Deniliquin High School

Year 8
Assessment Program
2025

Year 8 Assessment Calendar 2025

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

Year 8 Course Outcomes

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 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Essay	Script and reflection	Character Portfolio	Yearly Exam	
Date	**Term 1 Week 11**	**Term 2 Week 9**	**Term 3 Week 8**	**Term 4 Week 2**	
Outcomes	EN4-URA-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	EN4-RVL-01 EN4-URB-01 EN4-URC-01	
Total Weighting (%)	**25%**	**25%**	**25%**	**25%**	**100%**

Key Learning Area: Mathematics

Year 8 Course Outcomes

MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve p problems

MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance–time graphs

MA4-LIN-C-01 creates and displays number patterns and finds graphical solutions to problems involving linear relationships

MA4-PYT-C-01 applies Pythagoras' theorem to solve problems in various contexts

MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems

MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems

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-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

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.

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	**Summary portfolio & in class quiz:** Understanding fractions	**In class test:** Rates and Ratios and Linear Relationships	**Reflections & in class quiz:** Pythagoras' theorem, Perimeter of circular shapes and Area of quadrilaterals	**Investigation & in class quiz:** Data analysis	
Date	**Term 1 Week 8**	**Term 2 Week 2**	**Term 3 Week 10**	**Term 4 Week 5**	
Outcomes	MA4-FRC-C-01 MAO-WM-01	MA4-RAT-C-01 MA4-LIN-C-01 MAO-WM-01	MA4-PYT-C-01 MA4-GEO-C-01 MA4-LEN-C-01 MA4-ARE-C-01 MAO-WM-01	MA4-DAT-C-01 MAO-WM-01	
Total Weighting (%)	**10% + 15% = 25%**	**25%**	**10% + 15% = 25%**	**25%**	**100%**

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

Year 8 Course Outcomes

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

	Task 1	**Task 2**	**Task 3**	**Task 4**	**Total Weighting**
Task Type	Project	Primary Research	Report	Yearly Exam	
Date	**Term 2 Week 1**	**Term 2 Week 10**	**Term 3 Week 9**	**Term 4 Week 3**	
Outcomes	GE4.1 GE4.2	GE4.6 GE4.7 GE4.8	GE4.3 GE4.4	GE4.1 GE4.3 GE4.5	
Total Weighting (%)	**25%**	**25%**	**25%**	**25%**	**100%**

Key Learning Area: Science

Year 8 Course Outcomes

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Knowledge and skills test	Student Research Project	Working Scientifically Skills Test	Yearly Exam	
Date	**Term 1 Week 9**	**Term 2 Week 4**	**Term 3 Week 3**	**Term 4 Week 1**	
Outcomes	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS SC4-14LW SC4-15LW SC4-16CW SC4-17CW	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS SC4-10PW SC4-11PW SC4-12ES SC4-13ES SC4-14LW SC4-15LW SC4-16CW SC4-17CW	
Total Weighting (%)	**25%**	**25%**	**25%**	**25%**	**100%**

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

Year 8 Course Outcomes

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

	Task 1	**Task 2**	**Task 3**	**Total Weighting**
Task Type	In class task	Research	Practical skills	
Date	**Term 1 Week 9**	**Term 3 Week 7**	**Ongoing**	
Outcomes	4.1 4.2 4.7 4.9	4.2 4.7 4.9 4.10	4.4 4.5 4.10 4.11	
Total Weighting (%)	**25%**	**25%**	**50%**	**100%**

Key Learning Area: Creative & Performing Arts (CAPA) Music

Year 8 Course Outcomes

Performance

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

Composition

4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5 notates compositions using traditional and/or non-traditional notation
4.6 experiments with different forms of technology in the composition process

	Task 1	**Task 2**	**Total Weighting**
Task Type	Research/Composition	Performance	
Date	**Term 2 Week 6**	**Term 4 Week 6**	
Outcomes	4.4 4.5 4.6	4.1 4.2 4.3	
Total Weighting (%)	**50%**	**50%**	**100%**

Key Learning Area: Creative & Performing Arts (CAPA) Visual Arts

Year 8 Course Outcomes

Artmaking

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 in the making of artworks.
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

4.7 Explores aspects of practice in critical and historical interpretations of art.
4.8 Explores the function of and relationship between the artist – artwork – world – audience in the study of the art world
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 meaning.

	Task 1	**Task 2**	**Total Weighting**
Task Type	Research Task	Skateboard with VAPD	
Date	**Term 2 Week 8**	**Term 4 Week 6**	
Outcomes	4.7 4.8 4.9 4.10	4.1 4.2 4.3 4.4 4.5 4.6	
Total Weighting (%)	**30%**	**70%**	**100%**

Key Learning Area: Technological & Applied Studies (TAS) - Food Technologies and Agriculture

Year 8 Course Outcomes

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 is produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

Semester #1

	Task 1	**Task 2**	**Total Weighting**
Task Type	Ethical Eggs Research Task	Egg Design Task with Folio	
Date	**Term 1 Week 8**	**Term 2 Week 5**	
Outcomes	TE4-5AG	TE4-1DP TE4-2DP TE4-3DP TE4-6FO	
Total Weighting (%)	**20%**	**80%**	**100%**

Semester #2

	Task 1	**Task 2**	**Total Weighting**
Task Type	Ethical Eggs Research Task	Egg Design Task with Folio	
Date	**Term 3 Week 5**	**Term 4 Week 4**	
Outcomes	TE4-5AG	TE4-1DP TE4-2DP TE4-3DP TE4-6FO	
Total Weighting (%)	**20%**	**80%**	**100%**

Key Learning Area: Technological & Applied Studies (TAS) - Metals/Engineering

Year 8 Course Outcomes

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

TE4-8EN 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

Semester #1

	Task 1	Task 2	Total Weighting
Task Type	Engineering Professionals Investigation	Clock with Folio	
Date	**Term 1 Week 8**	**Term 2 Week 5**	
Outcomes	TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-9MA	
Total Weighting (%)	**20%**	**80%**	**100%**

Semester #2

	Task 1	Task 2	Total Weighting
Task Type	Engineering Professionals Investigation	Clock with Folio	
Date	**Term 3 Week 5**	**Term 4 Week 4**	
Outcomes	TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-9MA	
Total Weighting (%)	**20%**	**80%**	**100%**

Assessment Task Notification

Year Level	
Subject Name	
Module Name	
Task Name	
Teacher	
Task Number	
Notification Date	Term _____ Week ____Date_____
Weighting (%)	
Due Dates	Draft Due Date: Term _____Week _____Date_____ Due Date: Term _____Week _____ by 8.50am
Preferred submission method(s):	
Class time allocated	

Referencing/Plagiarism: Tasks that are not entirely a student's own work will result in a **0 mark** awarded and contact made with the parent/caregiver; the task will also need to be resubmitted.

Non-submission:

If you do not do a serious attempt of a task, re-submission may be required. Parent contact will also be made and an N warning letter will be sent home. However, the original mark will be maintained.

Outcomes:

Task Description and Instructions:

Assessment Criteria:

Head Teacher Checked and Signed: _____

Common Grade Scale

A - 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 - 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 - 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 - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E - 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.

If you receive an E, this may be classed as a non-serious attempt and re-submission may be required. However the original mark will be maintained.

Referencing/Plagiarism

What kinds of sources do you need to acknowledge?

Any source materials that are in print or digital form including but not limited to:
Advertisements, articles, artwork, blogs, books, discussion groups, emails, interviews, journals, letters, magazines, maps, movies, music, newspapers, pamphlets, pictures/images, websites, social media content, other people's work, TV programs, other people's ideas.

How much copyrighted material can you use?

Up to 10% of the of the total number of words, or 1 chapter of:

- Printed sources such as books, anthologies and journal and newspaper articles
- Dramatic works (such as plays, screenplays and scripts)
- Musical works (such as written musical scores in the form of sheet music, broadsheets or other notations).
- Digital sources

Where do you need to acknowledge a source?

1) In the text - known as **Referencing**

You should acknowledge the source at the point in the text where you use it with an in-text citation. You'll be expected to use an in-text citation, footnote or endnote whenever you:
• quote (that is, use someone else's exact words)
• directly copy (for example, a table, map or image)
• paraphrase (that is, put someone else's ideas into your own words)
• summarise (that is, create your own short account of someone else's words or ideas).
For example; *"The ability of the heart, lungs and circulatory system to supply oxygen and nutrients efficiently to working muscles and remove waste products"* (PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020, page 25)

OR "According to *Australia's Health 2018* cancer causes the greatest burden of disease in Australia."

2) At the end of the text - known as a **Bibliography**

At the end of the text, you should also provide a reference list of all the sources you've acknowledged in your work in alphabetical order. Every source you've included in your referencing should be in your bibliography. A bibliography is a list of all the sources you used in the preparation of your work, in addition to the ones you've referenced.

For example; PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020 OR

Australian Institute of Health and Welfare, Australia's Health 2018. [ONLINE] Available at https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true [Accessed 10 May 2020]

Source: https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work/how-do-i-acknowledge-other-peoples-work

Examples:
Books
Edwards, Paul. 2006, *7 Keys to Successful Study.* ACER, Hawthorn.

Marsden, J.B. 2003, *Everything I know about writing.* Allen and Unwin, Port Melbourne.

Books with more than one author
Cameron, K., Lawless, J., and Young, C. 2000, *Investigating Australia's 20th Century History*. Nelson, Southbank.

Encyclopedia entry

'Education', Encyclopedia Britannica. 1998, Encyclopedia Britannica Inc., Chicago. Vol.4. p. 373.

Encyclopedia (online)

'Literature for Children,' World Book Online. viewed 4 June 2010, **http://www.worldbookonline.com**

Website (with author)

Credaro, Alex. *Constructing Bibliographies.* viewed June 14, 2010, http://www.geocities.com/koalakid_1999/loyola/biblio.html

Website (no author)

'Origins of society: fact and myth', Skwirk. viewed 6 June, 2010, http://www.skwirk.com.

Journal and newspaper articles

Kluger, J. 2008, '*The battle to save your memory'*, Time Magazine. 12 June, pp. 52-57.

Oaten, C. 2008, '*Open your house to the sun'*, The Sydney Morning Herald. 6 September, p. 3.

Completed example:

Bibliography

Credaro, Alex. 2000 ***Constructing bibliographies***. viewed June 14, 2010, http://www.geocities.com/koalakid_1999/loyola/biblio.html

Edwards, Paul. 2006, *7 Keys to* ***Successful Study***. ACER, Hawthorn.

'Education', Encyclopedia Britannica. 2008, Encyclopedia Britannica Inc., Chicago. Vol.4. p. 373.

Kluger, J. 2008, **'*The battle to save your memory'*,** Time Magazine. 12 June, pp. 52-57.

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'Origins of the society: fact and myth', Skwirk. Viewed 6 June, 2010, http://www.skwirk.com

Oaten, C. 2008, **'*Open your house to the sun'***, The Sydney Morning Herald. 6 September, p. 3

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