theory Task	Practical Task 2D & VAPD	Yearly Examination
OUTCOMES		4.1, 4.2, 4.3, 4.4, 4.5, 4.6,	4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6,	4.7, 4.8, 4.9, 4.10
Art making	70%	30% VAPD 5%		30% VAPD 5%	
Critical and Historical Studies	30%		10%		20%
TOTAL	100%	35%	10%	35%	20%

Year 8 Visual Arts Reporting Outcomes

1. Use varying strategies and some understanding of the frames to explore different art making conventions, procedures, materials, and techniques to make artworks. (4.1, 4.3, 4.6)
2. Explore the conceptual framework and to develop meaning in their artwork use aspects of the world as a source for ideas, concepts, and subject matter. (4.2, 4.4, 4.5)
3. Explores aspects of practice in critical and historical interpretations of art, the conceptual framework, and begins to acknowledge that art can be interpreted from different points of view. (4.7, 4.8, 4.9)
4. Recognises that art criticism and art history constructs meanings for the making of artwork. (4.10)