



Deniliquin High School

Year 8 Assessment Program
2022

Year 8 Assessment Calendar 2022

Week	Term 1	Term 2	Term 3	Term 4
1				Science
2				English
3		HSIE	Science	
4		Science		Tech Man
5		Tech Man	Tech Man	HSIE
6	Tech Man HSIE	Music	HSIE	Mathematics PDHPE
7	Mathematics	Mathematics	PDHPE	Visual Arts Music
8	Visual Arts	Visual Arts	English Visual Arts	
9	PDHPE Science	English	Music	
10	Music		Mathematics	
11	English			

The Course Performance Descriptors

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine students' final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

The five columns contain descriptions of different levels of student achievement of the syllabus objectives and outcomes. The descriptions range from **Limited Achievement** to **Outstanding Achievement**. The descriptors are expressed in positive terms to emphasise what students can, rather than cannot, do. Each course of study has its own specific Course Performance Descriptors, a copy of which can be obtained from Head Teachers or classroom teachers. Below are listed the generic Course Performance Descriptors as issued by NSW Educational Standards Authority (NESA).

Grade	General Performance Descriptors
A	Outstanding Achievement 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	High Achievement The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	Sound achievement 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	Basic achievement The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
E	Limited achievement The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Attendance in relation to the satisfactory completion of a course

It is the responsibility of students to attend school every day. Studies show clear links between attendance and academic achievement. Regular attendance gives students the greatest chance of success and enables them to keep abreast of class work and assessment requirements. It also ensures that the course criteria within individual subjects is being met.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is valid and that the progress of the student towards course outcomes will not be unduly affected. In these situations, students should ask their Year Adviser to collect work from classroom teachers for them to complete while they are absent from school so that they can stay up-to-date with the class work they will miss.

The Student's Responsibilities

Students are required to perform **ALL tasks**, whether they are formal tasks listed in this booklet or any other task given by the classroom teacher, to the best of their ability and to sit for all tests and examinations scheduled as part of this assessment program. It is expected that students will demonstrate respect of the intellectual property of others by ensuring that all work submitted is their own. Any suspicion of malpractice will be investigated and handled accordingly.

Although the times for most tasks are listed in this document, teachers will give prior written notification of any upcoming assessment tasks. This will be done using a standardised proforma which clearly communicates;

- when the task will occur
- the outcomes being assessed
- the marks available and the contribution of the task towards the student's overall grade
- the task outline, including the content covered and how the task is to be prepared and presented
- the assessment criteria against which the task will be marked
- the due date and timing of the submission of the task

Each faculty area has its own policy concerning the penalties applied for tasks which are late or not submitted. The following advice is given to students to ensure that they do not incur such penalties;

- Where assessment tasks are scheduled during school time, students are expected to be at school on that day and to present themselves at the place and time scheduled for the completion of the task
- If a student is aware beforehand that they will not be at school on that day, prior application to the class teacher concerned to complete the task at an alternative time, must be made well **BEFORE** the day of the task.
- If a student is absent, sick or a misadventure occurs, on the day of an in-class assessment task, it would be appropriate for a parent to contact the teacher or Head Teacher. However, where assessment tasks are scheduled to be completed at home and handed in by a due date, students should have someone else submit their task on their behalf, or the task may be emailed directly to their class teacher.
- If circumstances are such that a student will find it impossible to meet the due date, **PRIOR** application must be made to the Head Teacher at least **THREE DAYS** prior to the deadline for an extension of time to be granted.
- On most occasions, students should submit what they have done by the due date rather than submit nothing at all.

A range of support services exist within the school to assist students in meeting assessment requirements. These include;

- The Homework Club in the library which operates two afternoons per week, where teachers are available to guide students with homework and assessment tasks.
- Case Managers for students with special needs.
- Seeking assistance from class teachers outside of class time.

Key Learning Area: English

KLA: English		Course: English		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 11	Viewing/Representing Writing	Picture Book and Reflection	25%
2	Term 2 Week 9	Writing Viewing/Representing	Script and Reflection	25%
3	Term 3 Week 8	Reading Writing	Critical Response	25%
4	Term 4 Week 2	Reading Writing	Yearly Examination	25%

Key Learning Area: Mathematics

KLA: Mathematics		Course: Mathematics		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 7	Financial Mathematics	Class Test	25%
2	Term 2 Week 7	Data	Project	25%
3	Term 3 Week 10	Working Mathematically	Project	15%
4	Term 4 Week 6	Topics to be notified	Examination	30%

Key Learning Area: Human Society & It's Environment (HSIE)

KLA: HSIE		Course: History (Semester 1) Geography (Semester 2)		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 6	Medieval World	Research Article	25%
2	Term 2 Week 3	Medieval World and Polynesian Expansion	Class Test	25%
3	Term 3 Week 6	Water in the World	Research	25%
4	Term 4 Week 5	Interconnections: Places, People and Technology	Class Test	25%

Key Learning Area: Science

KLA: Science		Course: Science		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 9	Knowledge and Skills Test	In-class task	25%
2	Term 2 Week 4	Communication and Working Scientifically Skills - Student Research Project	In-class and take home task	25%
3	Term 3 Week 3	Working Scientifically Skills Test	In-class task	25%
4	Term 4 Week 1	Yearly Examination	In-class task	25%

Key Learning Area: Personal Development,
Health & Physical
Education (PDHPE)

KLA: PDHPE		Course: PDHPE		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 9	Health Literacy	Analysis	30%
2	Term 3 Week 7	Health Risks	In Class Task	30%
3	Term 4 Week 6	Practical Skills	Ongoing	40%

Key Learning Area: Creative & Performing Arts (CAPA)

Task #		When	Area(s) to be assessed	Task Format	Weighting
KLA: CAPA Course: Music (Semester 1)					
1	Term 1 Week 10	Popular Music	Listening	50%	
2	Term 2 Week 6	Music for Small Ensembles	Performance	50%	
KLA: CAPA Course: Music (Semester 2)					
Task #		When	Area(s) to be assessed	Task Format	Weighting
1	Term 3 Week 9	Popular Music	Listening	50%	
2	Term 4 Week 7	Music for Small Ensembles	Performance	50%	

Task #		When	Area(s) to be assessed	Task Format	Weighting
KLA: CAPA Course: Visual Arts – Mandatory (Semester 1)					
1	Term 1 Week 8	Mambo & Mombassa	Mombassa Frames Analysis	30%	
2	Term 2 Week 8	Mulga	Postcard (20%) Skateboard (50%)	70%	
KLA: CAPA Course: Visual Arts – Mandatory (Semester 2)					
Task #		When	Area(s) to be assessed	Task Format	Weighting
1	Term 3 Week 8	Mambo & Mombassa	Mombassa Frames Analysis	30%	
2	Term 4 Week 7	Mulga	Postcard (20%) Skateboard (50%)	70%	

Key Learning Area: Technological & Applied Studies (TAS)

KLA: TAS Semester 1		Course: Technology Mandatory (Metal/Engineering)		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 6	Engineering Professionals	PowerPoint	20%
2	Term 2 Week 5	Clock	Folio Work and Product	80%

KLA: TAS Semester 2		Course: Technology Mandatory (Metal/Engineering)		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 3 Week 5	Engineering Professionals	PowerPoint	20%
2	Term 4 Week 4	Clock	Folio Work and Product	80%

KLA: TAS Semester 1		Course: Technology Mandatory (Food/Agriculture)		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 6	Legal and ethical considerations	Research Task	20%
2	Term 2 Week 5	Dish using eggs from the Ag Farm	Folio Work and Product	80%

KLA: TAS Semester 2		Course: Technology Mandatory (Food/Agriculture)		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 3 Week 5	Legal and ethical considerations	Research Task	20%
2	Term 4 Week 4	Dish using eggs from the Ag Farm	Folio Work and Product	80%



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