

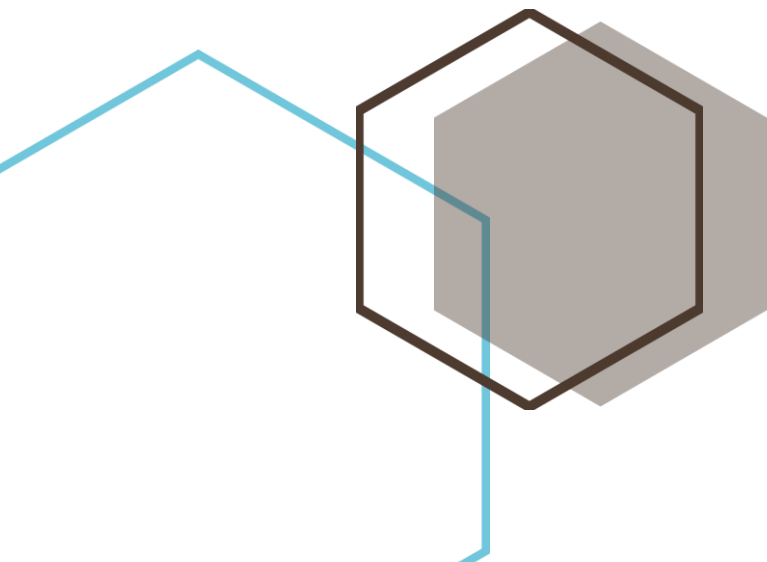


**LEETON HIGH SCHOOL**

**ASSESSMENT POLICY AND PROCEDURES**

**YEAR 8**

**2025**





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# Junior Assessment Policy

*This booklet outlines the Year 8 assessment policy and includes assessment schedules for all Year 8 courses.*

## Assessment and Course Requirements

### What are Assessment Tasks?

Assessment tasks are used to measure total student achievement throughout Year 8. They cover core syllabus content and outcomes, but do not include information about student attitudes, behaviour and conduct.

Student assessment marks are gathered during Year 8 through a variety of assessment tasks. These are used to allocate marks and grades for the Semesters 1 and 2 academic reports. 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 on page 4 and 5 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 is provided with a legitimate reason.
- 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 20% penalty per day for up to 5 days. Tasks submitted after this time will receive a score of zero.
- 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 7-8). Students must show ethical scholarship by learning how to summarise and write in their own words.

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

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.

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

# 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 (Semester 1)
Week 6	Task 1: Science
Week 7	Task 1: PDHPE (Week 7-11)
Week 8	Task 1 (Part A): History, Task 1: Visual Arts Semester 1
Week 9	
Week 10	Task 1: Mathematics Task 1 (Part B): History
Week 11	Task 1: English
Term 2	
Week 1	Task 2: History
Week 2	
Week 3	Task 2: PDHPE
Week 4	Task 2: Music Semester 1
Week 5	Task 1: Technology Mandatory Task 2: Science, Visual Arts Semester 1 Task 3 – Examination: Music Semester 1 (Week 5/6), History
Week 6	
Week 7	
Week 8	
Week 9	Task 2: Mathematics
Week 10	Task 2: English

Term 3	
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	<b>Task 1:</b> Music (Semester 2) <b>Task 3:</b> Science (Week 5/6)
<b>Week 6</b>	<b>Task 3:</b> PDHPE (Weeks 6 – 10)
<b>Week 7</b>	
<b>Week 8</b>	<b>Task 1:</b> Geography, <b>Task 1:</b> Visual Arts Semester 2 <b>Task 3:</b> English
<b>Week 9</b>	<b>Task 3:</b> Mathematics
<b>Week 10</b>	<b>Task 4:</b> PDHPE <b>Task 2:</b> Geography
Term 4	
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	VALID External Test – Science (Week ¾)
<b>Week 4</b>	<b>Task 2:</b> Music Semester 2
<b>Week 5</b>	<b>Task 2:</b> Technology mandatory (Week 5), Visual Arts Semester 2
<b>Week 6</b>	<b>Examinations:</b> English, Geography, Music, Science, Mathematics
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	

# Assessment Schedules

## Year 8 English 2025

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Imaginative	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01	Term 1 Week 11	20
2	Portfolio	EN4-RVL-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN-ECB-01	Term 2 Week 10	30
3	Multimodal	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01	Term 3 Week 8	30
4	Examination	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01	Term 4 Week 5/6	20
<b>Total</b>				<b>100</b>

### Syllabus outcomes

A student:

- EN4-RVL-01:** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- EN4-URB-01** Examines and explains how texts represent ideas, experiences and values
- EN4-URC-01** identifies and explains ways of valuing texts and the connections between them.
- EN4-ECA-01** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
- EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts



## Year 8 Geography 2025

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Project	GE4-2, GE4-3, GE4-4, GE4-5, GE4-8	Term 3 Week 8	40
2	Skills Test	GE4-1, GE4-7, GE4-8	Term 3 Week 10	20
3	Examination	GE4-2, GE4-3, GE4-5, GE4-6, GE4-7,	Term 4 Week 5	40
<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 2025

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Project	HT4-2, HT4-3, HT4-8, HT4-10	Term 1 Week 8 & 10	35
2	Skills Test	HT4-5, HT4-6, HT4-9	Term 2 Week 1	25
3	Examination	HT4-3, HT4-4, HT4-6, HT4-7, HT4-9	Term 2 Week 5	40
<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 2025

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	<b>Investigation Task Statistics</b>	MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02	Term 1 Week 10	<b>20</b>
2	<b>Topic Test</b>	MAO-WM-01, MA4-DAT-C-01, MA4-IND-C-01, MA4-ANG-C-01	Term 2 Week 9	<b>25</b>
3	<b>Summary Sheet Topic Test</b>	MAO-WM-01, MA4-ARE-C-01, MA4-VOL-C-01, MA4-RAT-C-01	Term 3 Week 9	<b>25</b>
4	<b>Yearly Examination</b>	All covered outcomes	Term 4 Week 5	<b>30</b>
<b>Total</b>				<b>100</b>

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

### Syllabus outcomes

A student:

- MAO-WM-01** develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
- MA4-INT-C-01** compares, orders and calculates with integers to solve problems
- MA4-FRC-C-01** represents and operates with fractions, decimals and percentages to solve problems
- MA4-RAT-C-01** solves problems involving ratios and rates, and analyses distance–time graphs
- MA4-ALG-C-01** generalises number properties to operate with algebraic expressions including expansion and factorisation
- MA4-IND-C-01** operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
- MA4-EQU-C-01** solves linear equations of up to 2 steps and quadratic equations of the form  $[ax]^2=c$
- MA4-LIN-C-01** creates and displays number patterns and finds graphical solutions to problems involving linear relationships
- MA4-LEN-C-01** applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
- MA4-PYT-C-01** applies Pythagoras' theorem to solve problems in various contexts
- MA4-ARE-C-01** applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
- MA4-VOL-C-01** applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
- MA4-ANG-C-01** applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
- MA4-GEO-C-01** identifies and applies the properties of triangles and quadrilaterals to solve problems
- MA4-DAT-C-01** classifies and displays data using a variety of graphical representations
- MA4-DAT-C-02** analyses simple datasets using measures of centre, range and shape of the data
- MA4-PRO-C-01** solves problems involving the probabilities of simple chance experiments

## Year 8 Music 2025

Task No.	Task Description	Outcomes	Semester 1 Due Date	Semester 2 Due Date	Weighting %
1	<b>Performance</b>	4.1, 4.2, 4.3, 4.11, 4.12	Term 1 Week 5	Term 3 Week 5	<b>25</b>
2	<b>Composition</b>	4.1, 4.2, 4.3, 4.4, 4.5, 4.11, 4.12	Term 2 Week 4	Term 4 Week 4	<b>25</b>
3	<b>Written Exam Listening Exam</b>	4.4, 4.7, 4.8, 4.9, 4.11, 4.12	Term 2 Week 5/6	Term 4 Week 5/6	<b>50</b>
<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 2025

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Target Games	PD4-4, PD4-5, PD4-11	Term 1 Weeks 7-11	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	Topic Test	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 2025

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	<b>First-Hand Investigation (Separating Mixtures)</b>	SC4-5WS, SC4-6WS, SC4-17CW	Term 1 Week 6	25
2	<b>Body Systems Task</b>	SC4-8WS, SC4- 9WS, SC4-14LW	Term 2 Week 5	25
3	<b>Student Research Project</b>	SC4-4WS, SC4-7WS, SC4-9WS	Term 3 Week 5	25
4	<b>Yearly Examination</b>	All outcomes may be assessed	Term 4 Week 5/6	25
<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 2025

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

A student:

#### Design and Production Skills

- 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

- 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 2025

Task No.	Task Description	Outcomes	Semester 1 Due Date	Semester 2 Due Date	Weighting %
1	Research Task	4.7, 4.8, 4.9, 4.10, 4.11	Term 1 Week 8	Term 3 Week 8	30
2	Progressive Body of Work	4.1, 4.2, 4.3, 4.4, 4.5	Term 2 Week 5	Term 4 Week 5	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: Illness/ Misadventure/ Extension Application Form

	<h3 style="margin: 0;">ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM</h3>	
Student Name:	Year:	
Subject:	Teacher:	
Task Name:	Weighting:          %	Date of Task:
Details of Illness/Misadventure/Extension Request		
Please tick all that apply:		
<input type="checkbox"/> School contacted	<input type="checkbox"/> Medical Certificates	<input type="checkbox"/> Written Statements Provided
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 Name:	Parent / Guardian Signature:	
Head Teacher Signature:	Date:	
<b>Decision – STAFF USE ONLY (tick one box only)</b>		
<input type="checkbox"/>	Zero Score to be recorded (N Award Warning Letter to be issued)	
<input type="checkbox"/>	Alternate Assessment Task to be set	
<input type="checkbox"/>	Extension of time granted until _____	
<input type="checkbox"/>	Estimate provided	
<input type="checkbox"/>	Other Action	
Principal / Deputy Principal Signature:		Date:

## Appendix II: Appeal of Assessment Procedure

	<b>APPEAL OF ASSESSMENT PROCEDURE</b>	
<b>Student Name:</b>	<b>Year:</b>	
<b>Subject:</b>	<b>Teacher:</b>	
<b>Task Name:</b>	<b>Weighting:</b> %	<b>Task Due Date:</b>
<b>Details of Appeal</b>		

<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 Name:</b>	<b>Parent / Guardian Signature:</b>
<b>Head Teacher Signature:</b>	<b>Date:</b>

<b>Recommendation of Teacher / Head Teacher</b>	
<b>Head Teacher Signature:</b>	<b>Date:</b>
<b>Decision</b>	
<b>Principal / Deputy Principal Signature:</b>	<b>Date:</b>