



**LISAROW HIGH SCHOOL**

2 The Ridgeway  
Lisarow NSW 2250  
Phone: (02) 4328 4599  
Fax: (02) 4329 1416  
Email: [lisarow-h.school@det.nsw.edu.au](mailto:lisarow-h.school@det.nsw.edu.au)  
[www.lisarowhigh.nsw.edu.au](http://www.lisarowhigh.nsw.edu.au)

**Respect   Responsibility   Integrity   Commitment**

# **Year 8**

# **Assessment Policy and Schedules**

**2019**



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## INTRODUCTION

Assessment is the process of identifying, gathering and interpreting information about students' learning. The purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning. The key reasons we assess student achievement is to:

- Support student learning
- Monitor student learning
- Diagnose student needs
- Evaluate the effectiveness of teaching/learning programs
- Ensure student reporting processes are based upon valid information

At Lisarow High School – assessment strategies are directly linked to reflect the Outcomes/Areas of Learning in each course (see individual schedules attached). Outcomes/Areas of Learning describe the standard against which student achievement is assessed and reported. It is generally not possible to make a judgement about the achievement of an Outcome/Area of Learning on the basis of a single piece of work or single assessment strategy. Each faculty has carefully developed the assessment schedules for all courses contained in this booklet to ensure that balanced teacher judgement of student assessment is made on the basis of a range of assessment evidence.

# COMPLETION AND SUBMISSION OF ASSESSMENT TASKS

All students are expected to complete and submit assessment tasks by the due date. Generally at least 2 weeks notice will be given for such tasks, and all students are expected to meet course requirements in this area.

## ***What do I do if I am not able to submit or complete my task on the due date?***

- If a student is absent from school on the day that a task is due, they will sit for or submit the task either on the day of return to school (submission of task), or in the next lesson for that course (in-class test, presentation etc.).  
It is the responsibility of the student to see the teacher immediately on his/her return to school to organise submission/completion of task.

## ***What happens if I fail to complete or submit an assessment task without parental explanation and/or a doctor's certificate?***

- Penalties will be incurred, then a mark of zero (0) is awarded and a letter sent home to parents.

## ***What happens if I have a problem with my computer when completing an assessment task?***

- Computer/printer malfunction is not an excuse for not completing or submitting a task by the due date.
- Assessment tasks completed on the computer should always be supported by a hard copy. Remember to continually save and back up all your work.
- If there is a printer malfunction, it is the student's responsibility to bring a copy to school on a USB drive to print in the library (at a small fee).

## ***What can I do to ensure I have success in every assessment task?***

- Read the assessment schedules in this booklet and have an understanding of when assessment tasks will occur throughout the year for each subject.
- Check with your teacher if you do not understand or are unsure about the assessment tasks you have been given. Your teacher will assist you with understanding the task.
- NEVER leave any task to the last minute to complete. No task can be completed the night before.
- Read the instructions and understand what is required of you for each task.

# DRAMA

## Year 8 2019

### Areas of Learning to be assessed and reported on

1. Demonstrates knowledge, understanding and skills, individually and collaboratively, through **making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
2. Demonstrates knowledge, understanding and skills, individually and collaboratively, through **performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
3. Demonstrates knowledge, understanding and skills, individually and collaboratively, through **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience

Task Description	Areas of Learning to be assessed	Task Weighting	Approximate Due Date
Group Performance and Logbook Submission	2, 3	40%	Term 1 Week 9/10
Group Performance	1	40%	Term 2 Week 9/10
Acting Appreciation	3	20%	Term 3 Week 8/9

# ENGLISH

Year 8 2019

The English Formal Tasks for assessment in Year 8 are not weighted. All English work in class and for summative assessment is used to assess student performance against the NESA A-E Performance Bands. The NSW Education Standards Authority indicates that assessment for, as and of learning should be considered in arriving at grades and English tasks and classroom observations are designed to allow for a holistic assessment of student performance to be made.

The Formal Tasks are a compulsory part of the English coursework and also provide a clear indication for students of what the other tasks completed in class are leading towards. A variety of outcomes will be assessed in each topic through the Formal Task and additional Minor Tasks.

In addition to the other Formal Tasks, all students are expected to be reading self-selected texts throughout the year. Students in Year 8 are expected to read during dedicated DEAR (Drop Everything And Read) periods at the start of lessons as well as at home. Students will keep a reflective reading log as a record and for assessment.

## Areas of Learning to be assessed and reported on

The following Areas of Learning are derived from the English Syllabus Objectives and are used to develop student reports. All five areas will be assessed each term:

1. Communicates through speaking, writing, viewing and representing
2. Uses language to shape meaning according to purpose, audience and context
3. Thinks in ways that are imaginative, creative, interpretive and critical
4. Expresses ideas about their relationships with others and the wider world
5. Reflects on and uses individual and collaborative skills for learning

Task Description	Topic	Topic Length	Areas of Learning to be assessed	Approximate Due Date
Appropriated Short Story - Reflection	Inspirations and Transformations	10 weeks	1, 2, 3, 4, 5	Term 1 Week 10
Presentation	Representations of Indigenous Experiences	10 weeks	1, 2, 3, 4, 5	Term 2 Week 10
Critical Response/ Script/Narrative - Film Techniques	Join the quest: Journeys into Fantasy	10 weeks	1, 2, 3, 4, 5	Term 3 Week 10
Major Work	Project Based Learning: Concept Study	10 weeks	1, 2, 3, 4, 5	Term 4 Week 9
Reading Log and Reflective Writing	Self-directed Reading	All Year	N/A	Ongoing (at least twice per term)

# HSIE - GEOGRAPHY

Year 8 2019

Outcomes to be assessed and reported on			
GE4.2 Describes processes and influences that form and transform places and environments 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 GE4.8 Communicates geographical information using a variety of strategies			
Task Description	Outcomes to be assessed	Task Weighting	Approximate Due Date
Report: Lisarow Wetlands	GE4.5	20%	Term 3 Week 3
ICT Task: Hydromorphic Hazard	GE4.2, GE4.4,	40%	Term 3 Week 7
Visual Representation: Place and Liveability	GE4.6, GE4.8	30%	Term 4 Week 2

# HSIE - HISTORY

Year 8 2019

Outcomes to be assessed and reported on			
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		
HT4.4	Describes and assesses 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	Explains 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 and other forms, including ICT, to communicate about the past		
Task Description	Outcomes to be assessed	Task Weighting	Approximate Due Date
Research Task: Vikings	HT4.4, HT4.6, HT4.8, HT4.10	50%	Term 1 Week 6
Class Test: The Black Death in Asia, Europe and Africa	HT4.1, HT4.2, HT4.5, HT4.7, HT4.9	50%	Term 2 Week 3

# MATHEMATICS

Year 8 2019

## Areas of Learning to be assessed and reported on

### WM **Working Mathematically**

Develops understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

### N **Number**

Develops efficient strategies for numerical calculation and solving problems using numbers

### A **Algebra**

Recognises patterns, describes relationships and applies algebraic techniques and generalisation

### M **Measurement**

Identifies, visualises and quantifies measures and explores measurement concepts applying formulas appropriately.

### G **Geometry**

Identifies, visualises and quantifies attributes of shapes and objects and geometric relationships, applying strategies and geometric reasoning in the solution of problems.

### S **Statistics**

Collects, represents, analyses, interprets and evaluates data.

### P **Probability**

Assigns and uses probabilities, and makes sound judgments.

Task Description	Areas of Learning to be assessed	Task Weighting	Approximate Due Date
Practical Task	WM, M	10%	Term 1 Week 6
In-class Test	WM, S	20%	Term 1 Week 11
Online Task	WM, N, M	10%	Term 2 Week 5
In -class Test	WM, A, P	20%	Term 2 Week 10
Take Home Task	WM, A, M	10%	Term 3 Week 5
In-class Test	WM, A	20%	Term 3 Week 10
Online Task	WM, N, G	10%	Term 4 Week 4

# MUSIC

## Year 8 2019

### Areas of Learning to be assessed and reported on

1. Performs a range of repertoire in solo or group situations
2. Performs with stylistic interpretation
3. Composes musical works for some instruments
4. Displays knowledge of musical notation
5. Demonstrates aural dictation skills
6. Shows ability to use musical computer programs
7. Shows aural recognition and knowledge of the concepts of Music
8. Applies score reading skills
9. Shows willingness to appreciate a variety of musical styles

### 8A, 8D, 8I, 8V

Task Description	Areas of Learning to be assessed	Task Weighting	Approximate Due Date
Performance (Guitar/Vocals/Piano)	1, 2, 8, 9	30%	Term 1 Week 11
Performance (Rock Music/Ensemble Skills)	1, 2, 8, 9	30%	Term 2 Weeks 9-10
Aural Analysis/Composition (Hip Hop)	1, 2, 3, 4, 6, 7, 9	40%	Term 3 Week 8

### 8C, 8E, 8T

Task Description	Areas of Learning to be assessed	Task Weighting	Approximate Due Date
Performance (Instrumental Program)	1, 2, 8, 9	30%	Term 2 During Stage It
Performance (Rock Music/Ensemble Skills)	1, 2, 8, 9	30%	Term 2 Weeks 9-10
Aural Analysis/Composition (Hip Hop)	1, 2, 3, 4, 6, 7, 9	40%	Term 3 Week 8

# PD/HEALTH/PE

Year 8 2019

## Areas of Learning to be assessed and reported on

1. Understands and reviews the dietary habits of young people in relation to recommended dietary guidelines
2. Recognises the cultural and social influences on food choices
3. Participates in physical activities to develop health-related and skill-related fitness components
4. Demonstrates competency and improvement in completing laps of cross country course.
5. Demonstrates movement skills in a variety of track and field athletics events.
6. Analyses influences and reasons why people choose to use or not drugs
7. Understands the short term effects of marijuana and the classification of drugs
8. Combines the features and elements of movement composition to perform in a range of contexts and the environments in social and folk dancing
9. Demonstrates movement skills through a range of experiences including team sports, striking games and competition skills.

Task Description	Areas of Learning to be assessed	Task Weighting	Approximate Due Date
Nutritional Menu Plan and Dietary Analysis	1, 2	15%	Term 1 Week 8
Practical – <ul style="list-style-type: none"> <li>• Fitness Unit – Pre Test, Post Test and Program</li> <li>• Cross Country and Endurance Unit</li> <li>• Athletics /Olympics Unit</li> </ul>	3, 4, 5	10% 12.5% 12.5%	Terms 1 and 2 Ongoing
Drugs Research Task	6, 7	15%	Term 3 Week 9
Practical - <ul style="list-style-type: none"> <li>• Social Dance</li> <li>• Invasion Games</li> <li>• Striking Sports</li> </ul>	8, 9	12.5% 12.5% 10%	Terms 3 and 4 Ongoing

# SCIENCE

Year 8 2019

Areas of Learning to be assessed and reported on			
1. Demonstrates knowledge and understanding in the Physical World Unit 2. Demonstrates knowledge and understanding in the Chemical World Unit 3. Demonstrates knowledge and understanding in the Living World Unit 4. Demonstrates knowledge and understanding in the Earth and Space Unit 5. Demonstrates planning and conducting investigation skills 6. Demonstrates processing and analysing data skills 7. Demonstrates problem solving skills 8. Demonstrates communicating skills			
Task Description	Areas of Learning to be assessed	Task Weighting	Approximate Due Date
First-hand Investigation	5, 6	20%	Term 1 Week 9
Knowledge and Understanding Examination 1 (Just Keep Swimming Unit)	2	10%	Term 1 Week 10
Knowledge and Understanding Examination 2 (Living on Mars Unit)	4	10%	Term 2 Week 9
Application to Learning Semester 1 (includes bookwork and homework completion and achievement)	2, 4, 7, 8	10%	Ongoing
Secondary Sources Investigation	7, 8	20%	Term 3 Week 1
Knowledge and Understanding Examination 3 (Lisarow Wetland, Not Wasteland Unit)	1	10%	Term 3 Week 9
Knowledge and Understanding Examination 4 (2030 – To Infinity and Beyond Unit)	3	10%	Term 4 Week 9
Application to Learning Semester 2 (Includes bookwork and homework completion and achievement)	1, 3, 5, 6	10%	Ongoing

# TECHNOLOGY (MANDATORY)

Year 8 2019

During the year, students will rotate through 3 x 13 week units of work.

Due dates will vary as the units of work will be delivered in a different order for each class; however, all students will undertake the same design projects over the course of the year.

## Areas of Learning to be assessed and reported on

1. Generates and communicates creative design ideas
2. Conducts research and experimentation
3. Safely and responsibly uses a range of tools, materials and techniques
4. Applies management skills to successfully complete quality design projects
5. Evaluates design projects

Task Description	Areas of Learning to be assessed	Task Weighting	Approximate Due Date
Interior Design – Food and Textile Technologies			
Shorts Design Folio Food Practicals Muffin Task	1, 2, 3, 4, 5	30% 20% 30% 20%	Various
Industrial Design – Timber and Metal Technologies			
Timber Practical Design Folio Metal Toolbox	1, 2, 3, 4, 5	50% 20% 30%	Various
Agricultural Product Design – Animal and Plant Production Technologies			
Chicken Coop Project Design Folio Vegetable Garden Project	1, 2, 3, 4, 5	20% 50% 30%	Various

# VISUAL ARTS

Year 8 2019

## Areas of Learning to be assessed and reported on

1. Uses a range of strategies to explore different art making conventions and procedures to make artworks
2. Explores relationships between artist – artwork – world – audience
3. Makes artworks understanding the frames
4. Uses the world as a source for ideas for subject matter in their artworks
5. Investigates ways to develop meaning in the artworks
6. Selects different materials and techniques to make artworks
7. Explores aspects of practice in art criticism and history
8. Explores the link between artist – artwork – world - audience
9. Begins to acknowledge that art can be interpreted from different points of view
10. Sees that art criticism and history gives meaning to artworks and the art world

Task Description	Areas of Learning to be assessed	Task Weighting	Approximate Due Date
Case Study and Practical Submission (+ Visual Diary)	8,10 1, 4, 6	15% 20%	Term 1 Week 10
Case Study and Practical Submission (+ Visual Diary)	7, 9 2, 3, 5	15% 20%	Term 2 Week 10
Case Study and Practical Submission (+ Visual Diary)	7, 9 2, 3, 5	10% 20%	Term 3 Week 10

# ASSESSMENT REFERENCE GRID

Week	Term 1	Term 2	Term 3	Term 4
1			Science	
2				Geography
3		History	Geography	
4				Mathematics Music
5		Mathematics	Mathematics	
6	History Mathematics			
7			Geography	
8	PDHPE		Drama Music	
9	Drama Science	Drama Music Science	Drama PDHPE Science	English Science
10	Drama English Science	Drama English Mathematics Music Visual Arts	English Mathematics Visual Arts	
11	Mathematics Music (8A,8D,8I,8V)			