

STAGE 4 - YEAR 8 ASSESSMENT BOOKLET

ORAN PARK HIGH SCHOOL
2022



Assessment at Oran Park High School

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

In alignment with the directions of the Department of Education and Training and the New South Wales Education Standards Authority (NESA) Oran Park High School uses three forms of assessment. These three forms are:

- Assessment 'for' learning
- Assessment 'of' learning
- Assessment 'as' learning

Assessment 'of' learning

Assessment 'of' learning often takes the form of in-class tests, examinations, and assignments. Students will be provided with grades and feedback that indicate their level of achievement after each of these tasks. When students are set this type of assessment, they will be issued with a formal notification. **The majority of this booklet relates to this type of assessment.**

Assessment 'for' learning

Assessment 'for' learning reflects the idea that learning is an ongoing process, and this type of assessment allows for students to receive timely and ongoing feedback throughout their learning so that this can inform their next steps. This type of assessment usually takes place in lessons.

Assessment 'as' learning

Assessment as learning encourages students to take responsibility for their learning and can also include inquiry-based approaches to learning.

How can assessment help a student's learning?

It allows:

- teachers to gather evidence about student achievement in relation to course outcomes
- students with the ability to demonstrate what they know and can do
- clarification of a student's understanding of concepts and promotes deeper understanding

What is the nature of assessment activities that can be issued?

Assessment activities should:

- be valid and based on syllabus outcomes

- include criteria of learning being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive and accessible to all students
- be part of an ongoing process where progress is monitored over time.

What types of tasks might be issued?

Some or all of the following forms may be issued in formal assessments:

- Oral/aural tests
- Reports
- Essays
- Research assignments
- Submitted practical work
- Field work
- Written reports
- Oral submissions (sometimes recorded)
- Practical performances
- Portfolios
- Formal examinations

Consistency and marking of assessments

To ensure consistency in marking, teachers will:

- explain the task to students and provide opportunities to ask questions
- discuss with other teachers and collaborate on the marking of tasks to ensure consistency in marking standards
- provide feedback on task submissions that outlines; areas of strength, areas for improvement and strategies to improve.

Students with disabilities

“Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.” (NESA)

Students with disabilities may be able to present their work in an alternative format, have fewer questions or scaffolds. The type of adjustments will depend on each individual student and their needs. This will be based on consultation between parents and the school.

Life Skills

Years 7–10 courses based on Life Skills outcomes and content provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes. It can occur via a range of strategies and in a range of situations.

Junior assessment procedures for Years 7, 8 and 9

The Assessment Process:

- At commencement of each school year, students will be issued with an assessment booklet that outlines the guidelines for assessment in each course.
- At the commencement of each school year, students will receive an assessment schedule and requirements for each course.
- 2 weeks prior to an assessment task due date, written notifications will be issued to each student (See Appendix 1).

The Assessment Notification proforma (see attached) will be used for all subjects and will include:

- clear indications of the outcomes being addressed in the assessment task
 - clear instructions to allow the assessment task to be understood and completed
 - marking criteria that clearly states, “You will be assessed on how well you...”
 - marking guidelines that state the relationship between the work submitted and the grade that will be issued
 - clear submission instructions (this will include how to submit and where)
 - clear statement of the due date.
- Prompt feedback on each assessment task will be provided.
 - students will be required to sign registers when they receive their assessment notifications and when they submit their task.

As part of the Assessment Process students are required to:

- complete all tasks to the best of their ability

- complete and submit all tasks by the due date
- submit work that is their own and no one else's
- following the correct procedures if absent for any reason when the task notification is distributed or when the assessment task is due (see below).

Frequently asked questions

Q. What if a student is absent when the Assessment Notification is distributed?

It is the student's responsibility to ask the teacher for the task. Students will not be given an extension of time *except* where the absence is for an extended period of time and the reason is deemed acceptable by the Head Teacher.

NB: Copies of all issued Assessment Notifications can be accessed on our closed Facebook groups.

Q. What happens when students are required to sit for examinations?

Examinations or test style tasks will be undertaken on the time and date specified in the Assessment Notification. Details of what to expect in the examination will also be stated in this notification.

Q. What happens when a student is required to "hand in" an assessment?

Tasks are to be submitted as per the instructions on the Assessment Notification.

Q. What happens when a student does not submit their task by the due date?

Students who do not submit by the due date, will be recorded as a "non-submission" and a non-submission letter will be sent home. Student are required to meet with the Head Teacher of the faculty to discuss the circumstances around their non-submission and to plan for the late submission of the task. The Head Teacher will decide whether the same or an alternative task is to be completed.

Q. What happens when a student is sick or cannot attend school on the day of the assessment?

If a student has a valid reason for late submission, such as illness, then they are required to submit an Illness/Misadventure form to the Head Teacher of the subject. This document is to be accompanied by a Doctor's certificate OR parent explanation. This will be reviewed by the Head Teacher and a decision made about when the student is to submit their task.

Q. What happens when a student believes that they need an extension of an assessment task?

Acceptable reasons for an extension of a task may include:

- illness supported by a medical certificate
- evidence of exceptional circumstances

This evidence along with the Application for Illness/Misadventure form (Appendix 2) is to be provided to the Head Teacher of the faculty on the first day back at school. The Head Teacher will then determine if the reason is valid and decide on the submission of the task.

Q. What happens when a student's assessment is late because of technological failure?

Technological failure is not reason for an extension, students are encouraged to keep back-ups of their work. If a student is having difficulty printing they should speak to their teacher before the due date.

Q. What happens when a student submits a task that does not meet the outcomes?

If a student submits a task that does not meet the outcomes, an E grade will be awarded. If the task is deemed to be a non-serious attempt, then a negotiated resubmission date may be issued by the Head Teacher.

Q. What happens if a student submits work that is not their own?

Students must submit only work that is completed by them.

If a student in Year 8 submits the work of another person, copies from the internet or a published document without appropriate referencing they will receive a "non-submission" for the task and will be required to resubmit.

Students who knowingly allow another student to copy and submit their work may also receive a "non-submission".

Q. What happens if a student is involved in a school organised event that prevents them from submitting their task on the due date?

Students must inform the teacher as soon as they become aware of the event and negotiate for the submission of the task.

Informing the teacher after the event will result in the student receiving a "non-submission" for this task.

Q. What happens if a student is involved in a non-school organised event that prevents them from submitting their task on the due date?

Students should provide the teacher with written supporting evidence of the event giving at least two weeks' notice of the activity. As soon as students are aware of the activity, they must discuss this with their teacher so that arrangements for their task can be made.

Q. What if a student feels sick at school during the task?

Students must let their teacher know immediately if they are feeling unwell and the teacher will organise for them to attend sick bay. Students should then attend the doctors and submit a medical certificate to the Head Teacher on their first day back at school.

Q. What happens if the student is away on a family holiday?

The Department of Education does not encourage travel during school terms. If the travel is necessary, students must obtain an *Application for Extended Leave* form which must be submitted to the Principal for review.

If the application is approved, the student must liaise with the Year Adviser to identify any tasks that will be missed and to make alternative arrangements with the Head Teacher of the faculty. Parents will be contacted in regard to these arrangements prior to the leave.

These procedures will be regularly reviewed as part

English

Year 8 assessment task grid 2022

Task	Syllabus Outcomes									Date Due
	EN4-1A	EN4-2A	EN4-3B	EN4-4B	EN4-5C	EN4-6C	EN4-7D	EN4-8D	EN4-9E	
<i>Through My Eyes: Poetry</i> Portfolio of work	X	X	X				X	X		Term 1, Week 9
<i>Resilience: Novel</i> Podcast interview				X	X	X	X			Term 2, Week 8
<i>Film</i> In-class response to listening stimulus	X	X			X				X	Term 3, Week 8
<i>Introduction to Shakespeare</i> In class task			X		X	X	X			Throughout the term

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

HSIE

Year 8 assessment task grid 2022

Task	Syllabus Outcomes																		Date Due
	GE4-1	GE4-2	GE4-3	GE4-4	GE4-5	GE4-6	GE4-7	GE4-8	HT4-1	HT4-2	HT4-3	HT4-4	HT4-5	HT4-6	HT4-7	HT4-8	HT4-9	HT4-10	
Task 1 - History: <i>Medieval Europe</i> Research and Writing Task											X					X	X	X	Term 1, Week 8
Task 2 - History: <i>The Spanish Conquest of the Americas</i> Topic Test										X		X	X	X	X				Term 2, Week 4
Task 1 – Geography: <i>Water in the world</i> Fieldwork Report	X	X	X				X	X											Term 3, Week 9
Task 2 – Geography: <i>Water in the world & Interconnections</i> Skills and Topic Test		X	X	X	X														Term 4, Week 4

Outcome A student...

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
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

Korean

Year 8 assessment task grid 2022

Task	Syllabus Outcomes									Date Due
	LKO4-1C	LKO4-2C	LKO4-3C	LKO4-4C	LKO4-5U	LKO4-6U	LKO4-7U	LKO4-8U	LKO4-9U	
<i>Introduction to Korea and Hangeul</i> Hangeul In-class Task						X			X	Term 1, Week 10
<i>About me and Family</i> Self-Introduction	X			X	X		X			Term 2, Week 3
<i>Food</i> Menu Assessment				X		X			X	Term 3, Week 8
<i>All Topics</i> Examination		X	X				X	X		Term 4, Week 3

Outcome A student...

LKO4-1C	uses Korean to interact with others to exchange information, ideas and opinions, and make plans
LKO4-2C	identifies main ideas in, and obtains information from texts
LKO4-3C	organises and responds to information and ideas in texts for different audiences
LKO4-4C	applies a range of linguistic structures to compose texts in Korean, using a range of formats for different audiences
LKO4-5U	applies Korean pronunciation and intonation patterns
LKO4-6U	demonstrates understanding of key aspects of Korean writing conventions
LKO4-7U	applies features of Korean grammatical structures and sentence patterns to convey information and ideas
LKO4-8U	identifies variations in linguistic and structural features of texts
LKO4-9U	identifies that language use reflects cultural ideas, values and beliefs

Mathematics

Year 8 assessment task grid 2022

Task	Syllabus Outcomes																Date Due
	MA4-1WM	MA4-2WM	MA4-3WM	MA4-5NA	MA4-6NA	MA4-7NA	MA4-8NA	MA4-10NA	MA4-11NA	MA4-13MG	MA4-14MG	MA4-16MG	MA4-18MG	MA4-19SP	MA4-20SP	MA4-21SP	
<i>Percentages and algebra</i> In-class task	X	X	X	X	X		X										Term 1, Week 9
<i>Angles, probability, area and circles</i> Take home assignment	X	X	X							X			X			X	Term 2, Week 9
<i>Volume and cylinders; Pythagoras' theorem; Equations and linear relationships</i> In-class task	X	X	X					X	X		X	X					Term 3, Week 7
<i>Ratio and rates; Displaying data and analysing data</i> In-class task	X	X	X			X								X	X		Term 4, Week 5

Outcome A student...

MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations

MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound

Music

Year 8 assessment task grid 2022

Task	Syllabus Outcomes									Date Due
	4.1	4.2	4.3	4.4	4.6	4.7	4.8	4.9	4.10	
<i>Music and Culture</i> Performance task	X	X	X							Ongoing assessment throughout the topic
<i>Pop and Electronic Music</i> Technology Composition				X	X					Ongoing assessment throughout the topic
<i>Rap</i> Examination: Topic and Music Theory/Aural						X	X	X	X	Term 4, Week 3

Outcome A student...

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
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context

PDHPE

Year 8 assessment task grid 2022

Task	Syllabus Outcomes											Date Due
	PD4-1	PD4-2	PD4-3	PD4-4	PD4-5	PD4-6	PD4-7	PD4-8	PD4-9	PD4-10	PD4-11	
Theory: <i>Don't be mean behind the screen:</i> <i>Social media use and cyber safety</i> Practical: <i>Target games and Athletics</i>	X		X	X	X					X	X	Ongoing assessment throughout the topics
Theory: <i>Let's get physical:</i> <i>Life-long physical activity</i> Practical: <i>Fitness and Striking/fielding games</i>				X		X	X	X				Ongoing assessment throughout the topics
Theory: <i>Risky business:</i> <i>Road safety and Drug use</i> Practical: <i>Dance and Invasion games</i>		X			X	X			X	X	X	Ongoing assessment throughout the topics
Theory: <i>You've got a friend in me:</i> <i>Relationships</i> Practical: <i>Outdoor recreation and Initiative games</i>		X	X	X				X		X	X	Ongoing assessment throughout the topics

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	explores actions that help make home and school healthy, safe and
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

Science

Year 8 assessment task grid 2022

Task	Syllabus Outcomes									Date Due
	SC4-4WS	SC4-5WS	SC4-7WS	SC4-9WS	SC4-10PW	SC4-12ES	SC4-13ES	SC4-14LW	SC4-15LW	
<i>Scientific method</i> Research task: In-class and take-home	X	X	X							Term 1, Week 8
<i>Forces and Plants</i> Application of practical skills in-class task			X		X			X		Term 2, Week 2
<i>We will rock you</i> PBL and research take home task			X	X		X	X			Term 3, Week 8
<i>We will rock you and Body balance</i> Yearly in-class examination			X			X	X	X	X	Term 4, Week 3

Outcome A student...

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.
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
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.
SC4-12ES	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.

Technology Mandatory

Year 8 assessment task grid 2022

Task	Syllabus Outcomes								Date Due
	TE4-1DP	TE4-2DP	TE4-3DP	TE4-4DP	TE4-5AG	TE4-6FO	TE4-7DI	TE4-9MA	
<i>Digital technologies OR Agriculture and Food Technologies OR Materials – Timber</i> Portfolio and Practical Project	X	X	X	X	X	X	X	X	Term 2, Week 3
<i>Digital technologies OR Agriculture and Food Technologies OR Materials – Timber</i> Portfolio and Practical Project	X	X	X	X	X	X	X	X	Term 3, Week 6
<i>Digital technologies OR Agriculture and Food Technologies OR Materials – Timber</i> Portfolio and Practical Project Progress	X	X	X	X	X	X	X	X	Term 4, Week 4

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
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

Visual Arts

Year 8 assessment task grid 2022

Task	Syllabus Outcomes										Date Due	
	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10		
<i>Feathered friends</i> Artmaking: Oil pastel drawing	X			X		X						Term 1, Week 7
<i>Fragmented faces</i> Art studying: Cubist artwork analysis				X			X	X	X	X		Term 2, Week 3
<i>Fragmented faces</i> Artmaking: Clay sculpture	X	X	X	X	X							Term 3, Week 6
<i>Navigating nature</i> Artmaking: Mixed media artwork and Art studying: Examination	X	X	X	X	X	X	X	X	X	X	X	Term 4, Week 2

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 artist – artwork – world – audience
4.9	begins to acknowledge how art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings

Appendix 1



Faculty
Year 8 Assessment Task 1
Term 1 2022

STUDENT NAME	CLASS

DETAILS	
Topic:	
Due date:	Date of issue:
Type of task:	

TASK DESCRIPTION

NE SA TERMINOLOGY

MARKING CRITERIA
You will be assessed on how well you:

OUTCOMES TO BE ASSESSED

SUBMISSION INSTRUCTIONS

What do I do if I am absent?

MARKING GUIDELINES

Outcome	Grade	Performance Descriptor
	A	
	B	
	C	
	D	
	E	
	A	
	B	
	C	
	D	
	E	
	A	
	B	
	C	
	D	
	E	

FEEDBACK

Areas where you have performed well:

-
-
-

Areas where you need to improve:

-
-
-

Strategies to help you improve:

-
-
-



Application for Illness and Misadventure

Student details

Student name:

Year:

Assessment details:

Date of task:

Important - A separate form must be submitted for each assessment that you are applying for.

Describe how illness and unforeseen misadventure affected your performance or prevented your attendance. Attach any documentation that you might have to support your application.

Reason for misadventure:

Illness Misadventure Approved leave Approved school activity Other

Attach a separate page if required.

Student declaration:

- I have completed each item of this form and included appropriate documentation to support my appeal.
- I declare that all the information I have supplied is true.
- I have discussed this issue with my classroom teacher

Student signature:

Date:

To be completed by the Head Teacher

Appeal upheld?

Yes

No

Additional comments:

Signature:

Date:

