

Erskine Park High School



Year 8 - 2020

Assessment Handbook

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2020 YEAR 8 - CALENDAR OF ASSESSMENT TASKS

Wk	TERM 1 2020 29/1/2020 – 9/4/2020	TERM 2 2020 28/4/2020 – 3/7/2020	TERM 3 2020 21/7/2020 – 25/9/2020	TERM 4 2020 12/10/2018– 16/12/2020
1		Visual Arts (WK 1-4)		Visual Arts (WK 1-4)
2		HSIE		
3				Mathematics
4		Mathematics		English
5		English PDHPE	Visual Arts Mathematics	PDHPE Science
6				
7	PDHPE Mathematics			HSIE
8	HSIE Technology Mandatory Visual Arts (WK 8-11)	Technology Mandatory	PDHPE (WK 8-9) Technology Mandatory	Technology Mandatory
9		Science	English HSIE	
10	English			
11				

2020 YEAR 8 – ASSESSMENT PLANNER

Wk	TERM 1 2020 29/1/2020 – 9/4/2020	TERM 2 2020 28/4/2020 – 3/7/2020	TERM 3 2020 21/7/2020 – 25/9/2020	TERM 4 2020 12/10/2018– 16/12/2020
1				
2				
3				
4				
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10				
11				

Year 8 Assessment and Misadventure Information

1. The Purpose of Assessment

- a) Assessment is the process that teachers use to gather information and make judgements about the learning of the students. The assessment is designed to complement the teaching programs delivered by the teacher to determine students understanding of content knowledge and the development of subject specific skills.
- b) Teachers use a range of assessment formats including tests, practical tasks, oral presentations, research projects, process diaries and other forms of formal assessment. Assessment tasks may be completed in class, at home or in a combination of classwork and homework. The purpose of each assessment tasks is to provide students with the opportunity to demonstrate their level of achievement in the outcomes of the course.
- c) Formal assessment is used in conjunction with assessments of student learning made in the course of study to inform the grading of outcomes. These outcome grades are presented each semester in the semester report for that subject.

2. Assessment Task Schedules

- a) Students will be provided with a schedule of their formal assessment tasks at the beginning of each course.
- b) These schedules will be provided for each course offered in that academic year.
- c) The Schedules will include important information regarding the outcomes assessed and the nature of the tasks, as well as the date which each task will be due for submission.
- d) Where assessment tasks are not of the same value or weighting across the year, explicit information as to the weighting of the task will be made clear in the assessment schedule.
- e) Each course will be assessed using a minimum of two (2) formal tasks and will form the basis of report outcomes presented each semester.
- f) If at any time an assessment schedule needs to be modified, this notification will be given in writing to all affected students.

3. Notification of Assessment Task

- a) Students should receive a notification of an assessment task in a fair, equitable and timely manner. All students will be notified of a formal assessment task at least two weeks before the submission due date for the task.
- b) Students should all, as much as is practicable, be provided with the same amount of time to complete a formal assessment task.
- c) Assessment tasks notifications should be provided to students using the accepted school assessment task notification format.
- d) Where a student is absent from school when the assessment notification is distributed, it is the responsibility of the student to seek the assessment task notification

4. Modification

- a) Assessment tasks will be modified or scaffolded to provide opportunity for all students to access the curriculum and demonstrate their achievement of course outcomes.
- b) Modifications may include simplified or alternate tasks, additional support in completing tasks or extended time to complete tasks.
- c) Students may also access reading assistance, writing assistance or extended times in formal examinations to support their equitable access to the task.
- d) Parents should contact the teaching and learning team to discuss additional support requirements of their children.

5. Submission

- a) All assessment tasks are compulsory for all students
- b) The assessment task notice and instructions will clearly describe the nature and format that should be used to complete the task. Students and parents should refer to the assessment task notification to determine what form the task should take and how it should be submitted.
- c) Assigned tasks should be completed and submitted on or before the due date and each faculty is responsible for collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task.
- d) Where student is unable to attend school on the due date of an assessment task, a relative or friend may submit the task to the main office or the class teacher on the due date.
- e) Unless other arrangements have been negotiated with the head teacher by the student or parents of the student, in class assessments and examination must be completed at the scheduled date and time.

6. Late Submission / Misadventure

- a) In special circumstances where a student is unable to complete or submit an assessment task by the due date and time, consideration may be given for extension or exemption. This must be sought in writing using the misadventure form (**shown on the following page**) with appropriate documentation attached and submitted to the Head Teacher of the faculty concerned.
- b) If a student knows ahead of time that they will not be present on the date a task is due to be completed or submitted, they must contact the Head Teacher of the faculty and negotiate alternative arrangements.
- c) Extensions of time are generally only given in special circumstances such as extended or unexpected illness, or external factors out of the students control which impacts a significant period of time prior to the submission date.
- d) Computer or printer problems will not generally be considered to be an acceptable reason for failure to submit tasks or for late submission. It is the responsibility of the student to ensure documents are frequently saved and that they are printed with sufficient time to seek alternative printing facilities should a problem arise.

- e) A task will be considered late if it is submitted to the teacher after the scheduled due date and time.
- f) Penalties may apply for tasks submitted after the due date and time if no effort has been made to negotiate alternative arrangements with the head teacher.

7. Failure to Submit an Assessment Task

- a) Failure to complete or submit an assessment task will result in the task being awarded a “zero” grade. This may significantly impact a student’s ability to demonstrate successful achievement of course outcomes.
- b) Classroom teachers are responsible for notifying parents of a student’s failure to submit an assessment task. This will be in the form of an official notification sent to parents.
- c) Despite penalties, students will be required to submit the missed assessment task or a negotiated alternative task.

8. Malpractice

- a) Assessment tasks must be a student’s own work. Where malpractice occurs a “zero” mark will be awarded.
- b) Malpractice may take a number of forms including plagiarism, cheating in an examination, collusion with another student (working together on the same task or sharing a substantial quantity of the work), disrupting an examination or failing to follow directions of staff or administrators during an examination.
- c) Students may also be guilty of malpractice if they are in possession of a mobile phone or internet compatible device during an examination or assessment task where the possession or use of these devices is prohibited.
- d) Students may be required to re-sit an examination or complete an alternative task if malpractice is evident.

9. Non-serious Attempt at an Assessment Task

- a) A non-serious attempt is considered a failure to make a reasonable effort to complete a task to a standard of which the student is capable.
- b) A non-serious attempt may be due to a students’:
 - i. Failure to complete some or all sections of a task
 - ii. Inclusion of clearly inappropriate material which is not related to the task or examination.
 - iii. A task or part of a task which is completed to a very low standard, or which is inappropriately brief or superficial in nature. The expected standard of tasks should align with the abilities of the student completing the task
- c) The faculty Head Teacher will determine if a non-serious attempt has been made at a task and will make contact with parents to notify them. This notification will be in the form of an official letter and may be accompanied by a telephone call.
- d) A student may incur a penalty for a non-serious attempt at an assessment task as decided by the Head Teacher of the faculty.

10. Appeals

- a) Parents who have concerns about assessment processes should first make contact with the Teacher of the class involved. The Head Teacher will be notified of the concerns and make contact with parents to resolve the issues at a faculty level.
- b) Where this process is unsuccessful at resolving the concerns, an appeal may be completed and submitted to the Deputy Principal for review. A review will be undertaken in cases of:
 - i. Misadventure
 - ii. Concerns about the correct use of process in notification, grading or weighting of tasks
 - iii. Perceived inequity of the task or processes to ensure all students have the capacity to accurately demonstrate their capacity to demonstrate learning outcomes.



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 8 ENGLISH

FACULTY: English

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Horror Assessment	Drama Assessment	Novel Assessment	Yearly Exam Assessment
			Wk 10, Term 1	Wk 5, Term 2	Wk 9, Term 3	Wk 4, Term 4
			Completed in class	Completed in class	Completed at home	Completed in class
<ul style="list-style-type: none"> EN4-1A EN4-2A 	Communicate through speaking, listening, reading, writing, viewing and representing		✓	✓	✓	✓
<ul style="list-style-type: none"> EN4-3B EN4-4B 	Use language to shape and make meaning according to purpose, audience and context		✓	✓	✓	✓
<ul style="list-style-type: none"> EN4-5C EN4-6C 	Think in ways that are imaginative, creative, interpretive and critical		✓	✓	✓	✓
<ul style="list-style-type: none"> EN4-7D EN4- 8D 	Express themselves and their relationships with others and their world		✓	✓	✓	✓
<ul style="list-style-type: none"> EN4-9E 	Learn and reflect on their learning through their study of English			✓	✓	✓
TOTAL MARK			25%	15%	30%	30%

Syllabus Outcomes

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 8 HSIE

FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 8 Term 1 In class exam	Wk 2 Term 2 Research assignment completed at home	Wk9 Term 3 In class exam	Wk7 Term 4 Research assignment completed at home
GE2-3 GE4-4 GE4-5 GE4-6	Acquiring geographical information Maps Graphs and statistics		✓			
GE4-1 GE4-3 GE4-7 GE4-8	Processing geographical information Communicating geographical information Fieldwork Visual representation Spatial technologies			✓		
HT4-3 HT4-7 HT4-10	Comprehension, chronology, terms and concepts Analysis and use of sources Perspectives and interpretation				✓	
HT4-2 HT4-4 HT4-10	Empathetic understanding Research Explanation and communication.					✓
TOTAL MARK		100%	30%	20%	30%	20%

Syllabus Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments

GE4-3 explains how interactions and connections between people, places and environments result in change

GE4-7 acquires and process geographical information by selecting and using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies.

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

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

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 8 MATHEMATICS

FACULTY: Mathematics

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
			Wk 7, Term 1	Wk 4, Term 2	Wk 5, Term 3	Wk 3, Term 4
			Completed in class	Completed in class	Completed in class	Completed in class
MA4-16MG MA4-4NA MA4-5NA MA4-9NA	Pythagoras' Theorem Working with Numbers		✓			
MA4-8NA MA417MG MA4-18MG	Algebra Geometry			✓		
MA4-12MG MA4-13MG MA4-14MG MA4-5NA MA4-6NA MA4-19SP MA4-20SP	Area and Volume Fractions and Percentages Investigating Data				✓	
MA4-18MG MA4-21SP MA4-10NA	Congruent Figures Probability Equations					✓
TOTAL MARK		100	25%	25%	25%	25%

Syllabus Outcomes

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

MA4-2WM: applies appropriate mathematical techniques to solve problems.

MA4-3WM: recognises and explains mathematical relationships using reasoning.

MA4-4NA: compares, orders and calculates with integers, applying a range of strategies to aid computation.

MA4-5NA: operates with fractions, decimals and percentages.

MA4-6NA: Solves Financial problems involving purchasing goods

MA4-7NA: operates with ratio and rates, and explores their graphical representation.

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

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

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

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

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

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

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

MA4-18MG: Identifies and uses angle relationships, including those related to transversal on sets of parallel lines

MA4-19SP: collects, represents and interprets single sets of data, using appropriate statistical displays.

MA4-20SP: analyses single sets of data using measures of location and range.

MA4-21SP: represents probabilities of simple and compound events



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 8 PDHPE

FACULTY: PDHPE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Investigation	Practical Task	Sem 2 Examination	Practical Motor Skill Evaluation
			Wk7, Term 1 Completed (home)	Wk5, Term 2 Completed (class)	Wk8/9, Term3 Completed (class)	Wk5, Term 4 Completed (class)
PD4-2, PD4-, PD4- 4, PD4- 5, PD4- 6, PD4- 9, PD4- 10, PD4- 11	Knowledge, Understanding and Skills	50%	PD4-3	PD4-5, PD4-10	PD4-2, PD4-, PD4-4, PD4- 6, PD4- 9, PD4- 10, PD4- 11	PD4-5, PD4-6, PD4-10, PD4-11
PD4-2, PD4-, PD4- 4, PD4- 5, PD4- 6, PD4- 9, PD4- 10, PD4- 11	Values and Attitudes	50%	PD4-3	PD4-5, PD4-10	PD4-2, PD4-, PD4-4, PD4- 6, PD4- 9, PD4- 10, PD4- 11	PD4-5, PD4-6, PD4-10, PD4-11
TOTAL MARK		100	20	25	30	25

Syllabus 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

PD4-9 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



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 8 SCIENCE

FACULTY: Science

			TASK 1	TASK 2
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Research Task Week 9 Term 2 Completed (Partially in class, partially at home)	Examination Week 5 Term 4 Completed (In Class)
SC4- • 10PW • 11PW • 13ES • 15LW • 16CW	Knowledge and Understanding	40%	✓	✓
• SC4-4WS	Working Scientifically	Questioning and Predicting		✓
• SC4-5WS		Planning Investigations	✓	✓
• SC-6WS		Conducting Investigations		
• SC-7WS		Processing and analysing data and information	✓	✓
• SC4-8WS		Problem-solving		✓
• SC4-WS9		Communicating		✓

Syllabus Outcomes

Stage 4 Outcomes

A student:

Values and Attitudes

SC4-1VA appreciates the importance of science in their lives and the role of scientific enquiry in increasing understanding of the world around them

SC4-2VA shows a willingness to engage in finding solutions to science related personal, social and global issues, including shaping sustainable futures

Working Scientifically

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

SC4-7WS processes and analyses data from a firsthand investigation and secondary sources to identify trends, patterns and relationships and draw conclusions

SC4-8WS selects and uses appropriate strategies, understanding and skill to produce creative and plausible solutions to identify problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

Knowledge and Understanding

SC4-10PW describes the action of unbalanced forces in everyday situations

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

SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource management and use

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

SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 8 TECHNOLOGY MANDATORY

FACULTY: TAS

			Terms 1-4
Context Area	Unit name	Weightings	Assessment – Design Project and Portfolio
			Due Week 8* of each term
Agriculture and Food Technologies	Fantastic Food	25%	TE4 - 1DP, TE4 - 2DP, TE4 - 3DP, TE4 – 6FO, TE4 – 10TS
Material Technologies	New Earth Entrepreneurs (Textiles)	25%	TE4 - 1DP, TE4 - 2DP, TE4 - 3DP, TE4 – 9MA, TE4 – 10TS
	Hold it up (Metal)	15%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA
	Store It (Timber)	15%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA
	Toy Maker (Design)	20%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS
Total		100%	

*Each term, students study different context areas. Ongoing assessment will be conducted for each context area.

TAS 1 Units	TAS 2 Units
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Syllabus Outcomes

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-5AG investigates how food and fibre are produced in managed environments

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-7DI explains how data is represented in digital systems and transmitted in networks

TE4-8EN explains how force, motion and energy are used in engineered systems

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

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



ASSESSMENT SCHEDULE – 2020

COURSE: VISUAL ARTS – YEAR 8

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Art Making	Research Task	Art Making	Examination
			Wk8 to Wk11	Wk1 to Wk4,	Wk5,	Wk1 to Wk4
			Term 1	Term 2	Term 3	Term 4
			Completed (In Class)	Completed (In Class/Home)	Completed (In class)	Completed (In class)
•4.1 •4.5 •4.7	Art Making		✓			
•4.3 •4.6 •4.10	Critical and Historical Studies			✓		
•4.2 •4.4 •4.8	Art Making				✓	
•4.7 •4.8 •4.9	Critical and Historical Studies					✓
TOTAL MARK		100	25	25	25	25

Syllabus Outcomes

Art making

- 4.1 uses a range of strategies to explore different art making 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

Critical and Historical Studies

- 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