

**Year 8**

**Assessment**

**Handbook**

**2025**



**Respecting the past, embracing the future**

**Taree High School Contacts**

If you need to discuss any issues relating to Year 8 assessment, please contact the appropriate people listed below by calling the school on 6552 1166. If the issue relates to a particular course, then the Faculty Head Teacher is the person to speak to.

**Executive Principal:** Mr Nigel Reece

**2025 Deputy Principal:** Mrs Raylene Starke

**Head Teacher Administration:** Mrs Christine Kirby (REL)

**Head Teacher Welfare:** Mr Aaron Woodland (REL)

**Year Adviser:** Mrs Rochelle Payton-Clark

**Careers Adviser:** Mrs Gayle Houlahan

**Faculty Head Teachers:**

**English:** Mrs Kimberley Hawkins

**Mathematics:** Mr Mark Hamilton

**Science:** Mr Christopher King

**HSIE:**  Mr Christopher Collier

**PDHPE:** Mr Toby Gollan

**CAPA:** Ms Leanne Ralston

**TAS:** Mrs Barbara Tate (REL)

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***\* NESA= NSW Education Standards Authority***

**Assessment at Taree High School**

**Preamble**

The purpose of assessment is to provide information of student achievement and progress and to set the direction for ongoing teaching and learning.

**What is Assessment?**

Assessment of student learning involves describing student performance in relation to stated learning outcomes for each course. Providing appropriate quality learning programs for all Taree High School students is our principle core business. We are committed to implementing strategies that will address those stated outcomes.

**What is the purpose of Assessment?**

Assessment provides information for students, teachers and parents to compare what is known and can be demonstrated against statewide standards.

*Assessment takes many forms in the classroom:*

• Formal and informal observation and discussion with students

• Formal assessment tasks

• Comparing evidence of achievement with that of other students

• Comparing evidence of achievement against syllabus standards.

*Assessment provides vital information:* At the point of planning, along the way and at the end of a cycle in preparation for the next teaching and learning cycle.

**What is the K – 10 Curriculum Framework?**

The K – 10 Curriculum Framework establishes the guidelines of the NSW Education Standards Authority (NESA) curriculum for the compulsory years of schooling. Each course syllabus clearly sets out outcomes and standards that show what students are expected to know and be able to do at each stage from Year 7 to Year 10. This provides the basis for realistic assessment and meaningful reporting of student achievement.

**What is the Standards Framework?**

The syllabus outcomes that are provided at each stage are used as a standards framework to monitor student learning. From time-to-time teachers will make judgements about student achievement of syllabus outcomes on the basis of assessment evidence, and place them at the appropriate stage in the standards framework.

**What is an Outcomes-Focused Approach to Teaching & Learning and Assessment?**

The learning outcomes make up the mandatory element of the curriculum framework. When teachers design and develop learning programs and units of work to suit the needs of their students, they ensure that these programs include learning opportunities and enriching experiences for their students that are aimed at achieving the outcomes set out in the syllabus. The outcomes and standards enable teachers to describe learning achievement and to be clear about the standards or levels of performance required of students as they progress through schooling.

**Year 8 Assessment Policy 2025**

**Assessment Schedules**

Each course has an Assessment Schedule for the year. The schedule is a guide to enable students and teachers to plan their time in an efficient and effective manner. The Assessment Schedule is not fixed, as there are many reasons that a change may occur. If tasks are to change, students will be notified.

**Notification**

Teachers will provide written notification of each assessment task at least 2 weeks before it is due. This notification will inform students of the due date and the specific nature and value of the assessment task. It will also include a marking scale or set of criteria on which students will be assessed.

**Due Date**

Students are required to submit their assessment task prior to, or on, the due date.

**Standard Requirements**

Students are required to make a serious attempt at all of the tasks that are set out in the Assessment Schedule of each course. Students who do not meet this requirement may be deemed ‘Unsatisfactory’ in the course. The school will inform students and their parents, in writing, concerning unsatisfactory progress or non-completion of courses.

**Student Responsibilities**

***Students are responsible for:***

* Ensuring that they are present for assessment tasks
* Submitting their tasks on time
* Submitting tasks in printed form or electronically (after negotiation with the teacher)

***Note:***

1. Thumb drives containing an assessment task will not be accepted without an accompanying hard copy.

2. Problems with technology will not be accepted as a valid excuse for failure to submit an assessment task by the due date.

**Unexpected Absence**

A student who misses an assessment task through illness or misadventure may:

a) Submit the task at the earliest possible opportunity

b) Be given a substitute task on return to school, or

c) Be given an estimate for the task.

This will need to be negotiated with the teacher and Head Teacher of the course involved.

**Planned Absence**

Students who know that they will be absent on the day of an assessment task are responsible for informing the teacher prior to the absence to make an alternative arrangement.

**Late Submission of Assessment Tasks**

Should a student not submit an assessment task by the due date (without extension or acceptable explanation) a penalty of 10% of the marks will be deducted each day it is late. Once five school days have passed without submission, a zero will be awarded.

**Evidence of dishonesty**

Evidence of significant plagiarism and copying other students’ work and/or cheating, will constitute failure to complete the assessment task concerned, and a zero may be awarded for the task. Similar penalties may apply if a student knowingly allows their work to be copied. A bibliography must be submitted, where appropriate, with research tasks.

**Appeals**

Any student who believes that they have been treated differently to other students, or that a mistake has been made, must bring this to the attention of their classroom teacher as soon as possible. Any student who believes that assessment procedures were not followed may make an appeal to the Head Teacher.

**Procedure for Placement of Students in Classes**

In Year 8 classes are structured as follows:

* **English & Science:** An Enrichment class is formed based on Year 7 common assessments and in consultation with Year 7 teachers. All other classes are mixed ability.
* **Mathematics:** A rank order is established at the end of Year 7, based on common assessments and demonstrated mathematical ability.
* All other subject areas have mixed ability classes.

There are times, however, where students are moved into classes for non-academic reasons.

**Satisfactory Course Completion Requirements:**

During the course of their studies, students will be given many tasks that are designed to increase their skills and knowledge of the course material. It is important that all of these tasks are completed to the best of the student’s ability, in order to obtain maximum benefit from the courses. Only some of the tasks that students complete will be assessable, but it is a requirement to complete all set work, including homework, and submit it to the teacher on the due date.

Students must demonstrate to teachers that their effort and achievement are such that they have met the course requirements.

Where a student is deemed ‘unsatisfactory’ it indicates that the student has failed to meet one or more of the following requirements:

(a) Followed the course developed and endorsed by NESA

(b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and/or

(c) Achieved some or all of the course outcomes.

**Year 8 Elective Courses**

One of our priorities at Taree High School is to provide a broad and engaging curriculum for our students. In line with this, Year 8 students study two semester-long, interest-based electives that form an important part of their studies. These courses involve mandatory assessment tasks that form the basis of outcomes-based assessment where grades are determined and reported on in the relevant semester reports.

**NESA General Performance Descriptors**

|  |  |
| --- | --- |
| **A** | 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** | The student has a thorough knowledge and understanding of the content and a high level of competence in the processed and skills. In addition, the student is able to apply this knowledge and these skills to most situations.  |
| **C** | 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.  |
| **D** | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.  |
| **E** | The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processed skills. |

**Satisfactory Attendance Record:**

Students who have an unsatisfactory attendance record run the risk of not meeting course requirements. Students who are likely to be absent from school for a significant period of time because of illness, injury, etc. must notify their Year Adviser or Year Deputy. Where possible, ‘catch up work’ will be set in order for students to satisfactorily complete course requirements.

***Reporting:***

**What is reporting?**

Reporting is the process of identifying, gathering and interpreting information gained from the assessment process, about student achievement and progress. Students should receive written feedback for assessment tasks within 2 to 3 weeks of submission where practicable.

**What is the purpose of reporting?**

The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students’ learning achievements and progress are also reported to other schools and to employers.

**2025 Reporting Dates:**

Semester 1 Reports Term 2, Week 10

Semester 2 Reports Term 4, Week 10

These are anticipated dates and may vary due to unforeseen circumstances. Actual dates will be published in the school newsletter at the time of issue.

**Referencing Research & Assessment Tasks**

When you are given a research task, you need to find and use information that other people have created. However, it is not acceptable to copy straight out of a book or cut and paste information from the internet without using quotation marks and stating where the information came from (acknowledging your source). Even changing the words but keeping the ideas (paraphrasing) requires citation (also called referencing).

***All assessment tasks must contain a reference list or you will receive zero for that task, which will be recorded as a non-attempt.***

**Plagiarism**

**What is it?**

Plagiarism is taking the words or ideas of other people and pretending they are your own. If you do not cite the sources you have used, in a bibliography or reference list, then you are plagiarising.

**Why does it matter?**

* Authors own their own words and ideas, so using them, without acknowledgement, is cheating, dishonest and unethical.
* You are not developing important skills and knowledge.
* There are penalties if you plagiarise.

**Why does plagiarism happen?**

* Sometimes it is outright and intentional cheating.
* Sometimes it is the result of not knowing that referencing is required or how to cite references in a bibliography or reference list.

**What strategies can be employed to avoid plagiarism?**

* Be honest and ethical. Acknowledge sources appropriately.
* Learn to paraphrase correctly.
* Plan and organise your researching techniques and your time.

*Tip: Use BibMe website (APA formatting) to record each resource – it will automatically compile your Reference List for you.*

**Plagiarism can be detected, often very easily by:**

* Identifying different writing styles in an assessment task.
* Not including a bibliography or reference list.
* Identifying when two assignments are similar or identical.
* Using plagiarism detection software (It is as simple as your teacher typing in a section of your assignment into Google to see where it came from).

*The above was adapted from: NESA. (2006). HSC: All my own work. Retrieved June 23rd 2008, from http://amow.boardofstudies.nsw.edu.au*

**Always cite the following sources:**

Internet – websites & emails CD ROMS & DVDs books artworks

Magazines/newspapers Pamphlets maps others students’ work

Encyclopaedia articles TV programs music movies

Personal interviews letters journals pictures

Paraphrases, summaries advertisements quotations blogs

**Note: There is no need to cite:**

• When using common knowledge,

• Your own experiences or experimental results.

**Artificial Intelligence in School Assessment Task**

**The Use of Artificial Intelligence in School Assessment Tasks by Students at Taree High School**

**Purpose:**

This policy prohibits the use of artificial intelligence (AI) in assessment tasks at Taree High School to maintain academic integrity and promote fair evaluation of students' knowledge and skills. Taree High School's stance on the use of AI by students in assessments is outlined in this policy; however, AI will continue to be utilised in educational programs and instruction.

**Policy:**

1. AI tools, software, or any other form of technology will not be permitted in assessment tasks at Taree High School, including tests, quizzes, exams, essays, and projects.
2. Assessment tasks will be designed by teachers to require students to demonstrate their own knowledge and skills without the use of AI.
3. Assessment Tasks in Year 10, 11 and 12 will be submitted through “turnitin”.
4. Any student found using AI in assessment tasks will face penalties, which may include a zero grade, an N Warning Letter, or resitting the task. For Stage 6 students, the use of AI may result in being entered on the NSW Education Standards Authority (NESA) academic malpractice register.

**Rationale:**

Assessment tasks are vital in evaluating students' knowledge and skills, and Taree High School must ensure that the evaluation process is fair and reliable. The use of AI in assessment tasks can compromise academic integrity and provide students with an unfair advantage. NESA prohibits the use of AI in the HSC and recommends that schools implement policies to prevent its use in other assessments. This policy aligns with NESA's guidelines and aims to promote fair and ethical evaluation practices at Taree High School.

**Bibliographic details:**

**BOOK –**

Author/editor. (Year of publication). Title (edition). Place of publication: Publisher.

*Note:* Bibliographic information for books is located on the title page and copyright page (on the back of the title page) of each book. e.g. Inskipp, C. (2016). Conserving Fresh Water. London: Evans Brothers, Ltd.

**WEBSITE –**

Author/organisation. (Publication Date). : ‘Page title’. Website title. Retrieved date accessed, from web address

*Note:* Copy and paste web addresses for accuracy, rather than retyping. e.g. Human Rights and Equal Opportunity Commission. (2015, November 21).

Bringing them home: The ‘stolen children report. Retrieved August 8 2016, from http://www.hreoc.gov.au/social\_justice/stolen\_children/index.html

**MAGAZINE ARTICLE –**

Author. (Publication Date). Article title. Magazine title, no./month, page/s. e.g. Lawrie, K. (March, 2016).

The Salinity Threat. Issue no. 78, p31-35.

**NEWSPAPER ARTICLE –**

Author. (Publication date). Article title. Newspaper title, Page numbers. e.g. Wade, M. (2016, June 28).

The big squeeze. The Sydney Morning Herald, p.1.

Year 8

Assessment Schedules

2025

Core Subjects



**ENGLISH**

Year 8 Assessment Schedule

|  |
| --- |
| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| 1. Close Study of a Novel
2. The Media
 | 1. Picture Books
2. Fairytale Appropriations
 |

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| --- |
| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Skills in Speaking and Listening  |
| **DRS 2** | Skills in Reading |
| **DRS 3** | Skills in Writing  |
| **DRS 4** | Skills in Viewing and Representing  |

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| --- | --- | --- | --- | --- | --- |
| **Components** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **DRS Weightings** |
| **Novel Tasks** | **In-class test:** **Comprehension**  | **Imaginative Task – viewing and representing**  | **Imaginative Task – Writing**  |
| **DRS 1** |  |  | 5 |  | **5** |
| **DRS 2** | 10 | 5 |  |  | **15** |
| **DRS 3** | 15 | 15 | 10 | 25 | **65** |
| **DRS 4** |  | 5 | 10 |  | **15** |
| **TASK WEIGHTING** | 25 | 25 | 25 | 25 | **100** |



**GEOGRAPHY**

Year 8 Assessment Schedule

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| **AREA OF STUDY** |
| 1. Water in the World
2. Interconnections
 |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Skill in acquiring, processing and communicating geographical information  |
| **DRS 2** | Skills in choosing and applying appropriate geographical tools |
| **DRS 3** | Knowledge and understanding about the processes that influence, and that forms and transform places and environments  |
| **DRS 4** | Knowledge and understanding of management of places for sustainability and connections between people, place and environments |

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| --- | --- | --- | --- |
| **Components** | **Task 1** | **Task 2** | **DRS Weightings** |
| **Skills/Research Task** | **Examination** |
| **DRS 1** | 10 | 10 | **20** |
| **DRS 2** | 5 | 20 | **25** |
| **DRS 3** | 20 |  | **20** |
| **DRS 4** | 15 | 20 | **35** |
| **TASK WEIGHTING** | **50** | **50** | **100** |



**HISTORY**

Year 8 Assessment Schedule

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| **TOPICS** |
| 1. Term 1/2: Medieval Europe/Japan Under the Shoguns
2. Term 3/4: Aboriginal and Indigenous Peoples/Colonisation and Contact
 |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Knowledge and understanding of the nature of history, past societies and periods and their legacy  |
| **DRS 2** | Knowledge and understanding of Aboriginal and indigenous people of the world and the nature of contact history  |
| **DRS 3** | Skills in understanding the process of historical inquiry  |
| **DRS 4** | Skills in communicating an understanding of history  |

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| **Components** | **Task 1 (Terms 1 & 2)** | **Task 2 (Terms 3 & 4)** | **DRS Weightings** |
|  **Research Task** | **Examination**  |
| **DRS 1** |  | 20 | **20** |
| **DRS 2** | 20 |  | **20** |
| **DRS 3** |  | 20 | **20** |
| **DRS 4** | 20 | 20 | **40** |
| **TASK WEIGHTING** | **40** | **60** | **100** |



**MANDATORY TECHNOLOGY – Ag Food & Materials**

Year 8 Assessment Schedule

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| **COURSE OUTLINE** |
| A practical course in which students will complete two units of work. Each unit will include practical work with the majority of materials supplied by the school with costs covered by a subject contribution. This contribution will cover ingredients for food practical tasks and supplied for the ‘Fantastic Food’ unit of work. During the Monster unit of work students will be required to supply their own embellishments and fibre fill /toy stuffing for their chosen brief.  |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Knowledge and understanding of and skills in the responsible selection and safe use of materials, tools and techniques |
| **DRS 2** | Knowledge of and skills in researching, experimenting, generating and communicating creative design ideas and solutions |
| **DRS 3** | Knowledge of and skills in managing quality solutions to successful completion  |
| **DRS 4** | Competently uses a range of information and communication technologies in the development of design projects |

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| --- | --- | --- | --- | --- |
| **Components** | **Task 1** | **Task 2** | **Task 3** | **DRS Weightings** |
| **Set Practical and Samples** | **Design Brief Solutions**  | **Research Assignment**  |
| **DRS 1** | 20 | 10 |  | **30** |
| **DRS 2** | 10 |  | 10 | **20** |
| **DRS 3** | 10 |  | 10 | **20** |
| **DRS 4** | 10 | 10 | 10 | **30** |
| **TASK WEIGHTING** | 50 | 20 | 30 | **100** |

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| --- | --- |
| **Course Requirements** | Fully enclosed leather shoes with solid soles |



**MANDATORY TECHNOLOGY – Engineering**

Year 8 Assessment Schedule

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| **COURSE OUTLINE** |
| A course in which students will complete units of work depending on the context and qualifications of the teacher. Each unit will include practical work with the majority of materials supplied by the school with costs covered by a subject contribution. Possible units are Food Engineering, Engineering with wood and general Engineering making kites. |

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| **REPORTS STATEMENT (DRS)**  |
| **DRS 1** | Knowledge and understanding of and skills in the responsible selection and safe use of materials, tools and techniques  |
| **DRS 2** | Knowledge of and skills in researching, experimenting, generating and communicating creative design ideas and solutions |
| **DRS 3** | Explain how force, motion and energy are used in engineered systems |
| **DRS 4** | Competently uses a range of information and communication technologies in the development of design projects |

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| --- | --- | --- | --- | --- |
| **Components** | **Task 1** | **Task 2** | **Task 3** | **DRS Weightings** |
| **Set Practical and Samples** | **Design Brief Solutions**  | **Design Folio ICT**  |
| **DRS 1** | 20 | 10 | 0 | **30** |
| **DRS 2** | 10 | 10 | 10 | **30** |
| **DRS 3** |  |  | 10 | **10** |
| **DRS 4** | 10 | 10 | 10 | **30** |
| **TASK WEIGHTING** | **40** | **30** | **30** | **100** |

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| --- | --- |
| **Course Requirements:** | Fully enclosed leather shoes with solid soles |

 

**MATHEMATICS**

Year 8 Assessment Schedule

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| **UNITS OF STUDY** |
| 1. Probability 2
2. Algebraic Techniques 2
3. Linear relationship
4. Indices
5. Properties & Geometrical Figures 2
6. Rations and Rates
 | 1. Equations
2. Length and Area (Circle)
3. Right-angle triangles (Pythagoras)
4. Volume
5. Data collection & representation
6. Single variable data analysis
 |

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| **REPORTS STATEMENT (DRS)**  |
| **DRS 1** | Skills, knowledge and understanding of Numbers and Algebra |
| **DRS 2** | Skills, knowledge and understanding of Measurements and Geometry  |
| **DRS 3** | Skills, knowledge and understanding of Statistics and Probability  |
| **DRS 4** | Applied diligence and sustained effort to the set tasks and experience that the school provided in the course  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Components** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **DRS Weightings** |
| **Topic Test** | **Topic Test** | **Investigative Test** | **Topic Test**  | **Due Diligence** |
| **DRS 1** | 15 | 10 | 5 | 10 |  | **40** |
| **DRS 2** |  | 15 | 10 |  |  | **25** |
| **DRS 3** | 10 |  |  | 15 |  | **25** |
| **DRS 4** |  |  |  |  | 10 | **10** |
| **TASK WEIGHTING** | 25 | 25 | 15 | 25 | 10 | **100** |



**MUSIC**

Year 8 Assessment Schedule

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| **UNITS OF STUDY** |
| 1. Cool Runnings
2. Lion King
 | 1. Over the Hedge
2. Tarzan
 |

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| **REPORT STATEMENT (DRS)** |
| **Performance**  | Skill in performance using musical concepts  |
| **Composition**  | Understanding of musical creations through composition  |
| **Listening/Research**  | Knowledge of musical concepts through listening and research  |

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| **Components** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **DRS Weightings** |
| **Film Music Songs** | **Creative Tasks** | **Concept Listening** | **Film Music Songs** |
| **Performance**  | 30 |  |  | 10 | **40** |
| **Composition**  |  | 30 |  |  | **30** |
| **Listening / Research**  |  |  | 30 |  | **30** |
| **TASK WEIGHTING** | 30 | 30 | 30 | 10 | **100** |

|  |  |
| --- | --- |
| **Course Requirements** | * Music book with manuscript
* Course fee $10
 |



**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

Year 8 Assessment Schedule

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| **UNIT OF STUDY** |
| **Semester 1** | **Semester 2** |
|  **Emergency Care:** * *First Aid Principles*
* *Risk Assessment*
* *The 4 B’s*
* *Illness*
* *CPR*
* *Sport Medicine: -*

*of Injuries** *TOTPAS, RICER, HARM, Prevention*
* *Safe Sporting Environment*
* *Scenarios*

**Practical** * *Athletics*
* *Safety Aspect*
 | **Activity for Me:** * *Body Systems for movement*
* *Fitness components*
* *Analysing Games Demands*
* *Health & Activity Guidelines*
* *FITT*
* *Influences of PA Patterns*
* *Benefits of PA*
* *Types of PA & Games*
* *Cultural Influence*

**Practical:** * *Fitness testing Games – Safety Aspects*
* *Performance*
 |  **Protective Behaviours:** * *Reproductive Systems*
* *Functions & Health Issues*
* *Sexuality: Expectations Feeling & Relationship*
* *Consequences: Reproduction, STI’s Pregnancy, Childbirth*
* *Drug Issues: Classifications, Effects The drug triangle*
* *Consequences: Protective Strategies*
* *Case Studies: Cannabis, Alcohol*

**Practical:** * *Movement, composition, and performance*
* *Games*
 | **I Connect:*** *Types*
* *Characteristics*
* *Communication Skills*
* *Respect*
* *Recognising Harmful Relationships*
* *Influences, Role Models,*
* *Social Media*
* *Changing Nature*

**Practical:** * *Games*
* *Safety Aspects*
* *Performance*
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| **REPORT OUTCOMES (DRS)** |
| **DRS 1** | Knowledge and understanding of the factors that influence personal and community health  |
| **DRS 2** | Application and management of adolescent health risk behaviours  |
| **DRS 3** | Confidence and skills in a range of physical activities  |

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| **Components** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **DRS Weightings** |
| **Mid-Course Exam** | **Practical Athletics, Fitness Work & Games**  | **Fitness Profile & Analysis** | **Course Examination**  | **Movement, composition & Performance**  |
| **DRS 1** | 10 |  | 10 | 10 |  | **30** |
| **DRS 2** |  |  | 15 | 15 |  | **30** |
| **DRS 3** |  | 20 |  |  | 20 | **40** |
| **TASK****WEIGHTINGS** | **10** | **20** | **25** | **25** | **20** | **100** |



**SCIENCE**

Year 8 Assessment Schedule

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| **UNIT OF STUDY** |
| **Semester 1** | **Semester 2** |
| * Introduction to Science
* Living Things
* Particles
* Ecology & Resources
 | * SRP
* Chemical at Home
* Plants
* Elective
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| **REPORT OUTCOMES (DRS)** |
| **DRS 1** | Understanding & Knowledge of Science  |
| **DRS 2** | Working Scientifically  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Components** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **DRS Weightings** |
| **Practical Portfolio 1**  | **Semester 1 Exam** | **Students Research Project** | **Practical Portfolio 2**  | **VALID8 Testing****Term 4** |
| **DRS 1** | 5 | 20 | 10 | 5 | 0 | **40** |
| **DRS 2** | 20 | 10 | 10 | 20 | 0 | **60** |
| **TASK****WEIGHTINGS** | **25** | **30** | **20** | **25** | **0** | **100** |



**VISUAL ARTS**

Year 8 Assessment Schedule

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| **UNIT OF STUDY** |
| 1. Other Living Things
 | Abstract Landscape Painting Still LifeVAPDTheory  |

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| **REPORT STATEMENT (DRS)** |
| **Making**  | Knowledge, understanding and skills to make artworks |
| **Critical Historical Studies**  | Knowledge, understanding and skills to critically and historically interpret art |
| **Visual Art Process Diary** | Recording of skills practice in a Visual Art Process Diary  |

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| **Components**  | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **DRS Weightings** |
| **Abstract Landscape Painting**  | **Still Life** | **Theory**  | **VAPD** |
| **Making**  | 35 | 35 |  |  | **70** |
| **Critical and Historical Studies** |  |  | 10 | 20 | **30** |
| **TASK WEIGHTINGS** | **35** | **35** | **10** | **20** | **100** |

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| **Course Requirements:** | * Visual Arts Process Diary (A4 sketchbook)
* A course fee of $10.00
* A 2B pencil
 |

Year 8

Assessment Schedules

2025

ELECTIVES



**AGRICULTURE**

Year 8 Assessment Schedule

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| **UNITS OF STUDY** |
| 1. Farm Safety
2. Season Vegetables
3. Preparing the Soil
4. Sowing Seedling
 | 1. Transplanting and Maintaining Seedling
2. Harvesting Vegetables
3. Alternate Methods of Propagating
4. Marketing Produce
 |

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| **REPORT STSEMENT (DRS)** |
| **DRS 1** | Knowledge, understanding of Agriculture  |
| **DRS 2**  | Working Scientifically  |

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| **Components** | **Task 1** | **Task 2** | **Task 3** | **DRS Weightings** |
| **Evidence of Diligence / Farm Work**  | **Vegetable Growing Portfolio**  | **Summative Exam**  |
| **DRS 1** |  | 10 | 30 | **40** |
| **DRS 2** | 40 | 10 | 10 | **60** |
| **TASK WEIGHTINGS** | **40** | **20** | **40** | **100** |
| **OUTCOMES ASSESED** | AG4-5, AG4-12, AG4-13, AG4-14 | AG4-5, AG4-6, AG4-8, AG4-9, AG4-11, AG4-12 | AG4-5, AG4-6, AG4-6, AG4-9, AG4-12, AG4-14 |  |

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| **Course Requirements** | * Enclosed Leather Footwear
* Hat and/or sunscreen
 |



**DIGITAL ART**

Year 8 Assessment Schedule

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| **UNITS OF STUDY** |
| 1. Line Portrait Body of Work
2. Structural Analysis
 | 1. Portrait Artwork
2. Digital Portfolio
3. Structural and Postmodern Analysis
 |

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| **REPORT STATEMENTS (DRS)** |
| **Making** | Knowledge, understanding and skills to make artworks |
| **Critical and Historical** **Studies** | Knowledge, understanding and skills to critically and historically interpret art |
| **Visual Art****Process Diary** | Recording of skills practice in a Digital Diary Portfolio |

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| **Components** | **TASK 1** | **TASK 2** | **Task 3** | **Task 4** | **DRS Weightings** |
| **Portrait**  | **Structural Analysis** | **Meme and Neon Portraits**  | **Postmodern Analysis** |
| **Making** | 35 |  | 35 |  | **70** |
| **Critical and Historical Studies** |  | 15 |  | **15** | **30** |
| **TASK WEIGHTING:** | **35** | **15** | **35** | **15** | **100** |

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| **Course Requirements** | * Course fee of $10.00
 |



**INDUSTRIAL TECHNOLOGY – Wood**

Year 8 Assessment Schedule

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| **REPORTS STATEMENTS (DRS)** |
| **DRS 1** | Knowledge and practice of safe and cooperative work practices within the workshop environment  |
| **DRS 2** | Identifies, selects and competently uses a range of hand and machine tool, equipment and processes to produce quality practical projects |
| **DRS 3** | Describes, and analyses a range of current, new and emerging technologies and their various applications  |
| **DRS 4** | Describes features uses to technologies and techniques appropriate to area of study |

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| **Components** | **Task 1** | **Task 2** | **Task 3** | **DRS Weightings** |
| **Practical Project** | **Practical Task** | **Research Assignment** |
| **DRS 1** | 15 | 15 |  | **30** |
| **DRS 2** | 30 | 30 |  | **60** |
| **DRS 3** |  |  | 5 | **5** |
| **DRS 4** |  |  | 5 | **5** |
| **TASK WEIGHTINGS** | **45** | **45** | **10** | **100** |

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| **Course Requirements** | Fully enclosed leather shoes with solid solesCourse Fee : $20 |



**INTRODUCTORY FOOD TECHNOLOGY**

Year 8 Assessment Schedule

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| **COURSE OUTLINE** |
| This unit provides students with the opportunity to sample some of the areas which they will study if the elect Food Technology course in Year 9 and 10. Students will participate in a variety of practical tasks which allow them to develop skills and knowledge of food preparation and presentation. Areas which will be studied include basic nutrition; development of new food production; special occasions which involve food; and, multicultural uses of foods. |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Work safely and hygienically in the kitchen  |
| **DRS 2** | Demonstrate a range of food preparation and presentation skills  |
| **DRS 3** | Develops and packages a new food product |
| **DRS 4** | Research influences on food selection and preparation  |

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| **Components**  | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **DRS Weightings** |
| **Culture Study** | **In-Class Activities**  | **New Food Products** | **Practical Tasks** |
| **DRS 1** |  |  |  | **20** | **20** |
| **DRS 2** | 10 |  |  | **20** | **30** |
| **DRS 3** |  |  | 20 |  | **20** |
| **DRS 4** | 10 | 20 |  |  | **30** |
| **TASK WEIGHTING** | **20** | **20** | **20** | **40** | **100** |



**MUSIC – Special Instrument**

Year 8 Assessment Schedule

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| **UNITS OF STUDY** |
| 1. Skills and Performance
 | 1. Theory and Listening
 |

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| **REPORT STATEMENTS (DRS)** |
| **Performance** | Ability to develop skills and perform pieces on a chosen instrument in a range of musical styles  |
| **Listening/Theory**  | Listening to and apply the musical concepts in response to a range of repertoire  |

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| **Components** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **DRS Weightings** |
| **Skills**  | **Class Song & Performance**  | **Theory Workbook & Listening** | **Final piece / Own Choice** |
| **Performance** | 30 | 30 |  | 20 | **80** |
| **Listening/****Theory**  |  |  | 20 |  | **20** |
| **TASK WEIGHTINGS:** | **30** | **30** | **20** | **20** | **100** |

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| **Course Requirements** | * Display folder
* Music Book with manuscript
* Course fee $10
 |



**THE SKILLED GAMES PERFORMER**

Year 8 Assessment Schedule

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| **UNITS OF STUDY** |
| 1. Factors Affecting Performance
2. Games analysis and development
 | 1. Sport History
2. Sports Nutrition
 |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Knowledge and understanding of the development of skilled games  |
| **DRS 2** | Application of a variety of factors which enhance skilled performance  |
| **DRS 3** | Participation and ability to transfer movement skills to a variety of games  |

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| **Components** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **DRS Weightings** |
| **Written Game Report** | **Games Presentation**  | **Course Exam** | **Practical Performance**  |
| **DRS 1** | 10 |  | 10 |  | **20** |
| **DRS 2** |  | 10 | 5 |  | **15** |
| **DRS 3** |  |  |  | 15 | **15** |
| **TASK WEIGHTINGS:** | **10** | **10** | **15** | **15** | **50** |

**YEAR 8 ASSESSMENT TASK CALENDAR 202**

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| **TERM 1** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **2 (A) Feb 3** – Feb 7 | SDD 3rd, 4th & 5th Feb |
| **3 (B)** Feb 10 – Feb 14 |  |
| **4 (A)** Feb 17 – Feb 21 |  |
| **5 (B)** Feb 24 – Feb 28 |  |
| **6 (A)** Mar 3 – Mar 7 |  |
| **7 (B)** Mar 10 – Mar 14 |  |
| **8 (A)** Mar 17 – Mar 21 |  |
| **9 (B)** Mar 24 – Mar 28 |  |
| **10 (A)** Mar 30 – Apr 4 |  |
| **11 (B)** Apr 7 – Apr 11  |  |

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| **TERM 2** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1 (A)** Apr 28 – May 2  | SDD 28th & 29th Apr  |
| **2 (B)** May 5 – May 9 |  |
| **3 (A)** May 12 – May 16  |  |
| **4 (B)** May 19 – May 23  |  |
| **5 (A)** May 26 – May 30  |  |
| **6 (B)** June 2 – June 6  |  |
| **7 (A)** June 9 – June 13  | Public Holiday 9th June  |
| **8 (B)** June 16 – June 20  |  |
| **9 (A)** June 23 – June 27  |  |
| **10 (B)** June 30 – July 4  |  |

**YEAR 8 ASSESSMENT TASK CALENDAR 2025**

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| **TERM 3** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1 (A)** July 21 – July 25  | SDD 21st July  |
| **2 (B)** July 28 – Aug 1 |  |
| **3 (A)** Aug 4 – Aug 8  |  |
| **4 (B)** Aug 11 – Aug 15 |  |
| **5 (A)** Aug 18 – Aug 22  |  |
| **6 (B)** Aug 25 – Aug 29  |  |
| **7 (A)** Sept 1 – Sept 5  |  |
| **8 (B)** Sept 8 – Sept 12  |  |
| **9 (A)** Sept 15 – Sept 19  |  |
| **10 (B)** Sept 22 – Sept 26  |  |

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| **TERM 4** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1 (A)** Oct 13 – Oct 17  | SDD 13th Oct  |
| **2 (B)** Oct 20 – Oct 24  |  |
| **3 (A)** Oct 27 – Oct 31 |  |
| **4 (B)** Nov 3 – Nov 7  |  |
| **5 (A)** Nov 10 – Nov 14  |  |
| **6 (B)** Nov 17 – Nov 21  |  |
| **7 (A)** Nov 24 – Nov28  |  |
| **8 (B)** Dec 1 – Dec 5  |  |
| **9 (A)** Dec 8 – Dec 12  |  |
| **10 (B)** Dec 15 – Dec 19  |  |