



**YEAR 8, 2024**

*Assessment Information Booklet*

# CONTENTS

Stage 4 Assessment Policy .....	3
Allocation of Grades .....	3
The Common Grade Scale describes performance at each of five grade levels.....	3
The Process used for Determining Grades .....	4
Making an On-Balance Professional Judgement.....	4
Submission of Tasks .....	4
Referencing Sources for Research Assignment .....	4
Illness and Misadventure .....	4
Extensions, Overdue Penalties and Cheating.....	4
Warning Letters.....	5
Appeals .....	5
Reporting.....	5
Academic Awards.....	5
CHRISTIAN STUDIES - Stage 4 - Year 8 – Assessment Schedule - 2024.....	6
VISUAL ARTS – Stage 4 – Year 8 – Assessment Schedule – 2024.....	7
GERMAN - Stage 4 – Year 8 - Assessment Schedule - 2024.....	8
MUSIC – Stage 4 – Year 8 – Assessment Schedule – 2024.....	9
ENGLISH – Stage 4 - Year 8 Assessment Schedule - 2024 .....	10
GEOGRAPHY - Stage 4 - Year 8 Assessment Schedule - 2024 (Semester 1).....	11
GEOGRAPHY - Stage 4 - Year 8 Assessment Schedule - 2024 (Semester 2) .....	12
HISTORY - Stage 4 -Year 8 – Assessment Schedule – 2024 (Semester 1) .....	13
HISTORY - Stage 4 - Year 8– Assessment Schedule – 2024 (Semester 2).....	14
MATHEMATICS - Stage 4 - Year 8 – Assessment Schedule – 2024 .....	15
PDHPE - Stage 4 – Year 8 – Assessment Schedule - 2024.....	16
SCIENCE – Stage 4 - Year 8 – Assessment Schedule - 2024 .....	17
MANDATORY TECHNOLOGY - Stage 4 - Year 8 – Assessment Schedule - 2024 .....	18

# YEAR 8, 2024 ASSESSMENT POLICY

## *Some Important Considerations*

### **Stage 4 Assessment Policy**

The purpose of assessment is to assist student learning, determine a student's achievement in a course, evaluate and improve teaching and learning programs and provide evidence of satisfactory completion of courses.

NSW Education Standards Authority (NESA) has advocated 'assessment for learning' not just assessment for accountability. Assessment that enhances learning recognises that learners use their current understanding to discover, construct and incorporate new skills, knowledge and understanding. Assessment for learning helps teachers and students to know whether that current understanding is a suitable basis for future learning (NSW Board of Studies, 2003).

Assessment for learning encourages self assessment and peer assessment. Students can develop and use strategies that allow them to actively monitor and evaluate their own learning and the learning strategies they use.

Formal assessment is based on a standards-referenced framework. There are significant benefits for student learning in using this approach.

Learning is enhanced when students have a clear understanding of what is expected of them. It is important that students understand what is to be learned and the level of achievement that they will need to demonstrate. A standards-referenced approach provides the means by which students know what they are expected to learn and the standards against which they will be assessed.

### **Guidelines for Assessment**

#### **Allocation of Grades**

Grades will be allocated for courses undertaken in Stages 4. Grading student achievement is the process of assigning a letter (A, B, C, D or E) to summarise the student's level of achievement. These grades are reflected in the College's reporting to parents.

The choice of a particular grade will be made on the basis that provides the best overall description of the student's achievement of the syllabus stage outcomes.

For each course, formal and informal assessment marks or indicators of performance from assessment of learning tasks and assessment for learning tasks will be linked to the student's overall performance and the Common Grade Scale.

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

### **The Common Grade Scale describes performance at each of five grade levels.**

<b>A</b>	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>B</b>	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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

## **The Process used for Determining Grades**

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Collect performance information on each student from assessment activities. Letters, symbols or descriptive comments may be recorded for some or all assessment activities.
5. Assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement.
6. Make an on-balance professional judgement matching the overall picture of each student's achievements to the most appropriate description indicated in the Common Grade Scale. Appropriate description indicated in the Common Grade Scale.
7. Review the grade awarded to each student to make sure that no anomaly has occurred.
8. Work Samples will be collected to assist teachers to moderate the grades they award to students by comparing the standards of work published with those produced by their students in the same or similar course.

## **Making an On-Balance Professional Judgement**

- Judgements are made by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.
- When deciding the number and type of assessment activities, the emphasis should be on the nature and the quality rather than the amount of evidence
- Assessment activities should give the students opportunities to show what they know and can do.
- Opportunities should be given to students to display their achievements in different ways and to work in a range of situations.
- A single piece of work will not cover all aspects of the grade description. Using a single piece of work to make a judgement is therefore not as valid and reliable as an 'on-balance' judgement.
- Each grade description should be considered alongside descriptions for adjacent grades.

## **Submission of Tasks**

Assessment tasks must be submitted or carried out on the due date. It is expected that tasks will be handed to the class teacher (or the Leader of Learning in the absence of the teacher) during the timetabled period of that course or at the time indicated by the class teacher when the notice of the assessment task was given. Tasks submitted through Canvas are to be uploaded within the timeframe indicated by the teacher.

Students who are absent the day before an assessment task is due or take a partial absence on the due date of an assessment task may be asked to provide documentary evidence.

## **Referencing Sources for Research Assignment**

All students are required to reference material from other sources that are used in Research tasks. Students need to be taught this process and given directions using the resources on the College IRC website.

## **Illness and Misadventure**

Where a student is unable to sit for, or complete a task due to illness or misadventure; one of three options will be followed depending on the subject and the circumstances:

1. The task may be submitted or completed at a later date.
2. an alternative task will be provided when the student is able.
3. an estimate of the student's performance will be based on previous performances of the student.

Where a student is unable to complete or sit for a task due to illness or misadventure, the student will need to provide documentary evidence for the reason. This may require a written explanation from the parents or a medical certificate. Documentation should be provided to class teacher.

## **Extensions, Overdue Penalties and Cheating**

- Students with legitimate reasons may seek an extension before the due date of the task. Requests for extensions should be made in writing to the relevant Leader of Learning.
- Failure to submit tasks by the due date (without legitimate reasons) will result in a consequence determined by the relevant Leader of Learning.

- In cases where assessment tasks are late the teacher will enter a diary comment for parents. After 2 days' lateness a Warning Letter will be sent home.
- The consequence for students who are found to be plagiarising others work, making non serious attempts or cheating in tasks could be the awarding of a zero mark. These cases should be directed to the Director of Teaching and Learning 7-12 for a final decision.
- The use of mobile phones or any other electronic device during an assessment task, other than a NESAs approved calculator, will be deemed as cheating.

### Warning Letters

A Warning Letter will be sent to parents for student breaches in the procedures regarding the following:

- illness and/or Misadventure and Overdue submissions of work.
- cheating.
- insufficient evidence of a student to apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the College (in-class, assignments and homework tasks)
- insufficient evidence that a student has achieved all or some of the course outcomes.

After two warning letters are sent home for a particular course, the Leader of Learning will request an interview with the Parents.

### Appeals

Students may appeal the marks or grades they receive if there are inconsistencies in the assessment or marking process. This must be in writing and directed to the Leader of Learning for consideration. If there is not a satisfactory resolution, then further appeals can be made to the Director of Teaching and Learning 7-12.

### Reporting

Students will receive information on their progress through the College reporting process. As well as receiving an Achievement Grade indicating their progress in each course, students will also receive an application grade based on the following criteria:

- Completes set work and participates in lessons as directed by the teacher.
- Demonstrates the characteristics of a reflective learner.
- Demonstrates the characteristics of a motivated learner.

- Chooses appropriate behaviour in the classroom.
- Is well organised and prepared for class.

### Academic Awards

At completion of Semester 1 and at the end of the Academic year, awards for each course and overall academic excellence are presented at Formal Assemblies and Presentation Evenings. To be eligible to receive an academic award, students will need to have demonstrated diligence and sustained effort to all aspects of their studies. Typically, a student would need to demonstrate consistently high levels of application on their report (see criteria under 'reporting').

The awards that are presented include:

#### Semester 1 Academic Awards

*Academic Excellence* – Awarded to two students who have demonstrated high levels of personal achievement, as well as diligence and sustained effort across all subject areas in Semester 1.

#### Yearly Academic Awards

*Academic Medallion* – Awarded to the two top performing student in each year group across all subject areas. Also known as Academic Excellence awards.

*Academic Dux* – Awarded to the top performing student at the completion of each stage of learning (Stage 4 - Year 8, Stage 5 – Year 10, Stage 6 Year 12).

*Academic Improvement* – Awarded to the student in each year group who has shown the greatest improvement over the academic year.

*Places in Course* – Awarded to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place getters in each course.

## CHRISTIAN STUDIES - Stage 4 - Year 8 – Assessment Schedule - 2024

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2
Nature of Task	Quiz	Assignment
Timing	Week 8, Term 1	Week 4, Term 3
Outcomes Assessed	N/A	N/A

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Understanding of concepts	Use of vocabulary/key terms
General Class Work	Contribution to class discussion	Group work
Researching	Group work participation	Homework

## VISUAL ARTS – Stage 4 – Year 8 – Assessment Schedule – 2024

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	Artmaking and Artist Study	Artmaking	Art Magazine Article
<b>Timing</b>	Term 2, Week 3	Term 3, Week 3	Term 3, Week 7
<b>Outcomes Assessed</b>	4.1, 4.2, 4.4, 4.7, 4.8	4.2, 4.3, 4.5, 4.6	4.4, 4.7, 4.8, 4.9, 4.10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:

- \* Drawings
- \* Annotated sketches
- \* Notes and ideas
- \* Critical comments and reflections
- \* Photographs
- \* Collections of objects and source images appropriate to the development of artworks

## GERMAN - Stage 4 – Year 8 - Assessment Schedule - 2024

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2
<b>Nature of Task</b>	In class Comprehension Task	Written & Oral Presentation
<b>Timing</b>	Term 2, Week 6	Term 3, Week 8
<b>Outcomes Assessed</b>	ML4-UND-01	ML4-CRT-01, ML4-INT-01

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Listening & Reading Comprehensions	Vocabulary & Unit Tests	Writing & Speaking Dialogues



## MUSIC – Stage 4 – Year 8 – Assessment Schedule – 2024

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	Composition (Electronic Music)	Performance and Musicianship Journal (Group Performance)	Progressive Theory Tests
<b>Timing</b>	Term 1, Week 10	Term 3, Week 7	Term 4, Week 1
<b>Outcomes Assessed</b>	4.4, 4.5, 4.6, 4.11	4.1, 4.2, 4.3, 4.12	4.7, 4.8, 4.9, 4.10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:			
Composition Activities	Performance Activities	Aural Listening Activities	Music Theory Quizzes

## ENGLISH – Stage 4 - Year 8 Assessment Schedule - 2024

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	Book Review	Biography or Autobiography Presentation	Reading Comprehension & Extended Writing Task
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 6
<b>Outcomes Assessed</b>	EN4-URA-01, EN4-URC-01, EN4-RVL-01, EN4-ECA-01, EN4-ECB-01	EN4-URB-01, EN4-RVL-01, EN4-ECA-01, EN4-ECB-01	EN4-URL-01, EN4-RVL-01, EN4ECA-01, EN4-ECB-01

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>* Writing in response to novel</li> <li>* Creative/Narrative writing in class</li> <li>* Responding to and Creating Visual Texts</li> <li>* Responding to non fiction</li> <li>* Written Response to Poetry</li> </ul>	<ul style="list-style-type: none"> <li>* Literacy Skills</li> <li>* Reading/Comprehension skills</li> <li>* Identifying and using the conventions of genre</li> <li>* Interpreting and reviewing a range of texts</li> </ul>	<ul style="list-style-type: none"> <li>* Contribution to Group work</li> <li>* Using ICT skills</li> <li>* Listening and Responding</li> <li>* Contribution to class discussion</li> </ul>

## GEOGRAPHY - Stage 4 - Year 8 Assessment Schedule - 2024 (Semester 1)

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1
Nature of Task	Geography Skills and Analysis Test
Timing	Term 1, Week 10 (TBC)
Outcomes Assessed	GE4-1, GE4-3, GE4-7

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Literacy: short, extended, reports	Geography skills	Linking geographical concepts/events
Class tests	Use of vocabulary/key terms	Listening and responding

## GEOGRAPHY - Stage 4 - Year 8 Assessment Schedule - 2024 (Semester 2)

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1
Nature of Task	Geography Skills and Analysis Test
Timing	Term 3, Week 9 <i>Date TBC</i>
Outcomes Assessed	GE4-1, GE4-3, GE4-7

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Literacy: short, extended, reports	Geography skills	Linking geographical concepts/events
Class tests	Use of vocabulary/key terms	Listening and responding

## HISTORY - Stage 4 -Year 8 – Assessment Schedule – 2024 (Semester 1)

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1
Nature of Task	History Skills and Analysis Test
Timing	Term 1, Week 10 <i>Date TBC</i>
Outcomes Assessed	HT4-6, HT4-7, HT4-9

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Literacy: short, extended, reports	Source analysis	Historical skills incl. research
Class tests	Use of vocabulary/key terms	Listening and responding

## HISTORY - Stage 4 - Year 8– Assessment Schedule – 2024 (Semester 2)

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1
Nature of Task	History Skills and Analysis Test
Timing	Term 3, Week 9 <i>Date TBC</i>
Outcomes Assessed	HT4-6, HT4-7, HT4-9

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Literacy: short, extended, reports	Source analysis	Historical skills incl. research
Class tests	Use of vocabulary/key terms	Listening and responding

## MATHEMATICS - Stage 4 - Year 8 – Assessment Schedule – 2024

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2	Task 3
Nature of Task	Validation Task	Assignment	Yearly Examination
Timing	Term 1, Week 11	Term 3, Week 2	Term 4, Week 4
Outcomes Assessed	8NA, 9NA	5NA, 6NA, 10NA, 19SP	All outcomes covered

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Understanding of concepts	Group work	Problem solving activities
Topic tests	Contribution to class discussions	Incorporation of ICT
General class work		

## PDHPE - Stage 4 – Year 8 – Assessment Schedule – 2024

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2	Task 3	Task 4
<b>Nature of Task</b>	Advocacy Project for Respectful Relationships In Class	Movement Skill & Performance In Class (Ongoing)	Designing and Creating a Game In Class	Lifestyle Analysis and Plan Hand In/In Class
<b>Timing</b>	Week 9, Term 1	Week 10, Term 1	Week 10, Term 2	Week 8, Term 3
<b>Outcomes Assessed</b>	4.3, 4.10	4.4, 4.11	4.4, 4.8, 4.11	4.8, 4.9

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>* Movement skill tests</li> <li>* Responding to movement problems</li> <li>* Self and peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>* Quizzes and topic tests</li> <li>* Debates &amp; personal reflections related to current health issues</li> <li>* Discussion groups and “report backs” on health issues</li> <li>* Analysing health scenarios</li> <li>* Devising and justifying strategies and plans in response to problems</li> </ul>	<ul style="list-style-type: none"> <li>* Bookwork – responses to class activities</li> <li>* Literacy and numeracy activities</li> <li>* Written Responses</li> <li>* Research projects</li> <li>* Reports</li> <li>* Presentations</li> <li>* Group Work</li> </ul>



## SCIENCE – Stage 4 - Year 8 – Assessment Schedule – 2024

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2	Task 3
Nature of Task	Student Research Project (SRP)	Model & Research	Skills Assessment
Timing	Term 1, Week 11	Term 3, Week 5	Term 4, Week 2
Outcomes Assessed	SC4-4WS, SC4-5WS, SC4-7WS, SC4-14LW	SC4-9WS, SC4-14LW, SC4-15LW	SC4-7WS, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
* Class tests * Bookmarks * Practical Participation * In-class quizzes	* Practical reports * Presentations * Written reports * Vocabulary tests	* Spelling tests * Practical demonstrations * In-class discussions

# MANDATORY TECHNOLOGY - Stage 4 - Year 8 – Assessment Schedule – 2024

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

## Formal Tasks

Task number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	Project 1 and Folio	Project 2 and Folio	Project 3 and Folio
<b>Timing</b>	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9
<b>Outcomes Assessed</b>	TE41DP, TE43DP, TE42DP, TE49MA  ACTDEK029, ACTDEP035, ACTDEP038, ACTDIP027, ACTDIP031, ACTDEK031, ACTDEP036, ACTDEK031, ACTDEP039, ACTDEP037  TE45AG, TE46FO, TE47DI, TE48EN	ACTDEK029, ACTDEP035, ACTDEP038, ACTDIP027, ACTDIP031, ACTDEP036, ACTDEK031, ACTDEP039, ACTDEP037  TE41DP, TE43DP, TE42DP, TE49MA  TE45AG, TE46FO, TE47DI, TE48EN	ACTDEK029, ACTDEP035, ACTDEP038, ACTDIP027, ACTDIP031, ACTDEP036, ACTDEK031, ACTDEP039, ACTDEP037  TE41DP, TE43DP, TE42DP, TE49MA  TE45AG, TE46FO, TE47DI, TE48EN

## Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Prepare a portfolio	Use of vocabulary/key terms
Linking concepts	Design and sketch	Contribution to class discussion
Researching	Research and investigate existing designs	Group work participation
Literacy: short, extended, reports	Incorporation of ICT	Listening and responding

