



Deniliquin High School

Year 8 Assessment
Program 2020 (Amended)

Year 8 Amended Assessment Program, 2020

The recent COVID 19 pandemic necessitated the need for students to learn-from-home. All of our staff at Deniliquin High School engaged in professional learning associated with the delivery of on-line learning, predominantly in the use of OneNote and Google Classroom. Packages of work were also developed, collated and distributed to families, containing work for students to complete at home during this time. Many teachers also posted this work on their relevant on-line learning platforms.

Since returning to full time face-to-face learning at Deniliquin High School in Week 5 of Term 2, staff have been concerned about the pressures on students to catch up on assessment tasks, which would normally have occurred during the period of time they spent learning-from-home (Week 8 Term 1 – Week 4 Term 2). As a school, we have decided that the best approach is to amend the planned 2020 Assessment Program that was distributed earlier in the year. The majority of faculty areas have reduced the number of tasks and many have incorporated the learning activities that were undertaken when learning-from-home.

We hope that the second semester will progress normally and that this amended booklet will enable students to keep abreast of assessment requirements. Please be assured that we are committed to supporting students during these difficult and changing times. We are pleased that the Homework Centre is again operating two afternoons each week after school in the library and this initiative will continue to provide extra support to our students.

Included with this booklet is a fridge magnet for each student in Years 7-10, that outlines specific due dates for assessment tasks in Semester Two. We hope that this initiative is helpful in providing a visual reminder of when tasks are due.

Year 8 Assessment Calendar 2020

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

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
1	Term 1 Week 8	Speaking	Speech
2	Term 3 Week 9	Reading Writing	Critical Response
3	Term 4 Week 2	Reading Writing	Yearly Examination

Key Learning Area: Mathematics

KLA: Mathematics		Course: Mathematics	
Task #	When	Area(s) to be assessed	Task Format
1	Term 1 Week 7	Financial Mathematics	Class Test
3	Term 3 Week 10	Topics to be notified	Class Test
4	Term 4 Week 5	Topics to be notified	Examination

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

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

Key Learning Area: Science

KLA: Science		Course: Science	
Task #	When	Area(s) to be assessed	Task Format
1	Term 3 Week 3	Student Research Project	In-class & take home task
2	Term 4 Week 1	Yearly Examination	In-class task

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

KLA: PDHPE		Course: PDHPE	
Task #	When	Area(s) to be assessed	Task Format
1	Term 2 Week 10	Engagement, including Health Literacy Learning Task	Analysis
2	Term 3 Week 10	Health Risks	In Class Task
3	Term 4 Week 6	Practical Skills	Ongoing

Key Learning Area: Creative & Performing Arts (CAPA)

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

KLA: CAPA		Course: Visual Arts – Mandatory (Semester 1)	
Task #	When	Area(s) to be assessed	Task Format
1	Term 1 Week 8	Pop Architecture	Critical & Historical: Artwork Analysis (ALARM matrix and response)
2	Term 2 Week 8	Pop Architecture	Artmaking: Acrylic on Canvas
KLA: CAPA		Course: Visual Arts – Mandatory (Semester 2)	
Task #	When	Area(s) to be assessed	Task Format
1	Term 3 Week 8	Pop Architecture	Critical & Historical: Artwork Analysis (ALARM matrix and response)
2	Term 4 Week 7	Pop Architecture	Artmaking: Acrylic on Canvas

Key Learning Area: Technological & Applied Studies (TAS)

KLA: TAS Semester 2		Course: Technology Mandatory (Metal/Engineering)	
Task #	When	Area(s) to be assessed	Task Format
1	Term 4 Week 3	Lantern	Folio Work and Product
2	Term 4 Week 5	Computer Aided Design	Investigation Report

KLA: TAS Semester 2		Course: Technology Mandatory (Food/Agriculture)	
Task #	When	Area(s) to be assessed	Task Format
1	Term 4 Week 3	Dish using school garden ingredient	Folio Work and Product
2	Term 4 Week 5	Legal and ethical considerations	Research Task



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