



Year 8

Assessment Handbook

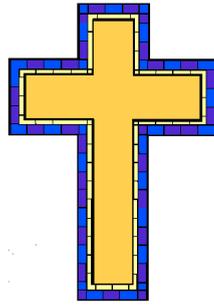
2022

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***Do your best
and
God will bless your efforts***



St Mary of the Cross MacKillop

22.11.1899

Letter from the Principal

February, 2022

Dear Parents/Carers and students of Year 8,

The Year 8 Assessment Handbook is provided to assist you and your daughter with the planning of assessment tasks which will take place throughout the year. You will notice that the schedules contain:

- The number of formal tasks for the year
- A brief description of the type of task
- The week of the term the task is due or will take place.
- The break-up of marks between assessment tasks for the academic reports in Semester 1 & 2.

For each task the students will receive additional written details of the task and the specific date it is due. This will be given to students at least two weeks prior to the submission date.

The Leaders of Learning and teachers have put together thorough assessment programs that reflect the NSW Education Standards Authority syllabuses and provide opportunities for students to excel in a variety of tasks.

Despite our best intentions, it is possible as with any large assessment program that changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the students involved.

I would also like to refer parents to the *Lines of Communication* that is enclosed in this booklet as a guide to making appropriate contact with the college regarding any concerns relating to assessment. Ordinarily, the first contact will be the class teacher, followed by the relevant Leader of Learning.

St Joseph's Catholic College is a school which places high expectations on school work and study, with all students expected to do their very best. Achieving one's best will be the reward for those whose study habits are firmly established throughout the early years of secondary schooling.

Yours sincerely,



Tony McCudden
Principal

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Staff Directory 2022

COLLEGE LEADERSHIP TEAM	
Principal	Mr Tony McCudden
Assistant Principal	Ms Anne Lovett
Leader of Religious Education	Ms Nicole Harrison
Leader of Student Wellbeing	Mrs Cathy Toby
Leader of Learning and Teaching	Mrs Alexandra McArdle
Leader of Administration	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leaders of Management Systems	Mrs Julie Finneran and Mrs Michelle D'Offay
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Phillipa Mercer
YEAR LEADER	
Year 8 2022	Mr Dave Matthews
LEADERS OF LEARNING	
Religious Education	Ms Nicole Harrison
English	Ms Maria Woodhouse
HSIE (Human Society & Its Environment)	Mrs Kristie Kelaher
Mathematics	Mr Luke Wilmott
PDHPE	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies)	Mrs Anne Evanson
Creative and Performing Arts – Music, Visual Arts	Mrs Sue Lockwood
Languages	Mrs Samantha Andersen
Learning Support	Mrs Tracy Simpson
Vocational Education & Training (VET) and TAFE eLearning	Mrs Rachael Grassi
SPECIAL RESOURCE TEACHERS	
School Counsellors	Mrs Christine Hain Mrs Caroline Zavolokin
Teacher Librarian	Mrs Karen Powers
Careers Advisor	Mrs Rachael Grassi
Disability provisions – teacher in charge	Mrs Tracy Simpson
Representative Sports Coordinator	Mrs Debra Northey

Lines of communication 2022

Issues relating to specific subjects, learning and teaching, which include assignments and tests, homework, resources and equipment, are directed to the **class teacher** in the first instance.

Next

The relevant **Leader of Learning** (see the staff directory).

As well

If it is a specific learning difficulty question you may wish to consult with the **Leader of Learning Support** and/or the **teacher in charge of Disability Provisions**

Then

The **Leader of Learning and Teaching** (Mrs Alexandra McArdle), who works with the Leaders of Learning, for issues in relation to college curriculum, student illness and misadventure, student assessment, NESAs requirements, reporting etc.

Then

Assistant Principal (Mrs Anne Lovett) who works in conjunction with the **Leader of Learning and Teaching** on all areas of the college curriculum, learning and teaching

Then

The Principal. All appointments with Mr McCudden are via the Principal's personal assistant.

Assessment policy and procedures Years 7 & 8

The St Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.

The college aims to provide students with

- ❖ relevant and meaningful assessment tasks and activities of learning
- ❖ rich tasks
- ❖ assessment for learning (learning experiences throughout a unit or course of work)
- ❖ clear and fair assessment procedures
- ❖ opportunities for success.

Therefore we believe that assessment tasks must

- ❖ clearly and effectively assess appropriate outcomes
- ❖ allow students to demonstrate their level of achievement
- ❖ encourage deeper learning
- ❖ use an appropriate level of language, difficulty and time length
- ❖ be creative and interesting
- ❖ include clear instructions outlining what is expected.

1.0 Notification of assessment tasks

Notification of assessment tasks will be communicated by specification handout to students in writing **at least two weeks** prior to the due date. For each task, the specification sheet will set out:

- the course
- the date and time (*e.g. Monday February 9, period 5*)
- the weighting – mark value in relation to the total number of marks for the course (*e.g. 15%*)
- the mode of submission of the task (*e.g. hand in to class teacher*)
- what will be assessed and by what means (*e.g. test on Chapter 4 Algebra*)
- the outcomes assessed
- marking schemes
- the task to be completed – a clear outline of the work to be completed
- any additional details (*e.g. students will require calculators*)

NOTE: It is each student's responsibility to carefully check the details of the assessment task specification sheet. Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school or otherwise. There will not be a staggered due date because of student absence due to holiday.

Assessment tasks will not be held in the week prior to formal examination periods.

2.0 Presenting assessment tasks

2.1 Hand-in tasks

- Assessment tasks are to be submitted clearly labelled with:
 - * student's name on each page
 - * subject and title of the task
 - * submission date
- Assessment tasks must be submitted **on the date and at the time** indicated on the notification specification sheet, and **only to the person designated** on the notification sheet to collect them. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course (see the staff directory page).

- If the Leader of Learning is not available, the student should see the Leader of Learning and Teaching. Any tasks delivered by other members of the student's family must be delivered to the Leader of Learning, Leader of Learning and Teaching. **No tasks are to be handed in at student services/reception.**
- Assessment tasks submitted via a USB/email must be accompanied by a hard copy (print out). A student who is unable to submit a task because of difficulty with printing must submit the USB to the nominated teacher by the specified time with the task file being in a format which can be accessed by the teacher. An extension of time may be given for the hard copy to be printed on the school's printers. In exceptional circumstances and only with the prior approval by the Leader of Learning for the course, an assessment task may be submitted digitally.
- Computer/Technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases. Computer/printer problems alone are not sufficient grounds for an misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task. If this is proven, penalties (as outlined in Section 6) may be applied.

2.2 In-class tasks-tests, examinations, speeches and presentations

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.
- Unless other instructions are given, normal examination conditions will apply to all tasks, **including mobile phones and internet connected smart phones being prohibited from the examination room.** Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- It is expected that students will be present from the start of the school day when test-style assessment tasks or examinations are scheduled. A student who arrives late to school/class must provide a note from their parent or other documentation otherwise the student may be deemed to have gained an advantage by taking extra time to prepare for the task.
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy (as outlined in section 6) and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.
- If a class teacher is absent on the day when an assessment task is due for completion the Leader of Learning will determine whether the task can proceed. If the task needs to be rescheduled all students will be informed.

2.3 Invalid assessment tasks

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

3.0 Student performance

Assessment tasks will not necessarily be returned to students. However, students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

Considerable care is taken in marking assessment tasks. However, if a student believes that her work has been incorrectly graded, she should bring this to the attention of the relevant class teacher or Leader of Learning at the time of the return of the task when the feedback is received.



Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.

Assessment task marks are recorded and stored centrally using the college's student management system, Compass. Student academic performance in each course is reported to parents twice during the year.

4.0 Non-presentation/completion of an assessment task

Identify the situation that applies to you, and then follow the steps down the columns.

	<i>Before the task is due:</i>	<i>When the task is due: illness</i>	<i>After the task is due: other unexpected events</i>
Definition	You know in advance: * that you may not be able to sit for or submit an assessment task (funeral etc.) or * that you know you will not have had fair preparation for a task (e.g. illness across an extended period)	Because of illness, you are unable to attend school on the day that an assessment task is to be done or submitted	Because of unexpected events other than illness (e.g. family emergency, accident) you are unable to do or submit a task on the due date
That day	1. Bring appropriate documents (e.g. letter from parents/carer; doctor's certificate) that clearly state the dates affected and the reason for your inability to complete the task on time. 2. Take the letter to the class teacher or relevant Leader of Learning in advance .	1. Bring appropriate documents (e.g. letter from parents/carer; doctor's certificate) that clearly state the dates affected and the reason for your inability to complete the task on time. 2. Take the letter to the class teacher or relevant Leader of Learning on the first day of the student's return.	1. Bring appropriate documents (letter from parent/carer) that clearly state the dates affected and the reason for your inability to complete the task on time. 2. Take the letter to the class teacher or relevant Leader of Learning on the first day of the student's return.

	3. Leader of Learning will decide the appropriate action e.g. extension of time; estimate based on other tasks etc.	3. Leader of Learning will decide the appropriate action e.g. extension of time; estimate based on other tasks etc.	3. Leader of Learning will decide the appropriate action e.g. extension of time; estimate based on other tasks etc.
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5.0 Student responsibilities

Every attempt has to be made to submit/complete the task on the due date. Parents/students/siblings may bring a submission task to the Leader of Learning if the student is ill on the day it is due.

In the case of a task for submission, a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning by the date for submission or, if that is not possible due to illness/misadventure, on the **first day the student returns to school**. Tasks submitted after the due date because of illness or misadventure must include appropriate documentation from parents explaining the absence. Please see Section 6 for penalties for non-presentation of a task without an accepted reason.

No allowance will be made for a student’s poor performance due to illness or misadventure; students should not attempt an examination or test-style assessment task when they are affected by illness or other circumstances. The relevant Leader of Learning or Year Leader must be notified that the student will not be attempting the task then the appropriate documentation (e.g. a parental letter of explanation, doctor’s certificate) must be provided on the student’s return to school.

A student returning to school after any absence must see their class teacher upon return (even if they do not have that particular class/subject on the day they return to school) to school to make arrangements for:

- completion of the same task if deemed valid and appropriate, *or*
- completion of an alternate task of similar nature, *or*
- an estimate of performance if it is deemed appropriate by the relevant Leader of Learning



No allowance will be made for a student’s diminished performance due to exemption from attendance for a family holiday.

6.0 Penalties

Penalties may include the award of a zero mark and can be awarded in two instances: non-presentation of a task without approved reason or an attempt to gain unfair advantage over other students.

6.1 Non-presentation

If the student is absent, the task must be submitted on the **first day that the student returns to school** unless other arrangements have been made. The college reserves the right to determine the validity, or otherwise, of the reason for the failure to submit an assessment task. The student must provide written documentation (letter from parents, doctors certificate etc. explaining this absence). A copy of the letter must be given to the class teacher and the original given to the homeroom teacher for the college attendance records.

If a task is not attended/submitted by the due date, and the student is not exempted by following the appropriate procedure outlined in Section 4.0 to verify illness and/or misadventure students will incur a penalty of **10% of the total marks available for the task per day**.

A task **five or more days late will result in a zero mark**, however, in order to fulfil the outcomes of the course, **the task must still be submitted**.

6.2 Unfair Advantage/Cheating/Plagiarism/Non-serious attempt

All work submitted for assessment must be the student's own: it must be a serious attempt at parts of the task and cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task specifications).

Any work suspected of not being original will be subjected to further investigation. If proved to be not original work, the Assessment Panel may determine that a zero mark is awarded or a penalty applied. **All students involved, whether borrowers or lenders of work, can be subject to the award of a zero mark or penalty.**

Any attempt to gain an unfair advantage over other students in terms of extra time, additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures or such, may result in the award of a zero mark. **Any student found with a mobile phone, or similar device such as an internet wrist watch, in an examination room will be given a mark of zero.**

6.3 Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then:

- a letter will be posted to the school's record of student's address, outlining what needs to be completed, and the date for completion,
- a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and
- a copy of the letter is placed in the student's file.

7.0 Satisfactory progression

7.1 Attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences, including arrival at school after period 1, for which no absence note has been provided in days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a letter to parents of students of concern. If absence continues the Assessment Panel will review the student's performance to determine if she is achieving course outcomes.

7.2 Application/Achievement/Class Attendance

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

As the need arises, progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention, planner entries) showing them to be at risk.

In these circumstances the Leader of Learning will issue a letter on behalf of the Principal. An interview involving the Leader of Learning and class teacher(s) concerned will normally follow.

8.0 Student transfers

For students who transfer to St Joseph's during the year assessment marks are prepared based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component/s missed.

9.0 Disability provisions

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to liaise with the teacher-in-charge of disability provisions generally before the commencement of the first assessment task of the year.

If disability provisions are granted the student is entitled to these for each assessment task of her program of study. It is the responsibility of the student to arrange with either her teacher, the Leader of Learning or the teacher-in-charge of disability provisions, well in advance of an assessment task, for these disability provisions.

YEAR 8

ASSESSMENT

SCHEDULES

2022

Year 8 Assessment Schedule 2022 - English

Code	Outcome
	A student:
EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C	thinks imaginatively, creatively, interpretively and critically about information ideas and arguments to respond to and compose texts
EN4-6C	identifies and explains connections between and among texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Term 1 Week 8	Creative Writing task (hand in)	1A,3B,4B,5C, 7D	50%	25%
Task 2	Term 2 Week 6	Short answer response (in class)	1A,3B,4B,5C,6C,7D	50%	25%
				Total 100%	
Task 3	Term 3 Week 7	Extended response (hand in)	1A,3B,4B,5C, 6C,7D		25%
Task 4	Term 4 Week 5	Oral	1A,2A,3B,4B,5C, 6C,7D		25%
Total					Total 100%

Year 8 Assessment Schedule 2022 - French

Code	Outcome
	A student:
LFR4-1C	uses French to interact with others to exchange information, ideas and opinions, and make plans
LFR4-2C	identifies main ideas in, and obtains information from texts
LFR4-3C	organises and responds to information and ideas for different audiences
LFR4-4C	applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences
LFR4-5U	applies French pronunciation and intonation patterns
LFR4-6U	applies features of French grammatical structures and sentence patterns to convey information and ideas
LFR4-7U	identifies variations in linguistic and structural features of texts
LFR4-8U	identifies that language use reflects cultural ideas, values and beliefs

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Term 1 Week 7	Greetings and Introductions (Hand in Task)	LFR4-1C, LFR4-2C, LFR4-4C, LFR4-5U, LFR4-8U	50%	25%
Task 2	Term 2 Week 6	Adopting a Pet (In Class Task)	LFR4-2C, LFR4-3C, LFR4-4C, LFR4-7U	50%	25%
				Total 100%	
Task 3	Term 3 Week 8	Breakfast Menu (Hand in Task)	LFR4-1C, LFR4-5U, LFR4-6U, LFR4-7U, LFR4-8U		25%
Task 4	Term 4 Week 5	French Regional Cuisine (Hand in Task)	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-6U, LFR4-8U		25%
Total					Total 100%

Year 8 Assessment Schedule 2022 – History

Code	Outcome
	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
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
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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Term 2 Week 4	Egypt Writing task	HT4-3, 4-6, 4-8, 4-9, 4-10	100%	30%
				Total 100%	
Task 2	Term 3 Week 8	Source Analysis Hand In	HT4-4, 4-5 4-6, 4-7, 4-9, 4-10		40%
Task 3	Term 4 Week 4	Topic Test	HT4-1, 4-2, 4-3, 4-4, 4-5 4-6, 4-7, 4-9, 4-10		30%
Total					Total 100%

Year 8 Assessment Schedule 2022 - Japanese

Code	Outcome
	<i>A student:</i>
LJA4-1C	uses Japanese to interact with others to exchange information, ideas and opinions, and make plans
LJA4-2C	identifies main ideas in, and obtains information from texts
LJA4-3C	organises and responds to information and ideas for different audiences
LJA4-4C	applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences
LJA4-5U	applies Japanese pronunciation and intonation patterns
LJA4-6U	demonstrates understanding of key aspects of Japanese writing conventions
LJA4-7U	applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
LJA4-8U	identifies variations in linguistic and structural features of texts
LJA4-9U	identifies that language use reflects cultural ideas, values and beliefs

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Term 1 Week 7	Voki Self-Introductions (Hand in and in class components)	LJA4-2C, LJA4-3C, LJA4-5U, LJA4-7U, LJA4-8U, LJA4-9U	50%	25%
Task 2	Term 2 Week 6	Event Flyer (Hand in)	LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-7U, LJA4-9U	50%	25%
				Total 100%	
Task 3	Term 3 Week 8	Restaurant Menu and Dialogue (Hand in and in class)	LJA4-1C, LJA4-4C, LJA4-5U, LJA4-7U, LJA4-9U		25%
Task 4	Term 4 Week 5	Digital presentation '7 Days in Japan' (Hand in)	LJA4-4C, LJA4-6U, LJA4-7U, LJA4-9U		25%
Total					Total 100%

Year 8 Assessment Schedule 2022 – Mathematics Stage 4

Code	Outcome
	A student:
MA4-1WM	Communicating - communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	Problem Solving - applies appropriate mathematical Techniques to solve problems
MA4-3WM	Reasoning - recognises and explains mathematical relationships using reasoning
MA4-4NA	Computation with Integers - compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	Fractions, Decimals and Percentages - operates with fractions, decimals and percentages
MA4-6NA	Financial Mathematics - solves financial problems involving purchasing goods
MA4-7NA	Ratios and Rates - operates with ratios and rates, and explores their graphical representation
MA4-8NA	Algebraic Techniques - generalises number properties to operate with algebraic expressions
MA4-9NA	Indices - operates with positive-integer and zero indices of numerical bases
MA4-10NA	Equations - uses algebraic Techniques to solve simple linear and quadratic equations
MA4-11NA	Linear Relationships - creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	Length - calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	Area - uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	Volume - uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-15MG	Time - performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	Right-Angled Triangles (Pythagoras) - applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	Properties of Geometrical Figures - classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	Angle Relationships - identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	Data Collection and Representation - collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	Single Variable Data Analysis - analyses single sets of data using measures of location, and range
MA4-21SP	Probability - represents probabilities of simple and compound events

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Term 1 Week 6	Class Test	1WM,2WM,3WM 16MG, 8NA	30%	15%
Task 2	Term 2 Week 7	Common Test	1WM,2WM, 3WM, 19SP, 5NA, 6NA	70%	35%
				Total 100%	
Task 3	Term 3 Week 7	Common Test	1WM,2WM,3WM, 7NA, 10NA, 11NA,		35%
Task 4	Term 4 Week 5	Hand-in Task	1WM,2WM,3WM, 13MG, 14MG, 7NA		15%
Total					Total 100%

Year 8 Assessment Schedule 2022 - PDHPE

Code	Outcome
	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
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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Term 1-2	Practical: Movement Skill & Performance	PD4-4, PD4-5, PD4-8 PD4-11	50%	25%
Task 2	Term 2 Week 2	Topic Test: Managing Safety and Risk	PD4-1, PD4-8, PD4-6, PD4-9, PD4-7, PD4-10	50%	25%
				Total 100%	
Task 3	Term 3-4 Ongoing	Practical: Movement Skill & Performance	PD4-4, PD4-5, PD4-8, PD4-11		25%
Task 4	Term 4 Week 4	Topic Test: Eat right, Live Strong	PD4-2, PD4-8, PD4-6, PD4-9, PD4-7, PD4-10		25%
Total					Total 100%

Year 8 Assessment Schedule 2022 - Religious Education

Code	Outcome
	A student:
S4.1.a	identifies and describes the Catholic understanding of the mystery of God
S4.1.b	describes ways God invites people to respond
S4.2.a	identifies the cultural and historical influences on Jesus of Nazareth
S4.2.b	interprets the teachings of Jesus and applies them to a contemporary setting
S4.3.a	identifies and describes ways people respond to the call to discipleship
S4.3.b	describes how Christian life requires informed moral decisions and appropriate actions
S4.4.a	explains the significance of the sacraments of initiation
S4.4.b	determines and describes features of a Catholic community
S4.5.a	locates and explains a range of scripture passages relevant to biblical and contemporary life
S4.5.b	identifies influences on a number of biblical authors

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Term 1 Week 9	Oral presentation	S4.1a, S4.2a, S4.2.b	50%	25%
Task 2	Term 2 Week 6	Topic test	S4.4a	50%	25%
				Total 100%	
Task 3	Term 3 Week 7	Feature article	S4.1b, S4.3b		25%
Task 4	Term 4 Week 5	Topic test	S4.1a, S4.3a, S4.5a		25%
Total					Total 100%

Year 8 Assessment Schedule 2022 – Science

Code	Outcome
	A student:
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
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	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
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
SC4-17CW	explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Term 1 Week 9	Research and presentation task	SC4-7WS, SC4-9WS, SC4-14LW	50%	25%
Task 2	Term 2 Week 6	First Hand Investigation	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	50%	25%
				Total 100%	
Task 3	Term 3 Week 9	Practical Skills Task	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS		25%
Task 4	Term 4 Week 5	Yearly Examination	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW, SC4-17CW		25%
Total					Total 100%

There is one assessment for learning activity included in each teaching unit.

Year 8 Assessment Schedule 2022 - Technology Mandatory
(For classes 8TECH 2, 4, 6, 7 only)

Code	Outcomes
	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
TE4-5AG	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
TE4-7DI	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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Semester 1 Term 2 Week 2	Crack the Code - Folio	TE4-1DP, TE4-4DP	40%	20%
Task 2	Semester 1 Term 2 Week 4	Crack the Code - Project	TE4-3DP, TE4-4DP	40%	20%
Task 3	Semester 1 Term 2 Week 6	Crack the Code - In class quiz	TE4-10TS, TE4-7DI	20%	10%
				Total 100%	
Task 4	Semester 2 Term 4 Week 2	The Acrobat -Folio	TE4-1DP, TE4-4DP		20%
Task 5	Semester 2 Term 4 Week 4	The Acrobat -Project	TE4-3DP, TE4-4DP		20%
Task 6	Semester 2 Term 4 Week 6	The Acrobat – In class quiz	TE4-10TS, TE4-7DI		10%
Total					100%

Year 8 Assessment Schedule 2022 - Technology Mandatory
(For classes 8TECH 1, 3, 5 only)

Code	Outcome
	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
TE4-5AG	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
TE4-7DI	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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Semester 1 Term 2 Week 2	The Acrobat -Folio	TE4-1DP, TE4-4DP	40%	20%
Task 2	Semester 1 Term 2 Week 4	The Acrobat -Project	TE4-3DP, TE4-4DP	40%	20%
Task 3	Semester 1 Term 2 Week 6	The Acrobat – In class quiz	TE4-10TS, TE4-7DI	20%	10%
				Total 100%	
Task 4	Semester 2 Term 4 Week 2	Crack the Code - Folio	TE4-1DP, TE4-4DP		20%
Task 5	Semester 2 Term 4 Week 4	Crack the Code - Project	TE4-3DP, TE4-4DP		20%
Task 6	Semester 2 Term 4 Week 6	Crack the Code - In class quiz	TE4-10TS, TE4-7DI		10%
Total					100%

Year 8 Assessment Schedule 2022 – Visual Arts

Code	Outcome
	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
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

Assessment of Learning	Week of term due	Description of task <i>Formal tasks across the Year group or cohort completing subject</i>	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
Task 1	Term 1 Week 7	<i>H2O</i> Critical and Historical Studies – The Conceptual framework	4.7,4.8,4.10	50%	20%
Task 2	Term 2 Week 5	<i>H2O</i> Artmaking Mixed media artist book	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	50%	25%
				Total 100%	
Task 3	Term 3 Week 2	<i>Popular Culture</i> <i>VAD</i> Critical and Historical Studies – The Frames	4.4, 4.5 4.7, 4.9, 4.10		10% 20%
Task 4	Term 4 Week 4	<i>Popular Culture</i> Art Making Ceramic artwork	4.1, 4.2, 4.3, 4.4, 4.5, 4.6		25%
Total					Total 100%

Year 8 assessment task distribution 2022

Week	Term 1	Term 2	Term 3	Term 4
1		PDHPE Practical (Thurs)	PDHPE Practical (Thurs)	PDHPE Practical (Thurs)
2	PDHPE Practical Movement Skill & Performance (Thurs)	PDHPE Practical (Thurs) PDHPE Topic Test Technology	PDHPE: Practical (Thurs) Visual Arts	PDHPE Practical (Thurs) Technology
3	PDHPE Practical (Thurs)	PDHPE Practical (Thurs)	PDHPE Practical (Thurs)	PDHPE Practical (Thurs)
4	PDHPE Practical (Thurs)	History PDHPE Practical (Thurs) Technology	PDHPE Practical (Thurs)	History PDHPE Topic Test PDHPE Practical (Thurs) Technology Visual Arts
5	PDHPE Practical (Thurs)	Visual Arts PDHPE Practical (Thurs)	PDHPE Practical (Thurs)	English French Japanese Mathematics Religious Education Science
6	Mathematics PDHPE Practical (Thurs)	English French Japanese PDHPE Practical(Thurs) Religious Education Science Technology	PDHPE Practical (Thurs)	Technology
7	French Japanese PDHPE Practical (Thurs) Visual Arts	Mathematics PDHPE Practical (Thurs)	English Mathematics PDHPE Practical (Thurs) Religious Education	
8	English PDHPE Practical (Thurs)	PDHPE Practical (Thurs)	French Japanese History PDHPE Practical(Thurs)	
9	PDHPE Practical (Thurs) Religious Education Science	PDHPE Practical (Thurs)	PDHPE Practical(Thurs) Science	
10	PDHPE Practical (Thurs)	PDHPE Practical (Thurs)	PDHPE Practical (Thurs)	