



**LEETON HIGH SCHOOL  
ASSESSMENT POLICY AND PROCEDURES**

**YEAR 8  
2023**





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# Junior Assessment Policy

*“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.” – Malcolm X*

## Assessment and Course Requirements

Students are expected to undertake all learning activities to meet completion requirements for a subject. Normal procedures for contacting parents will apply for failure to meet these requirements.

Reminders will be provided two weeks prior to the due date of an assessment task; however, students are encouraged to use the Assessment Calendar at the end of this booklet as notification of upcoming assessments.

### In-class assessment tasks / Examinations

- Students must be present for examinations. If they are absent, they need to present a note from a parent/carer/guardian explaining their absence. No penalty will occur if a note with a legitimate reason is provided.
- Absence from an examination or in class task will incur a 20% penalty if no satisfactory reason is given by a parent, carer or guardian.
- Failure to sit a negotiated substitute task will result in a zero being awarded for this task.
- Refusal to do a task will result in a zero mark being awarded for this task.
- Absences through school approved activities such as representation at sporting knockouts do not require a note from a parent or carer. Alternative arrangements will be provided to the student without penalty.

### Take-home assessment tasks

- Usually, two weeks’ notice will be given for a research or take-home task. The due date is the last day the task can be handed in without penalty.
- Tasks submitted late will incur a 10% penalty per day for up to 5 days. Tasks submitted after two weeks (10 school days) will receive a zero mark.
- Students who miss tasks due to misadventure (with an approved illness/misadventure form) may be given an extension or an estimate as determined by the teacher and the Head Teacher.
- Refusal to complete a task will result in a zero mark being awarded for the task.

## Plagiarism and Malpractice in Assessment Tasks

Plagiarism is defined as the practice of taking someone else’s work and claiming it as your own. Using another’s work as your own is not only bad practice, but it also means that you have failed to complete the learning process.

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It can include copying someone else's work, cheating during an exam in any form, or providing false information for not submitting an assessment task on time. Malpractice in assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual, and disadvantaging other students.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Students who have completely plagiarised their assessment will receive a zero and a letter of concern (Years 7-9). Students must show ethical scholarship by learning how to summarise and write in their own words.

## **Misbehaviour and electronic devices during Assessment Tasks and Examinations**

In 2018, the New South Wales Education Standards Authority (NESA) issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations and may receive a zero for contravening this policy. To reinforce this message in the junior school, students will not be allowed to use electronic devices, unless prescribed in the assessment.

If a student finishes an examination before the allocated time, they are encouraged to use this time to review and edit their answers.

Students who misbehave during examinations will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the assessment.

# My Year 8 Assessment Calendar

Highlight your assessment tasks on this calendar to help you organise your time.

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	Mathematics cycle test (every fortnight)
Week 5	Task 1: Music, Science (Week 5/6)
Week 6	Task 1: Geography, PDHPE (Weeks 6 -10), Visual Arts (Tasks 1 and 2)
Week 7	
Week 8	Task 1: English
Week 9	
Week 10	
Week 11	
Term 2	
Week 1	Mathematics Semester 1 Project
Week 2	
Week 3	Task 2: PDHPE, Science
Week 4	Task 2: Music
Week 5	Task 1: Technology Mandatory Task 2: English, Geography Task 3 – Examination: Music
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Term 3	
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	<b>Task 3:</b> Science (Week 4/5)
<b>Week 5</b>	<b>Task 1:</b> Music
<b>Week 6</b>	<b>Task 3:</b> (Weeks 6 – 10)
<b>Week 7</b>	<b>Task 1:</b> History
<b>Week 8</b>	<b>Task 3:</b> English
<b>Week 9</b>	
<b>Week 10</b>	<b>Task 4:</b> PDHPE Mathematics Semester 2 Project
Term 4	
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	<b>Task 2:</b> Music, Technology mandatory, Visual Arts ( <b>Tasks 1 and 2</b> ) <b>Task 3 – Examination:</b> Music
<b>Week 5</b>	<b>Task 4 – Examination:</b> English, History, Music, Science, Technology Mandatory, Visual Arts task 2 <b>Task 5:</b> VALID External Test
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	

# Assessment Schedules

Assessment schedules for each course begin on the next page.



## Year 8 English 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	<b>Creative Composition</b>	EN4-1A, EN4-2A, EN4-4B, EN4-5C	Term 1 Week 8	<b>25</b>
2	<b>Comprehension</b>	EN4-1A, EN4-3B, EN4-4B, EN4-7C	Term 2 Week 5	<b>25</b>
3	<b>Analytical Response</b>	EN4-1A, EN4-2A, EN4-5C, EN4-8D, EN4-9E	Term 3 Week 8	<b>25</b>
4	<b>Examination</b>	EN4-1A, EN4-3B, EN4-5C, EN4-6C	Term 4 Week 4/5	<b>25</b>
<b>Total</b>				<b>100</b>

### Syllabus outcomes

A student:

- 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

## Year 8 Geography 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Project	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-7, GE4-8	Term 1 Week 6	50
2	Examination	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7,	Term 2 Week 5	50
<b>Total</b>				<b>100</b>

### Syllabus outcomes

A student:

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

**GE4-2** describes processes and influences that form and transform places and environments

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

**GE4-4** examines perspectives of people and organisations on a range of geographical issues

**GE4-5** discusses management of places and environments for their sustainability

**GE4-6** explains differences in human well-being

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

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

## Year 8 History 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Project	HT4-2, HT4-3, HT4-4, HT4-5, HT4-8, HT4-9, HT4-10	Term 3 Week 7	50
2	Examination	HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-9	Term 4 Week 5	50
<b>Total</b>				<b>100</b>

### Syllabus outcomes

A student:

- HT4-1** describes the nature of history and archaeology and explains their contribution to an understanding of the past
- 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 Mathematics 2023

Task Description	Outcomes	Due Date	Weighting %
Cycle Tests	Will vary for each student. Some or all of the outcomes listed below may be assessed.	Fortnightly From Term 1 Week 4	60
Semester 1 Project		Term 2, Week 1	20
Semester 2 Project		Term 3, Week 10	20
<b>Total</b>			<b>100</b>

Note: Examinations are held for Semester 1 and 2 but are not included in the weighting as they are individualised and based on what the student has mastered throughout the semester.

### Syllabus outcomes

(Stage 4 outcomes listed; however, students may be working on other stages and on content working towards or beyond Stage 4 depending on each individual student's pathway)

A student:

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 ratios 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

MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

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

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

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

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

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, and determines congruent triangles to find unknown side lengths and angles

MA4-18MG identifies and uses angle relationships, including those related to transversals 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

## Year 8 Music 2023

Task No.	Task Description	Outcomes	Semester 1 Due Date	Semester 2 Due Date	Weighting %
1	Performance	4.1, 4.2, 4.3, 4.11, 4.12	Term 1 Week 5	Term 3 Week 5	25
2	Composition	4.1, 4.2, 4.3, 4.4, 4.5, 4.11, 4.12	Term 2 Week 4	Term 4 Week 4	25
3	Written Exam Listening Exam	4.4, 4.7, 4.8, 4.9, 4.11, 4.12	Term 2 Week 5/6	Term 4 Week 4/5	50
<b>Total</b>					<b>100</b>

### Syllabus outcomes

A student:

- 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
- 4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Year 8 PDHPE 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Target Games	PD4-4, PD4-5, PD4-11	Term 1 Weeks 6-10	25
2	Relationships Pamphlet	PD4-2, PD-3, PD4-9, PD4-10	Term 2 Week 3	25
3	Space Invaders - Soccer	PD4-4, PD4-5, PD4-11	Term 3 Weeks 6-10	25
4	To Use or Not to Use Task	PD4-1, PD4-2, PD4-6, PD4-7	Term 3 Week 10	25
<b>Total</b>				<b>100</b>

### Syllabus outcomes

A student:

**PD4-1** examines and evaluates strategies to manage current and future challenges

**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 strategies, behaviours and resources to promote health, safety, wellbeing and physically active communities

**PD4-8** plans for and participates in activities that encourage health and a lifetime of 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

## Year 8 Science 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	First-Hand Investigation (Separating Mixtures)	SC4-5WS, SC4-6WS, SC4-17CW	Term 1 Week 5/6	25
2	Energy Research Task	SC4-11PW, SC4-8WS, SC4- 9WS	Term 2 Week 2	25
3	Student Research Project	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS	Term 3 Week 4/5	25
4	Yearly Examination	All outcomes may be assessed	Term 4 Week 4/5	25
5	VALID 8 External Test	All outcomes may be assessed. Including content from Year 7	Term 4	0
<b>Total</b>				<b>100</b>

### Syllabus outcomes

A student:

- SC4-1VA** appreciates the importance of science in their lives and the role of scientific inquiry 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
- SC4-3VA** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- 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
- SC4-10PW** 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
- SC4-12ES** describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- 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 Mandatory 2023

Semester	Task Description	Outcomes	Due Date	Weighting %
1	Folio	TE4-1DP, TE4-2DP, TE4-3DP	Term 2 Week 5	10
	Practical	TE4-1DP, TE4-2DP, TE4-3DP		25
	Classwork	TE4-5AG, TE4-6FO OR TE4-8EN OR TE4-9MA		15
2	Folio	TE4-1DP, TE4-2DP, TE4-3DP	Term 4 Week 5	10
	Practical	TE4-1DP, TE4-2DP, TE4-3DP		25
	Classwork	TE4-5AG, TE4-6FO OR TE4-8EN OR TE4-9MA		15
<b>Total</b>				<b>100</b>

### Syllabus outcomes

#### Design and Production Skills

A student:

- 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

#### Knowledge and Understanding

A student:

- 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



## Year 8 Visual Arts 2023

Task No.	Task Description	Outcomes	Semester 1 Due Date	Semester 2 Due Date	Weighting %
1	<b>Visual Arts Process Diary</b>	4.8, 4.9, 4.10	Term 2 Week 6	Term 4 Week 4	30
2	<b>Progressive Body of Work</b>	4.1, 4.3, 4.4, 4.6	Term 2 Week 6	Term 4 Week 4	70
<b>Total</b>					<b>100</b>

### Syllabus outcomes

A student:

- 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

# Appendix I

## Application for Assessment Task Consideration – Illness/Misadventure

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No.</b>		<b>Due Date:</b>		<b>Task Weighting</b>	
<b>Task Description</b>					
.....					
.....					

<b>Reason for absence:</b> (Attach evidence such as a medical certificate)
.....
.....
.....

<b>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</b>	
<b>Student Signature:</b> .....	<b>Date:</b> .....
<b>Parent/Guardian Signature:</b> .....	<b>Date:</b> .....

<b>Recommendation of Teacher/Head Teacher</b>
.....
.....

<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	

# Appendix II

## Application for Year 7-10 Assessment Task Consideration—Extension

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No.</b>		<b>Due Date:</b>		<b>Task Weighting</b>	
<b>Task Description</b>					
.....					

**I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached Evidence where possible).**

.....

.....

.....

**In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.**

**Student Signature:** ..... **Date:** .....

**Parent/Guardian Signature:** ..... **Date:** .....

**Recommendation of Teacher/Head Teacher**

.....

.....

<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	

# Appendix III

## Application for Appeal of the Assessment Procedure—Year 7-10

<b>Name:</b>		<b>Year:</b>		<b>Date:</b>	
<b>Subject:</b>		<b>Teacher:</b>			

<b>Task No.</b>		<b>Due Date:</b>		<b>Task Weighting</b>	
<b>Task Description</b>					
.....					
.....					

<b>Details of appeal</b>
.....
.....
.....

<p>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</p> <p><b>Student Signature:</b> ..... <b>Date:</b> .....</p> <p><b>Parent/Guardian Signature:</b> ..... <b>Date:</b> .....</p>
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<b>Recommendation of Teacher/Head Teacher</b>
.....
.....

<b>Signature of Teacher/Head Teacher</b>		<b>Date</b>	
<b>Final Decision</b>		<b>Date</b>	
<b>Principal/DP Signature</b>		<b>Date</b>	
<b>Year Adviser Signature</b>		<b>Date</b>	