Picnic Point High School

Year 8 Assessment Handbook 2024

Respect Responsibility Participation

Student name: _____

PPHS YEAR 8 SCHOOL ASSESSMENT CALENDAR 2024				
Week	Term 1	Term 2	Term 3	Term 4
1				History 100%
2				Geography 100% Science 35%
3		Visual Arts 50%		
4		Mathematics 30% PDHPE 30%		Mathematics 40%
5			Mathematics 30% PDHPE 30%	Visual Arts 50%
6				
7				
8	Science 30%	Science 35%		
9			English 50%	
10	English 50%			
	PDHPE Practical 20%		PDHPE Practical 20%	
	Technology Mandatory 50%		Technology Mandatory 50%	

The Assessment Booklet

The purpose of this booklet is to give students and their parents an indication of the assessment sequence for each subject studied and provide advice on the school assessment policy.

School Homework Policy

Homework is a very important part of learning. Students are responsible for regularly reviewing and consolidating at home the work, which has been covered in lessons. This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the Curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that students develop a pattern of regular revision. In this respect teachers will continue to counsel students in home study programs and independent learning techniques including how to revise and summarise work.

Study Skills

Having good study habits is not a matter of chance. Some of the students in your class probably appear to be much better at doing assignments and exams than others. This does not mean that they were 'born with' the ability to study; it simply means they have learnt the skill before others.

Anyone can learn good study habits and improve his or her chance of doing well in exams. All you need to do is listen, learn and practice.

Dividing Study Time

Homework must be a regular part of every weekly study timetable and must be done first (so it is not 'hanging over your head'). While completing homework, you should also revise the work done at school that day, because this is the best way to reinforce your learning. Time should be given to all subjects. Most study time should be spent on your weakest subjects.

Study time (as distinct from homework time) should start with your weakest subject, while you are still fresh. It is important to get into a habit of recording homework and study in your diary – organisation is the key to successful study and homework.

Role of the School Diary

Students are expected to have the Picnic Point High School diary with them at all times. The diary has the following purposes:

- Homework record for students and parents
- Assessment task planning for students
- Record of out of class passes during the day
- Messages from staff to parents

Students and families have the responsibility to ensure that the correct use of the school diary enables a greater knowledge of what students are doing each day at school.

SCHOOL ASSESSMENT POLICY YEARS 7-9

An assessment is a measure of student achievement over the whole program of study within a subject.

In the following information, Assessment Task includes Examinations.

1. Student Responsibilities

a) You *MUST BE FAMILIAR* with the school's assessment policy.

b) It is your responsibility to attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent for any number of days you must check to see if an assessment task has been posted to any of your Google classrooms. Upon returning to school, you should also check with your teachers to see if any assessment tasks have been set.

c) You must apply yourself to all course work/class work as required by your teachers.

d) It is *YOUR* responsibility:

i) To *BE ON TIME* to all in-class assessment tasks; you will not be given an extension of time if you are late to any task held in school time or at the beginning of the day unless the Deputy Principal or the Principal has verified that you have legitimate reasons for being late and are prepared to give you a note to that effect.

ii) To *BE PRESENT* to do all in-school assessment tasks. This means being present for the whole day that a task is due or that a task is set as an exam.

iii) To hand in any homework assessment task on time to your teacher or Google Classroom when required.

e) If you are absent for an assessment, test or on the day a task is due it is *YOUR RESPONSIBILITY* to bring a medical certificate or approved documentation justifying your absence to the appropriate Head Teacher immediately upon your return to school.

f) It is your responsibility to notify your teacher of any assessment problems *IN ADVANCE*, if possible.

g) It is your responsibility to *CHECK THE MARKING* of each task when it is returned to you on the same day.

h) Students who prepare assignments or other required work relying on technology (ie: Computers) will not be permitted to use the failure of such a device as a reason for failing to hand in work. Students must take appropriate steps to keep hard copies or back up files on a regular basis. The school will assist you with technology support if requests are made at the appropriate time (any extraordinary situation will be dealt with by the appeals committee).

NB: You must not under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Therefore, any work not personally handed to the class teacher, or the Head Teacher will be dealt with in the same manner as for failure to complete a task.

2. School Assessment Policies

a) Advance Notice of Assessment Tasks
Students will be given written notice of any assessment task particularly for those which require preparation or home study. Students will also receive an electronic copy of the task notification on their relevant Google classroom.

b) Submission of Assessment Tasks
i) Students must hand in assessment tasks during the lesson for the subject in which the task is set.
ii) Students may submit or perform an assessment only if they attend all of their lessons that day. (An exception to this is if you send your assessment task to school if you are unable to attend on the day a task is due).

c) Absence on the day of an Examination/Test
Students will be required to complete a missed examination/test the NEXT time they have that subject (In some cases, a SUBSTITUTE test or alternative means of assessment, can be arranged). A medical certificate or letter to provide a sound REASON for the absence will be ESSENTIAL and must be given to the Head Teacher. An invalid reason for absence (or failure to see the Head Teacher) will result in a '0' being awarded for that examination/test.

d) Absence on day an Assessment Task is Due
If a student is unable to attend school on the day a task is due, a parent or friend should submit the required task, or it should be submitted on the day prior to completion date. If this is not possible it is then the student's responsibility to see the teacher on the FIRST day of returning from an absence in order to submit the task.

e) Late Submission of a Home Assessment Task
Late assignments/tasks will be penalised at a rate of 10% of the available marks, per day, for up to five days. Weekends will be included in these five days. If the assignment/task is not submitted after five days of the original due date, a zero mark will be awarded.

Example:
An assignment is due on Thursday. The assignment is worth 100 marks.

Thursday	Assignment not submitted	Loss of 10 marks (10% of the total marks available)
Friday	Assignment not submitted	Loss of a further 10 marks
Saturday		Loss of a further 10 marks
Sunday		Loss of a further 10 marks
Monday	Assignment not submitted	Loss of a further 10 marks
Tuesday	Assignment not submitted	Zero Mark Awarded

In extenuating circumstances, a written reason from the parents must be forwarded to the Head Teacher of the faculty as soon as the assignment is submitted. This will be considered, and a decision will be made.

f) Marking of Assessment Tasks

It is the student's responsibility to check the marking of any assessment task when it is returned. The marks for any task will be taken as **final** seven days after the task is returned, so a student **must indicate any error in marking before this.** A complaint about marking is not valid for a **later appeal** against an assessment.

g) Malpractice (plagiarism, copying, cheating, talking during an examination)/Non-Serious Attempt

i) In situations where it is established that malpractice has occurred then a '0' will be given for the task.

The Head Teacher in consultation with the class teacher will establish that malpractice has occurred. Parent/Carers will be advised in writing.

If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the appeals committee in writing.

An interview with the student will follow and the decision made will be final.

If it is found that malpractice has occurred, no substitute task will be given.

h) Appeals/Appeals Committee

i) Any complaints about assessment procedures should be made in the first place to the class teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's Appeals Committee through the Deputy Principal in charge of the year group.

ii) The appeals committee will consist of:

i. The Deputy Principal in charge of the year group.
ii. The Subject Head Teacher.
iii. The Year Adviser.

iii) Appeals will be in writing on the appropriate form. See the Deputy Principal in charge of your year group for details or forms.

iv) Appeals process to be used:

i. Appeal upheld – work submitted, marked and results recorded.
ii. Appeal not upheld or no appeal – work submitted marked and recorded as '0'.

English Course Outcomes

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.

SUBJECT: ENGLISH COURSE: YEAR 8

	TASK 1	TASK 2	WEIGHTING
	Multimodal Task	Reading & Writing	
	Term 1 Week 10	Term 3 Week 9	
	EN4-1A EN4-2A EN4-3B EN4-4B EN4-5C	EN4-2A EN4-3B EN4-5C	
TOTAL WEIGHTING	50	50	100

Geography Course Outcomes

GE4-1	Locates and describes the diverse features and characteristics of a range of places and environments.
GE4-2	Describes processes and influences that form and transform places and environments.
GE4-3	Explains how interactions and connections between [people, places and environments result in change.
GE4-4	Examines perspectives of people and organisations on a range of geographical issues.
GE4-5	Discusses management of places and environments for their sustainability.
GE4-6	Explains differences in human wellbeing.
GE4-7	Acquires and processes geographical information by selecting and using geographical tools for inquiry.
GE4-8	Communicates geographical information using a variety of strategies.

SUBJECT: GEOGRAPHY COURSE: YEAR 8

	TASK 1			WEIGHTING
	Yearly Examination			
	Term 4 Week 2			
	GE4-1	GE4-2	GE4-3	
	GE4-4	GE4-8		
TOTAL WEIGHTING	100			100

History Course Outcomes

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.

SUBJECT: HISTORY COURSE: YEAR 8

	TASK 1			WEIGHTING
	Yearly Examination			
	Term 4 Week 1			
	HT4-2	HT4-3	HT4-4	
	HT4-5	HT4-6	HT4-7	
	HT4-9	HT4-10		
TOTAL WEIGHTING	100			100

Mathematics Course Outcomes

Working Mathematically

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.

Number and Algebra

MA4-4NA Compares, orders and calculates with integers, applying a range of strategies to aid computation.

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.

MA4-9NA Operates with positive-integer and zero indices of numerical bases.

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.

Measurement and Geometry

MA4-12MG Calculates the perimeters of plane shapes and the circumferences of circles.

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.

MA4-15MG Performs calculations of time that involve mixed units and interprets time zones.

MA4-16MG Applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems.

MA4-17MG Classifies, describes, and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.

MA4-18MG Identifies and uses angle relationships, including those related to transversals on sets of parallel lines.

Statistics and Probability

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 events.

SUBJECT: MATHEMATICS COURSE: YEAR 8

	Task 1	Task 2	Task 3	WEIGHTING
	Half Yearly Examination	Topic Test 2	Yearly Examination	
	Term 2 Week 4	Term 3 Week 5	Term 4 Week 4	
	MA4-7NA MA4-15MG MA4-11MA	MA4-5NA MA4-6NA MA4-17MG	MA4-21SP MA4-11NA MA4-17MG MA4-2WM	
TOTAL WEIGHTING	30	30	40	100

PDHPE Course Outcomes

PD4-1	Examines and evaluates strategies to manage current and future challenges.
PD4-2	Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.
PD4-3	Investigates effective strategies to promote inclusivity, equality, and respectful relationships.
PD4-4	Refines, applies, and transfers movement skills in a variety of dynamic physical activity contexts.
PD4-5	Transfers and adapts solutions to complex movement challenges.
PD4-6	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing, and participation in physical activity.
PD4-7	Investigates health practices, behaviours, and resources to promote health, safety, wellbeing and physically active communities.
PD4-8	Plans for and participates in activities that encourage health and a lifetime of physical activity.
PD4-9	Practises self-management skills in familiar and unfamiliar scenarios.
PD4-10	Uses interpersonal skills to effectively interact with others.
PD4-11	Demonstrates how the body moves in relation to space, time, objects, effort, and people.

SUBJECT: PDHPE COURSE: YEAR 8

	Task 1	Task 2	Task 3	Task 4	WEIGHTING
	Poster / Infographic Task Millennials	Skill and Participation Mark	First Aid Assignment Choices	Skill and Participation Mark	
	Term 2 Week 4	**Semester 1 Ongoing**	**Term 3 Week 5**	**Semester 2 Ongoing**	
	PD4-1 PD4-3 PD4-10	PD4-4 PD4-5 PD4-8	PD4-1 PD4-2 PD4-9	PD4-4 PD4-5 PD4-8	
TOTAL WEIGHTING	30	20	30	20	100

Science Course Outcomes

SC4-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
SC4-2VA	Shows a willingness to engage in finding solutions to science-related personal, social, and global issues, including shaping sustainable futures.
SC4-3VA	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems.
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns, and relationships, and draw conclusions.
SC4-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
SC4-9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
SC4-10PW	Describes the action of unbalanced forces in everyday situations.
SC4-11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
SC4-12ES	Describes the dynamic nature of models, theories, and laws in developing scientific understanding of the Earth and solar system.
SC4-13ES	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.
SC4-14LW	Relates the structure and function of living things to their classification, survival, and reproduction.
SC4-15LW	Explains how new biological evidence changes people's understanding of the world.
SC4-16CW	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
SC4-17CW	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

SUBJECT: SCIENCE

COURSE: YEAR 8

	Task 1	Task 2	Task 3	WEIGHTING
	Process Assessment Task	Student Research Project	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 4 Week 2	
	SC4-7WS SC4-8WS SC4-9WS SC4-14LW	SC4-4WS SC4-5WS SC4-7WS SC4-8WS SC4-9WS	SC4-7WS SC4-10PW SC4-11PW SC4-12ES SC4-13ES	
TOTAL WEIGHTING	30	35	35	100

Technology (Mandatory) Course Outcomes

TE4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
TE4-2DP	Plans and manages the production of designed solutions.
TE4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
TE4-5AG	Investigates how food and fibre are produced in managed environments.
TE4-8EN	Explains how force, motion and energy are used in engineered systems.

SUBJECT: TECHNOLOGY MANDATORY COURSE: YEAR 8

	TASK 1/2	TASK 1/2	WEIGHTING
	Food and Agriculture Written and Practical	Engineering Written and Project	
	Term 2 or 4	Term 2 or 4	
	TE4-1DP TE4-2DP TE4-3DP TE4-5A	TE4-1DP TE4-2DP TE4-3DP TE4-8EN	
TOTAL WEIGHTING	50	50	100

Visual Arts Course Outcomes

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.

SUBJECT: VISUAL ARTS COURSE: YEAR 8

	TASK 1	TASK 2	WEIGHTING
	VAPD & Artmaking	VAPD & Artmaking	
	Term 2 Week 3	Term 4 Week 5	
	4.1 4.7	4.1 4.7	
TOTAL WEIGHTING	50	50	100