

**Year 8**

**Assessment Information**

**2024**

**Camden High School**

*Tradition Opportunity Innovation Success*

|  |  |
| --- | --- |
| Contents | |
| Year 8 Subjects | 4 |
| Camden High School Assessment Procedures | 5 |
| Junior Assessment Policy | 6 |
| Assessment Task Notification Template | 7 |
| Student Appeal Against Assessment Procedures | 8 |
| Year 8 Assessment Calendar | 9 |
| Assessment Schedules by Subjects | 13 |
| Directional Verbs | 22 |

|  |
| --- |
| YEAR 8 SUBJECTS |
| English |
| Human Society and its Environment (HSIE) - History |
| Human Society and its Environment (HSIE) - Geography |
| Mathematics |
| Personal Development, Health and Physical Education |
| Science |
| Technology Mandatory |
| Visual Arts |

**CAMDEN HIGH SCHOOL**

**ASSESSMENT PROCEDURES**

**What is assessment?**

Assessments represent an integral part of the teaching and learning process and as such all assessments that are set must be completed. Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.

Informal tasks and class work not included in the formal assessment schedule are of significance as they:

* Assist in skill and knowledge development.
* Identify areas for extension or remediation for the teacher and student.
* Provide opportunities for students to consolidate conceptual understanding.
* Provide evidence of sustained and diligent effort.

**Why is there school assessment?**

* It allows the student to be given credit for developing skills and knowledge over a period of time.
* It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
* It increases the accuracy of a student’s final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.

**What will assessment tasks look like?**

Some or all of the following, may form the assessment program:

* Oral/aural tests
* Reports
* Essays
* Assignments
* Research
* Submitted practical work
* Field work
* Oral presentations
* Practical performance
* Formal examinations

**How often will assessment tasks occur?**

Assessment tasks will occur regularly throughout each Year 8 course. The schedule of assessment tasks is set out in this booklet



**Junior Assessment Procedures**

**(For students in Years 7, 8 & 9)**

**Rationale:**

October 2019

Camden High School ensures that all assessment tasks undertaken in years 7, 8 and 9 meet the school and the **NSW Education Standards Authority (NESA)** requirements.

**Aim:**

* Every student will be made fully aware of NESA, School and KLA requirements for all formal assessment tasks.
* Consistent practices will be embedded across the school when formally assessing students

**Procedures:**

* All students will receive an assessment booklet each year that outlines when all tasks are due for all subjects studied.
* Students will receive a formal ‘Notification of Assessment Task’ at least 2 weeks prior to the submission date and they are expected to submit tasks by the due date with the Assessment Cover Sheetattached to the front of the task.
* All tasks should be submitted via the CANVAS platform, with the exception of practical tasks and formal examinations.
* All students are expected to submit or sit for all assessment tasks by the due date.
* An assessment task not submitted on time will be marked on a sliding scale:

1st day late: 10% maximum mark of 90

2nd day late: 20% maximum mark of 80

3rd day late: 30% maximum mark of 70

4th day late: 40% maximum mark of 60

5th day late: 50% maximum mark of 50; then 0 (weekends count as two days)

* Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by appropriate documentation, such as a doctor’s certificate. Technological issues, family holidays and other non-emergencies are not justifiable reasons for not completing an assessment task by the due date. The Head Teacher of the KLA will determine if the reason is acceptable.
* All junior assessment tasks will be marked using both a sliding number score as well as the correlating grade for the outcomes covered in each task (i.e. students will be awarded a mark and a grade).
* If a student requires an extension on an assessment task, the application for an extension must be in writing and submitted to the Head Teacher at least one week before the due date of the assessment.
* When a student fails to complete an assessment task due to a valid reason then the student will be given an amended due date for that task. In some instances, an alternate task may be provided. Students who are deemed to make a non-serious attemptat any assessment task will be awarded zero. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
* If a student fails to complete an assessment task then a ‘Missed Assessment Task’ warning letter will be sent to the parent/guardian indicating that the syllabus outcomes have not been achieved and the task has been awarded a zero mark.
* Work submitted in an assessment task must be only that of the student. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task they will receive a zero mark and the task will need to be re-submitted. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark as well.
* For all in-class tests, students must leave their bags at the front of the room or outside the classroom. Mobile phones must be switched off and out of sight. If students are caught talking or communicating with others during an exam then their test paper will be removed and a mark of zero may be issued, along with a letter sent home to the parents.
* Students who receive a zero mark in formal assessments will have that information recorded on their reports with an explanation provided in the comments section, identifying that the grade is not a true reflection of the student’s capabilities.
* If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process. An assessment task appeal form will need to be completed and submitted to the Head Teacher of the relevant KLA.
* All assessments should be marked and written feedback provided to the students within 3 weeks of the submission date.

**Evaluation:**

This document will be reviewed as part of the school’s three year review cycle.

December 2022

****

(Year of study and Subject Name)

(Topic) Assessment Task 2024

|  |  |
| --- | --- |
| **TOPIC**: Task Name | **MARKS:** / |
| **SUBMISSION REQUIREMENTS:** Day, date, week and method for task submission e.g. email, a specific time | **WEIGHTING:**  % |
| **OUTCOMES TO BE ASSESSED:**  Syllabus outcomes listed with number/code and description, with directional verb included in bold type. | |
| **DIRECTIONAL VERBS:**  For example:  **Explain** – show cause and effect or how and why | |
| **TASK DESCRIPTION:**  This will explain what the student is expected to do. All directional verbs being assessed will be used in the task description.  *For example: You are to write a report that* ***describes****…* | |
| **ASSESSMENT CRITERIA:**  This will include a breakdown of marks for each part of the task e.g. Part A out of 10, Part B out of 20. This is where students will receive instruction in plain language exactly what is expected of them to complete the task.  *For instance, you need to interview 10 people and represent this interview in both graphical form and a written analysis of the interviews findings.* | |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT MARKING CRITERIA** | | |
| Detailed, levels of achievement breakdown of marking benchmarks which deals specifically with each task component and syllabus outcome being assessed.  Includes rubric for assessment (e.g. you will be assessed on how well you...)  Provides a mechanism for giving constructive feedback to students. | **Mark** | **Grade** |

****

**Appeal Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: |  | | |
| Subject: |  | | |
| Task: |  | | |
| Due Date of Task: |  | Teacher: |  |
|  | | | |
| **Summary of Reason for Appeal** | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Student Signature: Date: | | | |
|  | | | |
| **Outcome of Appeal** | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Staff Signature: Date: | | | |

**YEAR 8 – Term 1 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B | WEEK  11A |
| ENGLISH |  |  |  |  |  |  |  |  |  |  | **X** |
| HSIE - HISTORY |  |  |  |  |  |  |  | **X** |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS |  |  |  |  |  |  | **X** |  |  |  |  |
| PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION |  |  |  |  |  |  |  |  | **X** |  |  |
| SCIENCE |  |  |  |  |  |  |  |  |  | **X** |  |
| TECHNOLOGY MANDATORY |  |  |  |  |  |  |  |  |  |  |  |
| VISUAL ARTS |  |  |  |  |  |  |  |  |  |  |  |

**YEAR 8 – Term 2 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| ENGLISH |  |  |  |  |  |  |  |  |  |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  | **X** |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS |  |  |  |  | **X** |  |  |  |  |  |
| PERSONAL DEVELOPMENT,  HEALTH & PHYSICAL EDUCATION |  |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  |  |  |  |
| TECHNOLOGY MANDATORY | **X** |  |  |  |  |  |  |  |  |  |
| VISUAL ARTS |  | **X** |  |  |  |  |  |  |  |  |

**YEAR 8 – Term 3 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| ENGLISH |  |  |  |  |  |  |  |  |  | **X** |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS |  |  |  |  |  |  |  |  | **X** |  |
| PERSONAL DEVELOPMENT,  HEALTH & PHYSICAL EDUCATION |  |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  | **X** |  |  |  |
| TECHNOLOGY MANDATORY |  |  | **X** |  |  |  |  |  |  |  |
| VISUAL ARTS |  |  |  | **X** |  |  |  |  |  |  |

**YEAR 8 – Term 4 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| ENGLISH |  |  |  |  |  |  |  |  |  |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS |  |  |  |  |  |  |  |  |  |  |
| PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION |  |  |  | **X** |  |  |  |  |  |  |
| SCIENCE |  | **X** |  |  |  |  |  |  |  |  |
| TECHNOLOGY MANDATORY |  |  |  |  | **X** |  |  |  |  |  |
| VISUAL ARTS |  |  |  |  | **X** |  |  |  |  |  |

**ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YEAR 8 ASSESSMENT TASK GRID**  **ENGLISH** | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **DUE DATE** |
| EN4-1A | EN4-2A | EN4-3B | EN4-4B | EN4-5C | EN4-6C | EN4-7D | EN4-8D | EN4-9E |
| Change Creative Writing Task with Reflection |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** | **X** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** | Term 1  Week 11 |
| Close Study of Text Persuasive Written Task | **X** | **X** | **X** |  |  |  | Term 3  Week 10 |
|  | | | | | | | | | | |
| 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 text 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 ASSESSMENT TASK GRID**  **HSIE - HISTORY** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| HT4-1 | HT4-2 | HT4-3 | HT4-4 | HT4-5 | HT4-6 | HT4-7 | HT4-8 | HT4-9 | HT4-10 |  |
| Viking Source Task | **ASSESSED IN YEAR 7** | **ASSESSED IN YEAR 7** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 7** | **X** | **ASSESSED IN YEAR 7** | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 8 |
| History Examination | **X** |  |  | **X** | Term 2  Week 10 |
|  | | | | | | | | | | | | |
| 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 | | | | | | | | | | |
| HT 4-9 | 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 ASSESSMENT TASK GRID**  **HSIE - GEOGRAPHY** | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | **DUE DATE** |
| GE4-1 | GE4-2 | GE4-3 | GE4-4 | GE4-5 | GE4-6 | GE4-7 | GE4-8 |
| Liveability Research Task | **ASSESSED IN YEAR 7** | **ASSESSED IN YEAR 7** | **X** | **X** | **ASSESSED IN YEAR 7** | **X** | **ASSESSED IN YEAR 7** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVTIES** | Term 3  Week 6 |
|  | | | | | | | | | | |
| 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 wellbeing | | | | | | | | |
| 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 ASSESSMENT TASK GRID**  **MATHEMATICS** | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | **DUE DATE** |
| MA4-1WM | MA4-2WM | MA4-3WM | MA4-4NA | MA4-5NA | MA4-6NA | MA4-7NA | MA4-8NA | MA4-9NA | MA4-10NA | MA4-11NA | MA4-12MG | MA4-13MG | MA4-14MG | MA4-15MG | MA4-16MG | MA4-17MG | MA4-18MG | MA4-19SP | MA4-20SP | MA4-21SP |
| Take Home Assignment on Finance | **X** |  |  | **Assessed in Year 7** | **X** | **X** |  |  |  |  |  | **Assessed in Year 7** | **Assessed in Year 7** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | **Assessed in Year 7** | **Assessed in Year 7** | **Assessed in Year 7** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 7 |
| Exam with Summary Sheet |  | **X** |  |  |  |  | **X** | **X** |  |  | **X** | Term 2  Week 5 |
| Term Examination |  |  | **X** |  |  | **X** |  |  | **X** | **X** |  | Term 3  Week 9 |
|  | | | | | | | | | | | | | | | | | | | | | | |
| 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 ASSESSMENT TASK GRID**  **PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **DUE DATE** |
| PD4.1 | PD4.2 | PD4.3 | PD4.4 | PD4.5 | PD4.6 | PD4.7 | PD4.8 | PD4.9 | PD4.10 | PD4.11 |
| Risky Business Written Task | **Assessed in Year 7** |  | **Assessed in Year 7** |  |  | **X** | **X** | **Assessed in Year 7** |  |  |  | Term 1  Week 9 |
| Athletics Practical Task |  | **X** |  |  |  |  |  | **X** | Term 1 & 2  Ongoing practical assessment |
| Invasion Games Practical Task |  |  | **X** |  |  |  | **X** |  | Term 3 & 4  Ongoing practical assessment |
| Yearly Examination | **X** |  |  | **X** |  | **X** |  |  | Term 4  Week 4 |
|  | | | | | | | | | | | | |
| 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 practices, 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 ASSESSMENT TASK GRID**  **SCIENCE** | | | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | **DUE DATE** |
| 4WS | 5WS | 6WS | 7WS | 8WS | 9WS | 10PW | 11PW | 12ES | 13ES | 14LW | 15LW | 16CW | 17CW |
| Conceptual Model - Body Systems | |  | **X** | **X** |  |  | **X** |  | **Assessed in Year 7** | **Assessed in Year 7** |  | **Assessed in Year 7** | **X** | **Assessed in Year 7** |  | Term 1  Week 10 |
| First Hand Investigation | | **X** | **X** | **X** | **X** |  |  |  |  |  | **X** | Term 3  Week 7 |
| Yearly Examination | |  |  |  |  | **X** |  | **X** | **X** | **X** | **X** | Term 4  Week 2 |
|  |  | | | | | | | | | | | | | | | |
| 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 ASSESSMENT TASK GRID**  **TECHNOLOGY MANDATORY** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| TE4-1DP | TE4-2DP | TE4-3DP | TE4-4DP | TE4-5AG | TE4-6FO | TE4-7DI | TE4-8EN | TE4-9MA | TE4-10TS |
| Agriculture Exam | **X** |  |  | **ASSESSED IN YEAR 7** | **X** |  | **ASSESSED IN YEAR 7** | **ASSESSED IN YEAR 7** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Week 12 of Rotation |
| Food Technologies Project |  |  | **X** |  | **X** |  | Week 12 of Rotation |
| Material Technologies Timber Folio |  | **X** |  |  |  | **X** | Week 12 of Rotation |
|  | | | | | | | | | | | |
| 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 processing 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 | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YEAR 8 ASSESSMENT TASK GRID**  **VISUAL ARTS** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 |
| Portrait Artworks and Art Studying Task | **X** |  | **X** |  |  |  | **X** |  | **X** |  | Term 2  Week 2 |
| Clay Sculpture and Artist Case Study |  | **X** |  | **X** |  |  |  | **X** |  | **X** | Term 3  Week 4 |
| 3D Cardboard Sculpture & Visual Arts Process Diary |  |  |  |  | **X** | **X** |  |  |  |  | Term 4  Week 5 |
|  | | | | | | | | | | | |
| 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 the 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 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 | | | | | | | | | | |

**Directional Verbs**

**Account -** Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse -** Identify components and the relationship between them; draw out and relate implications

**Apply -** Use, utilise, employ in a particular situation

**Appreciate -** Make a judgement about the value of

**Assess -** Make a judgement of value, quality, outcomes, results or size

**Calculate -** Ascertain/determine from given facts, figures or information

**Clarify -** Make clear or plain

**Classify -** Arrange or include in classes/categories

**Compare -** Show how things are similar or different

**Construct -** Make; build; put together items or arguments

**Contrast -** Show how things are different or opposite

**Critically (analyse/evaluate) -** Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce -** Draw conclusions

**Define -** State meaning and identify essential qualities

**Demonstrate -** Show by example

**Describe -** Provide characteristics and features

**Discuss -** Identify issues and provide points for and/or against

**Distinguish -** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate -** Make a judgement based on criteria; determine the value of

**Examine -** Inquire into

**Explain -** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract -** Choose relevant and/or appropriate details

**Extrapolate -** Infer from what is known

**Identify -** Recognise and name

**Interpret -** Draw meaning from

**Investigate -** Plan, inquire into and draw conclusions about

**Justify -** Support an argument or conclusion

**Outline -** Sketch in general terms; indicate the main features of

**Predict -** Suggest what may happen based on available information

**Propose -** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall -** Present remembered ideas, facts or experiences

**Recommend -** Provide reasons in favour

**Recount -** Retell a series of events

**Summarise -** Express, concisely, the relevant details

**Synthesise -** Putting together various elements to make a whole

**Note:** There may be a number of other verbs used in your syllabus that isn’t listed above. If this is the case, then you will need to create a definition for that verb and provide it to the students to provide a shared understanding.