

# Year 8

## Assessment Policy

# 2024

This document includes:

- **What are Assessment Tasks**
- **What are the rules surrounding Assessment Tasks**
- **Assessment—Disability Provisions**
- **Faculty Assessment Schedules**
- **Assessment Calendar**



# Gloucester High School

## Year 8 Assessment Policy

### What are Assessment Tasks?

Assessment Tasks measure student achievement throughout Year 8. They cover core syllabus content and outcomes but do not include information about student attitudes, behaviour or conduct.

Student assessment marks are gathered during Year 8 through a variety of Assessment Tasks and are used to allocate grades for academic reports. The descriptors appear below.

A	-	Excellent Achievement
B	-	High Achievement
C	-	Substantial Achievement
D	-	Satisfactory Achievement
E	-	Elementary Achievement

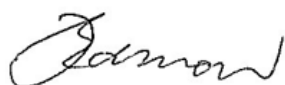
### What are the Rules surrounding Assessment Tasks?

- Students must be notified by the teacher that an Assessment Task is approaching. Notification of the task will be given to students a minimum of two weeks before the task date. Students will be informed of:
  - the type of task (test, assignment, oral presentation, etc);
  - the content covered by the task; and
  - the best way to prepare for the task (organisation, study etc).
- Assessment Tasks must be completed on or by the due date. If a student is sick or away on the due date, an explanatory note from home, a Doctor's Certificate or other documentation must be sent to their teacher as soon as possible. Phone contact with the school speaking with the student's teacher as early as possible would be greatly appreciated.
- Students who have missed a task will still need to complete that task, or an alternative task, immediately upon their return to school. Ideally, the student should see their teacher before school (that is, before 9 am) on the day of their return. Where the assessment task is an examination and the student is unable to return to school the following day to complete the examination, an estimate based on other evidence may be awarded.
- Unexplained or late submission of a task, a non-serious attempt or cheating, plagiarising or using of the work of others, may result in a zero mark being awarded for that task.

### Subject Assessment Schedules

The following pages contain the Assessment Schedules for each subject. These schedules outline the type of task, the weighting for each task and the due date (that is, the date assignments are due to be handed in, or when tests or practical examinations are to be conducted). Assessment Tasks are important indicators of student achievement and it is critical that significant time at home be allocated to their completion or preparation. A well-organised study plan is essential, and needs to be supported by hard work and commitment!

Please contact me at school if you wish to discuss any matter related to this policy.



Mrs T Edman

**Principal**

15 February 2024

## ASSESSMENT - DISABILITY PROVISIONS

Students with disability/individual learning needs work towards syllabus outcomes identified through the collaborative curriculum planning process. They can be given a range of opportunities to demonstrate achievement of these outcomes.

Class teachers can ensure that assessment activities are accessible to students with disability. This is a requirement under the *Disability Standards for Education 2005*. Some students with disability need adjustments to assessment activities to enable access to the task. They also need an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Decisions are made by Classroom teacher in consultation with the Learning Support Team to offer adjustments to students with disability in school-based assessment tasks, including examinations.

**Adjustments** enable a student with disability to access syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with disability rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

**Evidence** (documentation can be provided by, but is not limited to, a Doctor, a Psychologist, an Occupational Therapist or a Speech Pathologist) of the individual student need must be provided to the Learning and Support Coordinator to support all Disability Provisions applications.

Teachers/Learning Support Coordinator/Year Adviser may talk with parents/carers to identify possible adjustments for the student and decide on and **approve any adjustments** for school-based assessment tasks that will allow the student to demonstrate what they know.

Some students may require:

- adjustments to the assessment process
- adjustments to the assessment activities
- alternative formats for responses

Please refer to the following website for further information.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/assessment-and-reporting>

Parents/carers should contact the school if they feel their child is eligible for Disability Provisions and you would like to discuss your child's individual needs.



Mrs Margo Cameron  
**Learning and Support Coordinator**

<b>Year 8</b>
<b>Schedule of Assessment Tasks 2024</b>

### ABORIGINAL STUDIES

Students undertake a semester in this course. This course is part of the Aboriginal Studies and Drama rotation through the year.

<b>Nature of task</b>	<b>Group 8-1</b> Research assignment and presentation	<b>Group 8-2</b> Research assignment and presentation
Date	T2 W5	T4 W4
Topic	Successful Aboriginal Identities	Successful Aboriginal Identities
<b>Total %</b>	<b>100%</b>	<b>100%</b>

### DRAMA

Students undertake a semester in this course and complete two assessment tasks in that time. This course is part of the Aboriginal Studies and Drama rotation through the year.

	<b>Group 8-2</b>		<b>Group 8-1</b>		<b>Total</b>
<b>Nature of task</b>	<b>Task 1</b> Practical and Log Book	<b>Task 2</b> Practical and Log Book	<b>Task 1</b> Practical and Log Book	<b>Task 2</b> Practical and Log Book	
Date	T1 W9	T2 W7	T3 W8	T4 W7	
Topic	Slam Poetry	Circus/ Clowning	Slam Poetry	Circus/ Clowning	
<b>Total %</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### ENGLISH (Common Tasks Only)

<b>Nature of task</b>	<b>Task 1</b> Persuasive Speech	<b>Task 2</b> Half Yearly Examination	<b>Task 3</b> Yearly Examination	<b>Total</b>
Date	T1 W9	T2 W7	T4 W6	
Topic	Persuasive Speech (Part A and Part B)	Reading (15%) and Writing (15%)	Reading (15%) and Writing (15%)	
<b>Total %</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

## GEOGRAPHY - Semester 2

Nature of task	Task 1 Skills Test	Task 2 Research Report	Task 3 Yearly Examination	Total
Date	T3 W6	T4 W2	T4 W6	
Topic	Skills	Water in the World/Interconnections	All Topics	
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

## HISTORY - Semester 1 (Common Tasks Only)

Nature of task	Task 1 Historical Skills and Concepts quiz	Task 2 Research task	Task 3 Yearly Examination	Total
Date	T1 W8	T2 W3	T2 W7	
Topic	Polynesian Expansion	Vikings	All Topics	
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

## MATHEMATICS

Nature of task	Task 1 Ongoing Assessment	Task 2 Half Yearly Examination	Task 3 Ongoing Assessment	Task 4 Yearly Examination	Total
Date	T1 W11	T2 W7	T3 W10	T4 W6	
Topic	Topic Tests, Bookwork	Written Exam	Topic Tests, Bookwork	Written Exam	
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

## MUSIC

Nature of task	Task 1 Listening test	Task 2 Composition	Task 3 Performance	Task 4 Performance	Total
Date	T1 W7	T2 W5	T3 W7	T4 W6	
Topic	Recognition of Foley SFX Incidental or Theme	Power Point Presentation Representing an Emotional narrative	In small groups orchestrate a Dreamtime story	Perform a Simple 3 or 4 chord song on guitar	
Performance			25%	25%	50%
Composition		25%			25%
Listening	25%				25%
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

## PD/HEALTH/PE

Nature of task	Task 1 Film Study	Task 2 Topic Test	Task 3 Topic Test	Task 4 Group Presentation	Task 5 Movement Skills	Total
Date	T1 W10	T2 W9	T3 W9	T4 W4	T 1-4	
Topic	The Good Ship	Big Idea, Healthy Mind	Better Safe Than Sorry	Consumers Need to be Wise	Ongoing Practical Assessment	
<b>Total %</b>	<b>15%</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>50%</b>	<b>100%</b>

## SCIENCE

Nature of task	Task 1 Research Task	Task 2 Science Skills	Task 3 Student Research Project	Task 4 Yearly Examination	Total
Date	T1 W9	T2 W7	T3 W8	T4 W6	
Knowledge & Understanding (K&U) SC4-10 to SC4-17	10%	5%	10%	15%	40%
Working Scientifically (WS) SC4-4 to SC4-9	10%	15	20%	15%	60%
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

## TECHNOLOGY (Mandatory)

This subject involves rotation through 6 context areas - timber, metal, food, agriculture, textiles and computing in Years 7 and 8. Students have a variety of projects and activities to work through which indicate levels of achievements against the course outcomes. A grade is awarded for each context area based on these outcomes. Below is how the grade is awarded and when rotations occur.

Practical Projects/Tasks	<b>50%</b>
Design Folio/Tasks	<b>30%</b>
Safety and attitude	<b>20%</b>
<b>Rotation Schedule—Assessment at/towards end of Rotation</b>	
Rotation 1 - Agriculture and Food	T2 W3
Rotation 2 – Agriculture and Food	T3 W7
Rotation 3 – Materials Technology	T4 W10

## VISUAL ARTS

Nature of task	Task 1 3D Public Art Research	Task 2 Portfolio of Figurative Work	Task 3 Archibald Portrait Critique	Task 4 Portfolio of Portraits	Total
Date	T1 W7	T2 W2	T2 W9	T3 W9	
Critical and Historical Studies	20%		20%		40%
Artmaking		30%		30%	60%
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

## 2024 FEE SCHEDULE

<b>JUNIOR CONTRIBUTION</b>		<b>Online Payment Reference</b>	
<b>Years 7 &amp; 8</b>	Whole year	78CNT	\$40.00
By Four Instalments	Per term		\$10.00
<b>Years 7 &amp; 8 PRACTICAL</b>	Whole year	78PRA	\$50.00
By Four Instalments	Per term		\$12.50

### ASSESSMENT SUMMARY NOTE

Students should note that every endeavour has been made to limit the number of tasks in any one week. Sometimes ongoing tasks will be due in a week when other tasks are also due.

**STUDENTS MUST PLAN TO ENSURE THAT TASKS ARE COMPLETED AHEAD OF DUE DATES RATHER THAN LEAVING UNTIL A WEEK WHEN OTHER TASKS ARE DUE.**



## GHS YEAR 8 ASSESSMENT CALENDAR 2024

### Term 1

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Music, Visual Arts
Week 8	History
Week 9	Drama 8-2, English, Science
Week 10	PDHPE
Week 11	Mathematics

### Term 2

Week 1	
Week 2	Visual Arts
Week 3	History, Technology
Week 4	
Week 5	Aboriginal Studies 8-1, Music
Week 6	<b>Assessment Free Week</b>
Week 7	<b>HALF YEARLY ASSESSMENT WEEK:</b> Drama 8-2, English, History, Mathematics, Science
Week 8	
Week 9	PDHPE, Visual Arts
Week 10	

### Term 3

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Geography
Week 7	Music, Technology
Week 8	Drama 8-1, Science
Week 9	PDHPE, Visual Arts
Week 10	Mathematics

### Term 4

Week 1	
Week 2	Geography
Week 3	
Week 4	Aboriginal Studies 8-2, PDHPE
Week 5	English, Music, <b>Assessment Free Period</b>
Week 6	<b>YEARLY ASSESSMENT WEEK:</b> English, Geography, Mathematics, Music, Science
Week 7	Drama 8-1, Technology
Week 8	
Week 9	
Week 10	