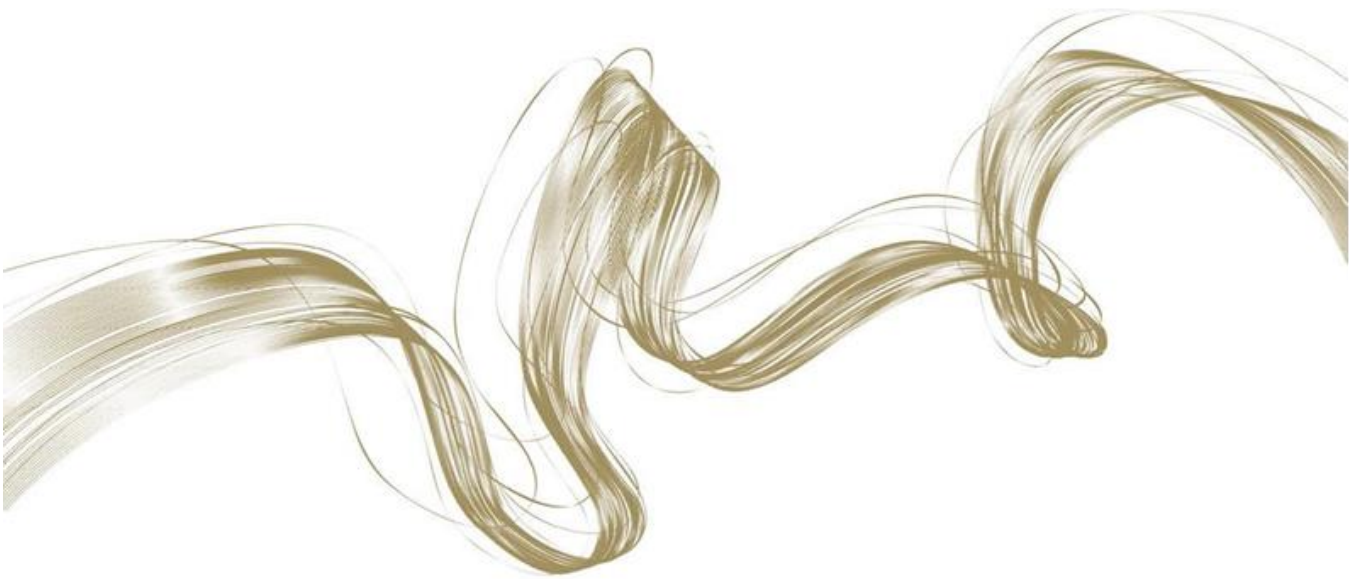




**THE RIVERS**  
SECONDARY COLLEGE

*The heart of secondary education for Lismore*

LISMORE HIGH CAMPUS



**Stage 4 - Year 8  
2025 Assessment Schedules  
and Stage 4 Assessment  
Policy**

**LISMORE HIGH CAMPUS ASSESSMENT POLICY**  
**Stage 4 Years 7&8**

This policy sets out the expectations of staff in the implementation of stage 4 Assessment Policy at The Rivers Secondary College, Lismore High Campus

**1. Policy Statement**

**1.1 Assessing**

1.1.1 Schools plan assessment so that:

- (i) students can demonstrate achievement of outcomes for the relevant stage of learning
- (ii) valid and reliable assessment strategies are used
- (iii) the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students

(iv) comply with NSW Educational Standards Authority (NESA) Syllabus requirements

1.1.2 Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning.

1.1.3 Teachers use a variety of appropriate assessments for judging student achievement.

1.1.4 Teachers collect and record assessment information to:

- (i) guide ongoing teaching and learning
- (ii) monitor and evaluate student progress
- (iii) report achievement to parents and relevant authorities in accord with school requirements and Department policy

**2. Applicability**

2.1 This policy applies to staff teaching stage 4 NESA courses at Lismore High Campus

**3. Context**

3.1 This policy has been developed to provide greater clarity for student in meeting assessment requirements

**3.2 Document history and details**

**Approval date**

21 November 2018

**Approving officer**

Chris Williams (Principal)

**Implementation date**

Term 1 2019

**Review date**

10 December 2024

**Document history and details (continued)**

**Superseded documents**

Term 3 2018 Policy

**4. Responsibilities and Delegations**

The Principal as the site manager will ensure the policy is implemented

4.2 All staff are required to comply with this policy

**5. Monitoring, Evaluation and Reporting Requirements**

5.1 As part of the continual improvement process the Principal will review the stage 4 assessment policy on an annual basis

**6. Policy Contact**

Principal, TRSC Lismore High Campus, (02) 6621 2122

## Lismore High Campus Assessment Policy

This assessment policy must be implemented in all aspects however the Principal may change this policy in special cases or exceptional circumstances.

\*\*No teacher should be assessing their own student. A teacher must report to the Principal immediately if this is the case. The important point to note is assessment and not teaching.

### 1.1 Assessment Procedure

- Assessment activities will be clearly related to the stated outcomes of the course or module being assessed. Teachers are to follow NESA approved courses.
- For Stage 4 courses
  - Marking guidelines must be presented to students at the same time the task is presented to the students.
  - Feedback to students is provided using the marking guidelines, outcomes and relevant performance descriptions.
- Students will be:
  - notified of the date of the assessment with a minimum 2 weeks prior to the task date
  - provided with course outcomes and content to be assessed
  - provided with marking guidelines
- Assessment data is to be kept in each KLA's central register (Sentral Markbook)
- Teachers will use a variety of assessment strategies to assess student progress against syllabus outcomes
- Teachers should model what is required by students in their assessment tasks.

### 1.2 Reporting

- Semester reports will be issued to parents and students identifying areas of strength along with areas for improvement.
- For all Year 7 & 8 courses Grades A-E will be given based on the standards of student work judged against the NSW Education Standards Authority. See Grade descriptors in Appendix 1.

### 1.3 Completion of Assessment Tasks

- Students are to complete all assessment tasks
- When students are ill or there has been misadventure, students are to complete a Misadventure Form (available from the Head Teacher); the Head Teacher will determine whether the assessment will be completed and counted towards their assessment grade. Extensions will be negotiated with the Head Teacher.
- Assessment tasks may be scheduled on any school day and cannot be expected to take account of family holidays or other personal arrangements.
- Students absent from an in class assessment task will be required to complete the task in negotiation with their classroom teacher. If a student is on suspension from Lismore High Campus at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted ON THE DUE DATE.
- Assessments that are incomplete, not submitted or late, may have marks deducted using a sliding scale of 10% per day at Head Teacher discretion ie-
  - 1 day 10%, 2 days 20%, 3 days 30%, 4 days 40%, 5 days 50%, 6 days 60%,
  - 7 days 70%, 8 days 80%, 9 days 90%, 10 days zero mark (this includes weekends)

- **Students away on excursions on the due date should hand the assessment task in the day before if they cannot hand it in on the day due.**
- Students must always make back up electronic and hard copies of all Assessment tasks. **Computer or printer malfunction is not an acceptable reason for failing to submit a task on time.** Submitting tasks on thumb drives or storage devices for assessment are also unacceptable.

#### 1.4 Plagiarism

- Students will be encouraged to submit original work. Large blocks of work that are copied or downloaded directly from the work of others will be penalised. Unless the task is a group task, all work should be produced and submitted individually.
- Information from other sources must acknowledge the author and the text or URL.
- If there is suspicion that a task has been completed using Artificial Intelligence (AI), the teacher will meet with the student to discuss and investigate the matter further. Any work found to be fully generated by AI will incur a penalty.
- Where students find they have grievances concerning assessment practices, they should consult with the teacher concerned. Where serious difficulties remain the student and teacher should consult with the relevant Faculty Head Teacher. Any appeals will be dealt with by the Deputy Principal.

#### 1.5 Special Provisions

- The purpose of Special Provisions is to provide students who have special needs with practical support. Special provisions may be applied for under the areas of;
  - Learning difficulty
  - Physical difficulty (eg cerebral palsy, muscular dystrophy)
  - Illness (eg chronic fatigue syndrome)
  - Hearing impairment
  - Vision impairment
  - Psychological
- Special provisions identification and application are coordinated by the Learning and Support Teacher (LaST), in consultation with the Faculty Head Teacher. The role of the LaST is to consult with teaching staff, gather diagnostic data and supporting evidence as requested.
- Identification of students to whom special provisions may apply occurs through;
  - Nominations from teaching staff
  - Parent notification
  - Known physical / developmental disabilities / impairments
  - Medical advice
  - Diagnosed learning difficulties

## 1.6 Assessment Guidance for Teachers

Teachers are to use:

- NESAs 7-10 grade descriptors for assessing students and writing reports (Appendix 1)
- NESAs glossary of key words in syllabus delivery (Appendix 2)
- NESAs approved syllabus and support documents
- LHC course scope and sequences and task notification/sign off
- Four common assessment tasks per 100 hr course, spaced evenly throughout the course, ongoing formative assessment may be assessed at similar times
- TRSC Reporting Writing Procedure when writing school reports

## 1.7 Changes to the policy

The Principal reserves the right to alter the TRSC, Lismore High Campus Stage 4 Assessment Policy should **exceptional** circumstances present themselves.

## Appendix 1: NESAs 7-10 Grade Descriptors

Grade	Grade Description
A	The student has <b>extensive</b> knowledge and understanding of content and an <b>outstanding</b> level of competence in processes and skills. The student can <b>creatively</b> apply these in <b>diverse</b> situations.
B	The student has <b>thorough</b> knowledge and understanding of content and a <b>high</b> level of competence in processes and skills. The student can <b>readily</b> apply these in <b>various</b> situations.
C	The student has <b>sound</b> knowledge and understanding of content and a <b>proficient</b> level of competence in processes and skills. The student can apply these in <b>some</b> situations.
D	The student has <b>basic</b> knowledge and understanding of content and <b>elementary</b> competence in processes and skills. The student can <b>generally</b> use this knowledge and these skills in <b>familiar</b> situations.
E	The student has <b>limited</b> knowledge and understanding of content and <b>elementary</b> competence in processes and skills. The student can use this knowledge and these skills in <b>some</b>

Performance Profile
This profile describes the student's approach to learning and work habits for each course. The scales used to describe student performance are: <ul style="list-style-type: none"> <li>• Usually</li> <li>• Sometimes</li> <li>• Never</li> </ul>

## Appendix 2: Glossary of Key Words

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole



Students – Please note that all assessment tasks should have this format for the front cover of a task.

<b>Task Number</b>		<b>Task Name</b>	
<b>Course</b>		<b>Faculty</b>	
<b>Teacher</b>		<b>Head Teacher</b>	
<b>Issue date</b>		<b>Due date</b>	
<b>Focus (Topic)</b>		<b>Task Weighting</b>	

**Outcomes**

**Task description**

**Marking Guidelines**



### Illness/Misadventure Appeal - Application Form

Students may lodge an illness/misadventure appeal application if they believe that circumstances occurring immediately before or during an assessment task and which were beyond their control, diminished their performance, lead to their non-attendance or a late submission of an assessment task. Applications may be in respect of:

- illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment task (eg influenza, an asthma attack, a cut hand)
- misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

**Please complete this form and return to the Head Teacher of the subject.**

Student name: \_\_\_\_\_ Year group: \_\_\_\_\_

Subject: \_\_\_\_\_ Class teacher: \_\_\_\_\_

Type of task: \_\_\_\_\_ Head teacher: \_\_\_\_\_

Date of task: \_\_\_\_\_

Nature of application (*please circle*):

**Extension- late assessment**

**Absence from assessment task**

**Special consideration**

Basis of appeal (*please circle*):

**Illness**

**Misadventure**

Reasons for this application including the date, time and duration of illness or misadventure.

*(continue on separate sheet as required, including all supporting documentation)*

In the event of making an appeal application for multiple assessment tasks, please include details of all tasks in the same time period. Return this form and all documentation and/or medical certificate to your home campus Deputy Principal who will liaise with any host campus where applicable

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Class teacher comment and recommendation: \_\_\_\_\_

\_\_\_\_\_  
*Class teacher signature*      *Date*

Head Teacher's determination:

\_\_\_\_\_  
*Head Teacher signature*      *Date*

Appeal Upheld

Appeal Declined

Outcome discussed with student      Signed: \_\_\_\_\_      Date: \_\_\_\_\_

Outcome recorded in Sentral      Signed: \_\_\_\_\_      Date: \_\_\_\_\_

*\*Form to be scanned and attached to Sentral entry*





## Year 8 English Assessment Schedule

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Novel Study</b> In-class test	<b>Picture This</b> Illustrated poem	<b>The Migrant Experience</b> Scriptwriting	<b>Monsters and Machines</b> Creative writing	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed	EN4-RVL-01, EN4-URA-01, EN4-URB-01	EN4-URA-01, EN4-ECB-01, EN4-URC-01	EN4-RVL-01, EN4-ECA-01	EN4-ECB-01, EN4-URB-01	
Component					Weighting %
Reading and Understanding texts	15	10	15	10	50
Expressing and Composing texts	15	10	15	10	50
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Year 8 History Assessment Schedule

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING

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

#### SKILLS (HISTORICAL INQUIRY)

A student:

**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

#### SKILLS (COMMUNICATION)

A student:

**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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Night at the Museum</b>	<b>Test</b>	<b>Medieval Era</b>	<b>Test</b>	
Timing	Term 1, Week 9	Term 2, Week 3	Term 3, Week 8	Term 4, Week 3	
Outcomes Assessed	HT4-6, HT4-8, HT4-10	HT4-1, HT4-2, HT4-9	HT4-3, HT4-5, HT4-7, HT4-10	HT4-4, HT4-7	
Component					Weighting %
Knowledge and Understanding		15	10	10	<b>35</b>
Skills (Inquiry)	20		10	10	<b>40</b>
Skills (Communication)	10	5	10		<b>25</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Year 8 Home Economics Assessment Schedule (Semester 1 & 2 classes)

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

**TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

**TE4-2DP** plans and manages the production of designed solutions

**TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects

**TE4-5AG** 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

**TE4-9MA** 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

*If studying Food Technology followed by Textiles*

Task Number	Task 1	Task 2	
Nature of Task	<b>Design Project &amp; Folio (Food &amp; Agricultural Technologies)</b>	<b>Design Project &amp; Folio (Materials Technology)</b>	
Timing	Sem 1: Term 1, Week 10 Sem 2: Term 3, Week 9	Sem 1: Term 2, Week 5 Sem 2: Term 4, Week 5	
Outcomes Assessed	TE4-2DP, TE4-6FO TE4-3DP, TE4-5AG	TE4-1DP, TE4-3DP TE4-5AG, TE4-9MA, TE4-10TS	
Component	Weighting %		
Design and Production Skills	30	30	<b>60</b>
Knowledge and Understanding	20	20	<b>40</b>
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

*If studying Textiles followed by Food Technology*

Task Number	Task 1	Task 2	
Nature of Task	<b>Design Project &amp; Folio (Materials Technology)</b>	<b>Design Project &amp; Folio (Food &amp; Agricultural Technologies)</b>	
Timing	Sem 1: Term 1, Week 10 Sem 2: Term 3, Week 9	Sem 1: Term 2, Week 5 Sem 2: Term 4, Week 5	
Outcomes Assessed	TE4-1DP, TE4-3DP TE4-5AG, TE4-9MA, TE4-10TS	TE4-2DP, TE4-6FO TE4-3DP, TE4-5AG	
Component	Weighting %		
Design and Production Skills	30	30	<b>60</b>
Knowledge and Understanding	20	20	<b>40</b>
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Year 8 Industrial Arts Assessment Schedule (Semester 1 & 2 classes)

### Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

**TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

**TE4-2DP** plans and manages the production of designed solutions

**TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects

**TE4-4DP** designs algorithms for digital solutions and implements them in a general-purpose programming language

**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

Task Number	Task 1	Task 2	
Nature of Task	<b>Timber Project + Portfolio</b>	<b>Metal Project + Test</b>	
Timing	Sem 1: Term 1, Week 9	Sem 1: Term 2, Week 5	
	Sem 2: Term 3, Week 8	Sem2: Term 4, Week 5	
Outcomes Assessed	TE4-2DP, TE4-3DP	TE4-8EN, DP4-9MA	
Component	Weighting %		
Design and Production Skills	50	10	<b>60</b>
Knowledge and Understanding	10	30	<b>40</b>
<b>Total %</b>	<b>60</b>	<b>40</b>	<b>100</b>

# Year 8 Mathematics Assessment Schedule

## Outcomes

### WORKING MATHEMATICALLY

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

### KNOWLEDGE AND UNDERSTANDING

A student:

**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 factorization

**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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Common Test – Algebra, Indices, Equations and Inequalities</b>	<b>Open Book Test – Angle Relationships and Measurement</b>	<b>Assignment – Ratios and Rates and FDPs</b>	<b>Summary Sheet – Linear Relationships</b>	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	
Outcomes Assessed	MAO-WM-01, MA4-ALG-C-01, MA4-IND-C-01, MA4-EQU-C-01	MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-01, MA4-LEN-C-01, MA4-PYT-C-01, MA4-ARE-C-01, MA4-VOL-C-01	MAO-WM-01, MA4-RAT-C-01, MA4-FRC-C-01	MAO-WM-01, MA4-LIN-C-01	
Component					Weighting %
Working mathematically through communicating reasoning, understanding and fluency, and problem solving	5	5	5	5	<b>20</b>
Knowledge and Understanding	20	20	20	20	<b>80</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Year 8 Music Assessment Schedule (Semester 1 & 2 classes)

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

##### Performing

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

##### Composing

A student:

**4.4** demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing

**4.5** notates compositions using traditional and/or nontraditional notation

**4.6** experiments with different forms of technology in the composition process

##### Listening

A student:

**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

##### Values and Attitudes

A student:

**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

Task Number	Task 1	Task 2	
Nature of Task	<b>Performance &amp; Listening</b>	<b>Performance &amp; Composing</b>	
Timing	Sem 1: Term 1, Week 9 Sem 2: Term 3, Week 9	Sem 1: Term 2, Week 5 Sem 2: Term 4, Week 5	
Outcomes Assessed	4.1, 4.2, 4.3, 4.6, 4.7, 4.8	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	
Component	Weighting %		
Performing	25	25	<b>50</b>
Composing		25	<b>25</b>
Listening	25		<b>25</b>
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Year 8 Personal Development, Health and Physical Education (PDHPE) Assessment Schedule

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING

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 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

#### SKILLS

A student:

**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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Information Design on Drug Use</b>	<b>Practical</b>	<b>Practical</b>	<b>Yearly Exam</b>	
Timing	Term 1, Week 10	Term 2, Week 4	Term 4, Week 3	Term 4, Week 3	
Outcomes Assessed	PD4-1, PD4-2, PD4-6, PD4-7	PD4-4, PD4-5, PD4-10, PD4-11	PD4-4, PD4-5, PD4-10, PD4-11	PD4-2, PD4-3, PD4-6, PD4-7	
Component					Weighting %
Knowledge and Understanding	20	5	5	25	<b>55</b>
Skills	5	20	20		<b>45</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



## Year 8 Science Assessment Schedule

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Student Research Project – Plants</b>	<b>In Class Test – Semester 1</b>	<b>Model Making</b>	<b>In Class Test – Semester 2</b>	
Timing	Term 1, Week 8	Term 2, Week 4	Term 3, Week 7	Term 4, Week 2	
Outcomes Assessed	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS, SC4-14LW	SC4-7WS, SC4-11PW, SC4-14LW, SC4-16CW	SC4-8WS, SC4-9WS, SC4-13ES, SC4-17CW	SC4-7WS, SC4-12ES, SC4-16CW, SC4-17CW	
Component					Weighting %
Knowledge & Understanding		15	10	15	<b>40</b>
Working Scientifically Skills	30	5	20	5	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Year 8 Visual Arts Assessment Schedule (Semester 1 & 2 classes)

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

##### Artmaking

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

##### Critical and historical studies

A student:

**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

Task Number	Task 1	Task 2	
Nature of Task	<b>2D Collection of Works &amp; Written Portfolio</b>	<b>3D Collection of Works &amp; Critical and Historical Study</b>	
Timing	Sem 1: Term 1, Week 9	Sem 1: Term 2, Week 5	
	Sem 2: Term 3, Week 9	Sem 2: Term 4, Week 5	
Outcomes Assessed	4.3, 4.5, 4.9	4.4, 4.6, 4.10	
Component	Weighting %		
Artmaking	35	35	<b>70</b>
Critical and historical studies	15	15	<b>30</b>
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Year 8 Course Assessment Schedule Overview

TERM 1 2025										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
1 day only							English Science	Ind. Arts History Math Music Visual Arts	Home Ec PDHPE	
TERM 2 2025										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
		History	PDHPE Science	English Home Ec Ind. Arts Math Music Visual Arts						
TERM 3 2025										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
						Science	History Ind. Arts	English Home Ec Math Music Visual Arts		
TERM 4 2025										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
	Science	History PDHPE	English Home Ec	Home Ec. Ind. Arts Math Music Visual Arts						

*\*Be sure to check your timetable to ensure you highlight the correct Visual Arts, Music, Home Ec. and Ind.Arts assessments.*