

CARINGBAH HIGH SCHOOL



Year 8 Assessment Booklet

INTRODUCTION

The purpose of this document is to provide a summary of the marks allocated for the assessment of student achievement in each course.

Student Responsibilities

It is the student's responsibility to:

- participate fully and positively in their lessons and co-curricular activities, and to complete all work on time
- arrive at school on time and attend until the end of the school day. Approval must be sought for all absences or variations to attendance
- complete all work and assessment tasks to the best of their ability
- be present for and/or hand in assessment tasks at the required time. If a student is absent on the day of an assessment task, they should present a medical certificate/letter from parents to the Deputy Principal on their first day back at school and complete an Illness/Misadventure application (available from the DP) within five school days of the original task. Students absent on the day a hand-in task is due should still submit the task on the due date and time via email or teams (as per instructions on the Assessment Task Notification).
- unless there is proven illness or misadventure, late submission will incur a penalty of 20% of the weighted mark for each day late. Note that weekends count as 2 days, long weekends as 3 days
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back
- demonstrate through effort and achievement, he/she has met the requirements of the course
- ensure all work is their own. Plagiarism will not be tolerated and all 'take home' tasks must be the original work of the student. Any student found to have committed plagiarism will be given zero for that task

Computer or printer breakdown and internet issues are not an acceptable reason for failing to submit a task on time. It is the student's responsibility to use sensible work practises including making and retaining draft prints and saving files in an appropriate manner.

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Unfair Advantage

Proven dishonesty/malpractice will result in a zero award for an assessment task. The following are examples of – but not limited to - causes of unfair advantage. Any instances of dishonesty or malpractice will result in a zero mark.

- plagiarism
- copying other students' work
- giving other students their work or access to questions/exam
- helping another student to cheat in any way
- bringing or using notes/formula into the examination room
- not acknowledging sources
- building on someone else's ideas without stating their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- paying someone to write or prepare material and presenting it as their own
- not acknowledging any work completed by others for submitted work or performance
- breaching school exam rules
- cheating in an exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

Illness or Misadventure

Circumstances may arise that prevent a student from completing an assessment task. These may include personal illness, family tragedy or bereavement, etc. These circumstances may prevent attendance on the day of a task or from completing a hand-in task on time. **Computer/printer failure/internet issues are not grounds for appeal.** Students will need to complete an Illness/Misadventure Application (obtainable from the Deputy Principal) on their first day back at school

If a student misses a test or other in-school task, they must be prepared to complete this task on the day that they return to school after the absence. If absent on the day that a hand-in task is due, students should email the task on the day it is due, as is, to their class teacher or follow submission instructions

Please note: All dates are correct at time of printing, however, changes may be required throughout the year. Students will receive official written notification of all assessment task at least two weeks before the due date.

ENGLISH

The Year 8 English course is designed to equip students with the necessary skills, knowledge and understanding to read, evaluate and respond to a variety of texts across a range of modes, including ICT. Each program is intended to integrate the study of interesting and important concepts, while developing creativity and critical thinking skills, and refining their skills in composing and responding.

All classes in Year 8 will follow a common course of work, consisting of five units, four of which will be formally assessed. Students will be given a range of assessment tasks to demonstrate their achievement of the course outcomes.

Semester 1

English	Assessment 1	Assessment 2
Assessment	World Poetry	Suspense Fiction
Type	In-class reading and responding	Imaginative response to stimulus
Weighting	50%	50%
Due Date	Term 1, Week 8	Term 2, Week 4
Syllabus outcome	EN4-RVL-01, EN4-URA-01, EN4-ECA-01	EN4-URA-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01

Semester 2

English	Assessment 1	Assessment 2
Assessment	Close Study of Shakespeare	Appropriation
Type	In-class essay	In-class presentation (speech and visuals)
Weighting	50%	50%
Due Date	Term 3, Week 6	Term 4, Week 4
Syllabus outcome	EN4-URA-01, EN4-URB-01, EN4-ECA-01	EN4-URB-01, EN4-URC-01, EN4-ECA-01

The overall yearly assessment will be used to help organise students into appropriate classes for the next year.

GEOGRAPHY

Geography aims to stimulate student interest in and engagement with Australia and the rest of the world. Through geographical inquiry, students develop an informed perspective of the interactions between people, places and environments across a range of scales, in order to become informed, responsible and active citizens. The year 8 course considers two key inquiry areas: Water in the World and Interconnections. Students will be provided with opportunities to develop their geographic tools to assist them in analysing the impact of different perspectives at local, national and global scales. Students will be given a range of assessment tasks to demonstrate their achievement of the course outcomes.

Marks are awarded to students on the following basis:

Semester 1

Geography	Assessment 1
Assessment	Media Presentation
Type	Group Research Task
Weighting	50% of yearly grade
Due Date	Term 2, Week 2
Syllabus outcome	GE4.1, 4.2, 4.3, 4.5, 4.8

Semester 2

Geography	Assessment 2
Assessment	Stage 4 Geography Final Exam
Type	In-Class Exam
Weighting	50% of yearly grade
Due Date	Term 4, Week 2
Syllabus outcome	GE4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

Throughout this course, students will engage in periodic formative assessments designed to reinforce their understanding of key concepts. Through quizzes and topic-specific tests, these assessments allow students to gauge their progress while providing teachers with valuable insights. This feedback helps ensure an accurate grade that reflects each student's comprehension and understanding of this course.

The overall yearly assessment will be used to help organise students into appropriate classes for the next year.

LANGUAGES

The Year 8 Language Program is based on the study of one language for the whole year. Students develop skills in speaking, listening, reading and writing the language and are assessed on one or more of these skills regularly.

Each test will be a common test for those classes studying the same language.

Semester 1

Latin	Assessment 1	Assessment 2
Assessment	Reading, analysis, translation, vocabulary and culture	Reading, analysis, translation, vocabulary and culture
Type	Submitted Recording & Test	Test
Weighting	Recording (10%), Test (40%)	Test (50%)
Due Date	Term 1, Week 8	Term 2, Week 5
Syllabus outcome	CL4-UND-01, CL4-UND-02, CL4-ICU-01	CL4-UND-01, CL4-UND-02, CL4-ICU-01

French	Assessment 1	Assessment 2
Assessment	Interacting and creating (listening & speaking)	Understanding and creating (reading & writing)
Type	Test	Test
Weighting	50%	50%
Due Date	Term 1, Week 8	Term 2, Week 4
Syllabus outcome	ML4-INT-01, ML4-CRT-01	ML4-UND-01, ML4-CRT-01

Japanese	Assessment 1	Assessment 2
Assessment	Interacting and creating (listening & speaking)	Understanding and creating (reading & writing)
Type	Interview	Project
Weighting	50%	50%
Due Date	Term 1, Week 8	Term 2, Week 4
Syllabus outcome	ML4-INT-01, ML4-CRT-01	ML4-UND-01, ML4-CRT-01

LANGUAGES Continued

Semester 2

LOTE — Latin	Assessment 1	Assessment 2
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Assessment	Latin reading, analysis, translation, vocabulary and culture	Latin reading, analysis, translation, vocabulary and culture
Type	Test	Test
Weighting	Test (50%)	Test (50%)
Due Date	Term 3, Week 5	Term 4, Week 5
Syllabus outcome	CL4-UND-01, CL4-UND-02, CL4-ICU-01	CL4-UND-01, CL4-UND-02, CL4-ICU-01

LOTE —French	Assessment 1	Assessment 2
Assessment	Understanding and creating Reading & writing	Interacting and creating Listening & speaking
Type	Test	Test
Weighting	50%	50%
Due Date	Term 3, Week 9	Term 4, Week 5
Syllabus outcome	ML4-UND-01, ML4-CRT-01	ML4-INT-01, ML4-CRT-01

LOTE - Japanese	Assessment 1	Assessment 2
Assessment	Interacting and understanding Listening & reading	Creating Speaking & writing
Type	Test	Speech
Weighting	50%	50%
Due Date	Term 3, Week 9	Term 4, Week 4
Syllabus outcome	ML4-INT-01, ML4-CRT-01	ML4-UND-01, ML4-CRT-01

MATHEMATICS

A variety of mathematical skills and concepts are covered in the Year 8 Mathematics curriculum. Students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

Formal assessment throughout the year will consist of three common tests, each of which will cover two or more topics, as well as a yearly examination that will cover the entirety of the course studied thus far. Students will be given adequate notice of the content and date of each task.

Semester 1

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 1 (Measurement & Pythagoras' Theorem, Algebra & Indices)	Common Test 2 (Equations & Inequalities, Computation & Financial Mathematics)
Type	Examination	Examination
Weighting	20%	20%
Due Date	Term 1, Week 5-6	Term 2, Week 3-4
Syllabus outcome	MA4-LEN-C-01, MA4-PYT-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MA4-ALG-C-01	MA4-FRC-C-01, MA4-RAT-C-01

Semester 2

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 3 (Ratios & Rates, Probability & Statistics)	Yearly Examination (Angles & Geometry, Linear Relationships, and all previous topics)
Type	Examination	Examination
Weighting	20%	40%
Due Date	Term 3, Week 5-6	Term 4, Week 3-4
Syllabus outcome	MA4-RAT-C-01, MA4-PRO-C-01, MA4-DAT-C-01, MA4-DAT-C-02	All from previous assessment tasks, and MA4-ANG-C-01, MA4-LIN-C-01

The overall yearly assessment, along with teacher professional judgment, will be used to help organise students into appropriate classes for the next year.

Topics studied late in Term 4 will be assessed in Semester 1 of the following year.

MATHEMATICS ACCELERATED

The Accelerated class has completed all Stage 4 course content and will complete part of Stage 5 in Year 8, alongside the regular Year 9 cohort.

NEAS has designed the Core-Paths structure in Stage 4/5 Mathematics to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Pathways in Stage 5 allow students the opportunity to engage with Advanced and Extension courses.

Students at Caringbah High School are exposed to all the topics in the Core and Path: Adv, Ext course content, so that our students are well equipped to study any of the Stage 6 Mathematics courses in Year 11 and 12.

Formal assessment throughout the year will consist of three common tests, each of which will cover two or more topics, as well as a yearly examination that will cover the entirety of the course studied thus far. Students will be given adequate notice of the content and date of each task.

Semester 1

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 1 (Equations, Surface Area & Volume, Indices & Surds)	Common Test 2 (Right Angled Triangles and Trigonometry, Financial Mathematics, Linear Relationships)
Type	Examination	Examination
Weighting	20%	20%
Due Date	Term 1, Week 5-6	Term 2, Week 3-4
Syllabus outcome	MA5-EQU-C-01, MA5-IND-C-01, MA5-IND-P-01, MA5-ARE-C-01, MA4-ARE-P-01, MA5-VOL-C-01	MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-MAG-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-RAT-P-01

Semester 2

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 3 (Probability, Quadratic Expressions, Statistics, Algebraic Fractions)	Yearly Examination (Geometric Figures, Quadratic Equations & Parabolas, and all previous topics)
Type	Examination	Examination
Weighting	20%	40%
Due Date	Term 3, Week 4-5	Term 4, Week 3-4
Syllabus outcome	MA5-PRO-C-01, MA5-PRO-P-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-02, MA5-DAT-C-01, MA4-DAT-P-01	All from previous assessment tasks, and MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01

The overall yearly assessment, along with teacher professional judgment, will be used to help organise students into appropriate classes for the next year.

MUSIC

Caringbah High boasts an extensive and varied classroom and ensemble music program. In the Year 8 course:

- students will perform in class
- students will listen to music of various styles
- students will read and analyse music
- students will create music

Activities will be for both solo and group work and allow students to work to their own potential and ability level. This course will foster in each student, increased enjoyment and understanding of music. Students are strongly encouraged to participate in at least one of the 18 bands/choirs to further extend and develop their musical gifts and talents.

The topics studied in year 8 Music course include *The Blues, Rock Music and Music for Radio, Television, Film and Multimedia, and Music of the Theatre.*

Semester 1

Music	Assessment 1
Assessment	Composition
Type	Video Game Music Composition Task
Weighting	25%
Due Date	Term 2, Week 5
Syllabus outcome	4.5, 4.6, 4.10

Semester 2

Music	Assessment 1	Assessment 2
Assessment	Theory Exam and Performance Test	Group Performance and Portfolio
Type	Test	Battle of the Bands
Weighting	35%	40%
Due Date	Term 3, Week 3	Term 4, Week 2-6
Syllabus outcome	4.1, 4.7, 4.8, 4.9	4.2, 4.3

A detailed sheet of the above assessment tasks will be distributed to students during class.

PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION

Assessment of student outcomes in PD/H/PE will occur in both theory and practical areas. Objective and subjective appraisal will be used, taking into account team skills, leadership, interaction, communication and performance.

Semester 1

PDHPE	Assessment 1	Assessment 2
Assessment	Basic Gymnastics / Oz Tag	Health and Wellbeing
Type	Practical skills assessment	Hand-in task – Vlog class presentation
Weighting	50%	50%
Due Date	Ongoing assessment during Term 1	Term 1, Week 9/10
Syllabus outcome	PD4-11, PD4-4	PD4-6, PD4-7

Semester 2

PDHPE	Assessment 1	Assessment 2
Assessment	Respectful Relationships and Staying Safe	AFL / Netball
Type	Semester 2 exam	Practical Skills Assessment
Weighting	50%	50%
Due Date	Term 4, Week 3/4	Term 3 during practical lessons
Syllabus outcome	PD4-3, PD4-6	PD4-4, PD4-5, PD4-11

Grades will be allocated using the results from the above assessment tasks and the Course Performance Descriptors.

SCIENCE

The Science course in Years 7 to 10 at Caringbah High School has been designed to develop students':

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.

We expect that students will continually develop their expertise in the following areas:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing and analysing data and information
- Problem solving
- Communicating

Assessment

Each semester there will be an exam which assesses both Knowledge and Understanding, and the Working Scientifically skills. In addition, there will be another assessment task which assess a range of skills, as outlined below. Please note: All hand-in tasks must be uploaded to the relevant MS Team. The Science Faculty does not accept emailed tasks.

Semester 1

Science	Assessment 1
Assessment	Semester 1 exam
Type	Exam
Weighting	35%
Due Date	Term 2, Week 2 - 4
Syllabus outcome	SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW

Semester 2

Science	Assessment 2	Assessment 3
Assessment	Depth Study	Semester 2 exam
Type	Student Research Project	Exam
Weighting	25%	40%
Due Date	Term 3	Term 4 Week 2 - 4
Syllabus outcome	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7W, SC4-8WS, SC4-9WS, SC4-11PW, SC4-16W, SC4-17W	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7W, SC4-8WS, SC4-9WS, SC4-11PW, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW

TECHNOLOGY

The Technology course involves project-based learning and has been programmed into semesters over Year 8. All class groups will study the same learning program but may

complete the design projects at different times throughout the semester. The Technology course also includes knowledge about essential design and technology specific content. The course outcomes will be assessed within class groups and not across the whole grade.

Each design project requires the submission of a design folio that outlines the application of an appropriate design process. The design folio is also used to communicate the details of design, research, experimentation, development, planning, management, production and ongoing evaluation.

Students will produce a quality project as a practical outcome of the design project. Each project will be assessed within the criteria developed, from the original design brief, by each student. Innovation and creativity will be acknowledged, however, it is necessary to balance the complexity of the project to ensure a quality outcome is achieved. Students will be assessed on their developing knowledge of materials, tools and techniques.

Semester 1 & 2

Technology	Assessment 1	Assessment 2
Assessment	Project 1 – Production & Folio	Project 2 – Production & Folio
Type	Project	Project
Weighting	50%	50%
Due Date	Term 2	Term 4
Syllabus outcome	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS

A range of assessment strategies will be used to evaluate the required outcomes within these stated areas. The Assessment Strategies include; Skills Observation, Research Activities, Presentation, Design Folio, Written Report, Peer and Self Assessment.

VISUAL ARTS

Assessment in Year 8 Visual Arts is an ongoing process and is conducted at the end of each assessment task, with marks awarded and formal feedback given

Assessment activities in each semester cover at least two artmaking practices e.g. drawing, painting, design, sculpture or printmaking, as well as critical and historical writing and the Visual Arts Diary

Assessment tasks are fully discussed in class, with students made aware of the marking criteria and desired learning outcomes.

Semester 1

Visual Arts	Assessment 1
Assessment	Artmaking
Type	Watercolour Artwork and VAPD (on-going in-class artmaking)
Weighting	30%
Due Date	Term 1, Week 11
Syllabus outcome	4.1, 4.2, 4.5, 4.7

Semester 2

Visual Arts	Assessment 1	Assessment 2
Assessment	Artmaking	Critical and Historical
Type	2a: Modernism Painting (ongoing in-class artmaking) 2b: Research and analysis	Ceramics (on-going in-class artmaking)
Weighting	30% and 20%	20%
Due Date	Term 3, Week 4	Term 4, Week 4
Syllabus outcome	4.3, 4.4, 4.8, 4.9, 4.10	4.1, 4.5, 4.6