



**YEAR 8**

**ASSESSMENT INFORMATION**

**2024**

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## ASSESSMENT AND REPORTING IN STAGE 4

### A-E Grading

The A to E grading scale lets teachers report student academic achievements at any point in time using clear standards.

Achievement standards have two important components. These can be thought of in terms of **what** and **how well**.

**What** students are expected to learn and **how well** they have achieved.

The A to E grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding and
- the range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers are **not** limited to set numbers of each grade within their class or school.

Grades are one aspect of school reporting to parents. Other important tools include:

- teacher comments
- parent-teacher interviews and
- information about student effort and application.

## THE COMMON GRADE SCALE DESCRIBES PERFORMANCE AT EACH OF FIVE GRADE LEVELS

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

**A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

**C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## REQUIREMENTS OF STUDENTS

**The class will be given two weeks' notice of the specific date and nature of any assessment task.** It is the responsibility of any absent student to ask the teacher about the assessment task. All students are responsible for ensuring that they understand the school's policies on assessment.

**Students are required to complete all assessment tasks in every course.** All tasks must be attempted to the best of their ability so that they demonstrate maximum level of achievement. It is the responsibility of the student to demonstrate, through application and achievement, that they have met the requirements of the course.

**Assessment Tasks/Examinations and non-completion – STAGE 4.** It is essential that students present for and/or complete all assessment tasks/examinations. Where a task cannot be completed on time, the following special procedures will be implemented in all courses in all subjects.

### **Non completion without a valid reason**

Where there is no valid reason for non-completion or late submission of an assessment task/examination, a mark of zero will be awarded, however the student must still complete the task to demonstrate their achievement of the task outcomes.

### **Absence due to illness/misadventure**

The following will be required in order to decide whether or not a student has a valid reason for non-completion of a task:

- a) **PRIOR NOTIFICATION** of absence from the task from a parent/guardian. Other than in exceptional cases (e.g. accident on the way to school) the school/teacher must be contacted **BEFORE** the task takes place, in person, by phone or letter.
- b) A **WRITTEN STATEMENT** from the student's parent/guardian explaining the absence and/or A **DOCTOR'S CERTIFICATE** must be provided where illness is involved. Other official documentation will be required in the case of misadventure.

**NOTE:** A *Parental Statement* and/or a *Doctor's Certificate* must be received at school on **the first day back after the missed task**. This documentation is to be handed to the relevant Head Teacher or Deputy.

**Important Note:** Technology failure is not an acceptable reason for lateness unless the student can provide proof (e.g. printed copy) that the work has been completed.

### **Due to leave other than illness/misadventure**

Leave, for reasons other than illness/misadventure, authorised by the Principal, is a valid reason for non-completion of an assessment task/examination by the due date. Students, however, must see the Head Teacher of that subject to negotiate another time to sit for the assessment. Students who take unauthorised leave will receive a zero mark. The task still needs to be completed in order to demonstrate achievement of outcomes.

**Students are required to submit their own work and not the work of other students.** Unethical conduct in an assessment task will result in a zero mark being awarded. If a student uses another person's work without giving credit for that work they are engaging in plagiarism, which will result in a zero mark. Students submitting answers that are generated using artificial intelligence platforms, and presenting this as their own work constitutes



malpractice. Our school uses Turn It In, and this program detects plagiarism and has a function to capture information generated using artificial intelligence platforms. In the event that plagiarism is detected a student may receive a mark of zero." Cases of cheating during examinations will also result in zero marks. Parents will be notified in writing of any zero mark awarded for dishonest and/or unethical conduct.

**Students will be informed of their results for each assessment task.** Students must ensure that any questions that they have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back. Full school reports will be completed twice a year.

**Students who transfer to The Forest High School** after the assessment program has begun will have their final grade prepared based on the assessment tasks completed since their arrival. If insufficient assessment results are available the student's previous school may be contacted for information regarding the student's performance relative to the Common Grade Scale.

## UNSATISFACTORY ATTENDANCE

It is the responsibility of students and their parents to ensure that students attend school. The Principal and/or other appropriate staff will interview students who have poor attendance records. Students and parents will be notified in writing if attendance, both whole and partial, is in danger of becoming unsatisfactory. The Principal may determine that, as a result of a student's poor attendance, the course completion criteria may not be met.



## APPENDIX 1 – ILLNESS / MISADVENTURE FORM

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Type of Task: \_\_\_\_\_ Date Scheduled: \_\_\_\_\_

Are you seeking special consideration for: (tick)

- a) Illness     b) Misadventure     c) Genuine reason for extension     d) Appeal

**Reasons for Failure to meet Requirements:**


Signature Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Please return to the **Head Teacher** immediately on your return to school. When your absence/late submission is known before the date of the task, this form must be submitted to the Head Teacher **BEFOREHAND**. Supporting evidence should be attached to this form.

**Head Teacher Recommendation:**


Refer to Assessment Appeal Panel      Yes       No

Student Request for an Appeal/Review      Yes       No

Entered onto Sentral      Yes       No

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Class Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 2 – SAMPLE LETTER OF UNACCEPTABLE

### ATTITUDE/APPLICATION IN CLASS

The following letter is sent to parents/guardians when a student is not applying themselves in class.

\*

*Dear Charles & Isabelle Scott*

*Unacceptable Attitude/Application in Music Classes: Bon Scott Year 8*

*Bon Scott has failed to maintain an acceptable level of attitude and application in Music. This behaviour could result in a poor report at the end of the semester unless Bon makes a greater effort. This particular letter has been sent in relation to the incident outlined below:*

*Playing too loudly and disturbed other students.*

*The work Bon is asked to attempt is an essential part of the learning process and this failure to keep up with his work may eventually mean he shall be deemed not to have satisfied some outcomes of the course. Please discuss this matter with Bon.*

*Please do not hesitate to contact me by telephone on 02 94515111 if you would like to discuss this matter further.*

\*

Where the letter includes non-submission or completion of an assessment task, you will be provided a copy of the notification and your child will have two weeks to complete the outstanding work.

If your child requires additional support to complete assessment tasks, contact the Year Adviser for advice on accessing assistance through Learning Support or the Teacher Librarian.

# Year 8 Courses



## English

### Semester One

Unit Title	Task Mode(s) / Weighting	Outcomes Assessed	Term, Week
Chills and Thrills	25%	EN4-2A EN4-4B EN4-9E	Week 10, Term 1
Poetry of Place	25%	EN4-1A EN4-3B EN4-6C	Week 7, Term 2

### Semester Two

Unit Title	Task Mode(s) / Weighting	Outcomes Assessed	Term, Week
Novel Study	25%	EN4-5C EN4-7D	Week 6, Term 3
Representation of Heroes in Film	25%	EN4-1A EN4-3B EN4-6C	Week 3, Term 4

### Stage 4 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

## Geography – Semester 2

Term/Week/Task Number	Description of Task	Area of Learning	Weighting
<b>Task 1</b> Term 3 - Week 8	<b>Field Study and Report</b> Coastal Environments <i>Assessment for as learning</i>	AL1, AL3, AL5, AL6	40%
<b>Task 2</b> Term 4 - Week 5	<b>Skills and short answer questions</b> <i>Assessment of learning</i>	AL2, AL4, AL5, AL6	40%
<b>Task 3</b> Term 3 & Term 4	<b>Class work</b>	AL6	20%

Your report will record your final grade and the level you achieved in the course outcomes. All assignments must be submitted as a course requirement. **They must be submitted by the due date** otherwise a mark of zero will be awarded without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back. **Students are required to submit their own work.** Plagiarism or work that is the work of other students will receive a zero mark.

Area of Learning		Outcome
AL 1	Students locates and describes the diverse features and characteristics of a range of places and environments and the processes that form and transform them	GE4.1 GE4.2
AL 2	Explains how interactions and connections between people, places and environments result in change and examines different perspectives of people and organisations on a range of geographical issues	GE4.3 GE4.4
AL 3	Discuss management of places and their environments for their sustainability	GE4.5
AL 4	Explains differences in human wellbeing	GE4.6
AL 5	Acquire and process geographical information by selecting and using geographical tools for inquiry	GE4.7
AL 6	Communicate geographical information using a variety of strategies	GE4.8

### **Assessment Framework**

- **Assessment FOR learning**
  - enables teacher to use information about students' knowledge, understanding and skills to inform their teaching
  - teacher provides feedback about their learning and how to improve.
- **Assessment AS learning**
  - involves student in the learning process where they monitor their own progress, ask questions, and practice skills
  - student uses self-assessment and teacher feedback to reflect on their own learning, consolidate their understanding and work towards learning goals.
- **Assessment OF learning**
  - assists teacher to use evidence of student learning to assess student achievement against learning goals and standards

## Languages

Year 8 students study one language from Chinese, Japanese and German which is selected in towards the end of year 7.

### Chinese

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task #1 Due: Term 1, week 8	Speaking assessment	25%	ML4-INT-01
Task #2 Due: Term 2, week 7	Writing assessment	25%	ML4-CRT-01
Task #3 Due: Term 3, week 7	Speaking & Listening assessment	25%	ML4-INT-01
Task #4 Due: Term 4, week 4	Reading & Speaking assessment	25%	ML4-UND-01; ML4-CRT-01

Note: Assessment due dates are subject to change. Exact due dates will be provided on the official Assessment Task Notice handed out to students.

### German

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task #1 Due: Term 1, week 8	Speaking assessment	25%	ML4-INT-01
Task #2 Due: Term 2, week 7	Writing assessment	25%	ML4-CRT-01
Task #3 Due: Term 3, week 7	Speaking & Listening assessment	25%	ML4-INT-01
Task #4 Due: Term 4, week 4	Reading & Speaking assessment	25%	ML4-UND-01; ML4-CRT-01

Note: Assessment due dates are subject to change. Exact due dates will be provided on the official Assessment Task Notice handed out to students.

## Japanese

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task #1 Due: Term 1, week 8	Speaking assessment	25%	ML4-INT-01
Task #2 Due: Term 2, week 7	Writing assessment	25%	ML4-CRT-01
Task #3 Due: Term 3, week 7	Speaking & Listening assessment	25%	ML4-INT-01
Task #4 Due: Term 4, week 4	Reading & Speaking assessment	25%	ML4-UND-01; ML4-CRT-01

Note: Assessment due dates are subject to change. Exact due dates will be provided on the official Assessment Task Notice handed out to students.

### Areas of Learning

#### **ML4-INT-01**

exchanges information and opinions in a range of familiar contexts by using culturally appropriate language

#### **ML4-UND-01**

interprets and responds to information, opinions and ideas in texts to demonstrate understanding

#### **ML4-CRT-01**

creates a range of texts for familiar communicative purposes by using culturally appropriate language

## Mathematics

Students in this course use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts. They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate. Students develop fluency within a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Students undertake informal assessment in the form of topic tests, book marks and class observations. The formal assessment is below and contains four term tests and one assignment. Each test will offer a Part A basic skills section and a Part B application of the content section. Students are able to bring an A4 hand written reference sheet to each term examination. The marks from these assessments will determine the grades in the Mid-Year and Yearly reports. The final mark will be used to determine placement in classes for the following year.

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1 Week 8	Test - Pythagoras, Working with Numbers	20%	AL1, AL2, AL3
Task 2 Term 2 Week 4	Test –Algebra, Geometry	20%	AL1, AL2, AL3
Task 3 Term 3 Week 4	Test – Probability, Area and Volume, Percentages	25%	AL1, AL2, AL3, AL4
Task 4 Tm 3 Wk 8/9/10	Assignment - Statistics	10%	AL1, AL4
Task 5 Term 4 Week 4	Test – Equations, Statistics, Ratio and Rates	25%	AL1, AL2, AL4

Area of Learning	
AL1	<b>Working Mathematically</b> Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning
AL2	<b>Number and Algebra</b> Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
AL3	<b>Measurement and Geometry</b> Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
AL4	<b>Statistics and Probability</b> Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

## Music

Task Number and Date	Description of Task	Weighting %	Areas of Learning
Task 1 Term 1 Week 7	Guitar Performance - Students will perform guitar chords in the 12 Bar Blues structure and choose from a range of blues solos to perform	25%	AL1
Task 2 Term 2 Week 3	Topic Test - Students will complete an aural skills and theory knowledge test covering material from the Blues and Early Rock (50s, 60s and 70s)	30%	AL2 , AL3
Task 3 Term 3 Week 6	Rock Music Composition - Students will compose a lyric based piece of music demonstrating their understanding of chord progressions and structure	25%	AL1, AL4
Task 4 Term 4 Week 4	Drum Performance - Students will perform a given set of rhythms on the drum kit, applying knowledge of drum notation	20%	AL1, AL2

Areas of Learning	
AL1	<b>Performing</b> Students will perform guitar chords, strumming patterns and rock songs in solo and group settings.
AL2	<b>Notation</b> Students will read and understand note values, rhythmic patterns, melodic contour, chord symbols and tablature notation.
AL3	<b>Listening</b> Students will complete an Aural Skills test recognising tonality, rhythmic patterns and characteristics of Rock Music. Students will gain knowledge of the concepts of music Structure, Pitch, Duration, Texture, Tone Colour, Dynamics & Expressive Techniques.
AL4	<b>Composition</b> Students will compose a lyrics based composition, demonstrating understanding of chord progressions and structure within Rock Music.

## Personal Development, Health and Physical Education

Task number and Date	Description of task	Weighting %	Areas of learning
Term 1 Weeks 8 to 10	Nutrition and Fitness Assessment task	30	AL1, AL2, AL3
Term 2, Week 5	Net, Wall, Court Games Performance Task	20	AL1
Term 3, Week 5	Striking and Fielding Performance Task	15	AL1
Term 3 Week 7	Risk Taking Assessment Task	20	AL2, AL3
Term 4, Week 5	Gymnastics Performance Task	15	AL1

Areas of Learning	
AL1	Demonstrates how movement skills and concepts can be adapted, refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
AL2	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
AL3	Investigates effective strategies to promote inclusivity, equality and respectful relationships. Examines and evaluates strategies to manage current and future challenges

## Science

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1, Wk 6-8	Students create an investigation into energy transfer and insulation. Students are required to plan an experiment, collect results, process their data and present their findings in a scientific report	30	AL2, AL6, AL7, AL8
Task 2 Term 2, Wk 4	In-class half yearly examination covering the topics of Energy Transfer/Transformation (Term 1) and Chemical vs Physical Change (Term 2)	25	AL1, AL3, AL6, AL7
Task 3 Term 3, Wk 7	Students undertake a data analysis task based on the respiratory system	15	AL1, AL7
Task 4 Term 4, Wk 3	Yearly examination to assess students' development of knowledge and skills across the Y8 topics	30	AL1-AL8

**Note: VALID 8 Mandatory Testing will occur between Week 3 and 4 in Term 4. This is an online test taken by all Y8 students across NSW to assess their progress across Y7 and Y8 (Stage 4) in Science.**

Areas of Learning	
<b>AL1</b>	Describes how multicellular organisms contain systems of organs that carry out specialised functions to enable survival, describes how advances in Science are improving health
<b>AL2</b>	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
<b>AL3</b>	Describes the structure and properties of elements, compounds and mixtures and can explain the key features in chemical and physical change
<b>AL4</b>	Explain how sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales
<b>AL5</b>	Applies knowledge and skills from the course to different situations in the yearly examination
<b>AL6</b>	Plans and conducts scientific investigations
<b>AL7</b>	Processes/analyses data to identify trends, solve problems, draw evidence-based conclusions
<b>AL8</b>	Communicates ideas scientifically



## Technology Mandatory

Task Number and Date		Description of Task	Weighting	Areas of Learning
Semester 1 rotation	Semester 2 rotation			
Term 2 Week 6 (8TM2, 8TM4, 8TM6, 8TM8)	Term 4 Week 6 (8TM1, 8TM3, 8TM5, 8TM7)	<b>Textiles Technology</b> Design and production portfolio (Digital portfolio)	25%	AL1, AL4, AL5, AL7
Term 2 Week 6 (8TM2, 8TM4, 8TM6, 8TM8)	Term 4 Week 6 (8TM1, 8TM3, 8TM5, 8TM7)	<b>Textiles Technology</b> Quality solution (Textile item)	25%	AL2, AL3, AL5 AL6, AL7
Term 2 Week 5 (8TM1, 8TM3, 8TM5, 8TM7)	Term 4 Week 5 (8TM2, 8TM4, 8TM6, 8TM8)	<b>Mixed Materials</b> Design and production portfolio (Digital portfolio)	25%	AL 1, AL4, AL5, AL7
Term 2 Week 5 (8TM1, 8TM3, 8TM5, 8TM7)	Term 4 Week 5 (8TM2, 8TM4, 8TM6, 8TM8)	<b>Mixed Materials</b> Quality solution (Timber lamp)	25%	AL2, AL3, AL5 AL6, AL7

**Note:** The Year 8 group will study the Textiles Technology and the Mixed Material Technologies contexts. Rotation of groups to the next area occurs at the end of the semester. Assessment tasks will include a design and production folio, a product and a written review task for each context area. Digital Technologies will be integrated throughout the course.

<b>Areas of Learning</b>	
<b>AL1</b>	Demonstrates knowledge and understanding of designers, industry practices and the impact on individuals, society and the environment.
<b>AL2</b>	Documents with clear evidence of planning, managing, designing and production of work to completion.
<b>AL3</b>	Conducts relevant research of appropriate materials, processes, technologies and resources.
<b>AL4</b>	Reveals evidence of a range of appropriate presentation & communication techniques for a wide variety of audiences.
<b>AL5</b>	Independently applies technical skills to develop and produce quality design solutions.
<b>AL6</b>	Selects and safely uses a range of tools, materials and processes demonstrating appropriate risk management and safe work practices throughout design and production.
<b>AL7</b>	Evaluates and makes judgements of design factors and influences throughout the design and development of the project.

## Visual Arts

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1, week 8	Research Task – Distortion in Portraiture	15%	AL3, AL4, AL5
Task 2 Term 2, week 6	Artworks: Distorted Self-Portrait Painting <b>AND</b> Visual Arts Diary (including portrait drawings and digitally distorted photograph)	35%	AL1, AL2, AL3
Task 3 Term 4, week 1	Research Task – Environmental Artists	15%	AL3, AL4, AL5
Task 4 Term 4, week 5	Artworks: Pop Art Bust, Environmental Art <b>AND</b> Visual Arts Diary	35%	AL1, AL2, AL3

Areas of Learning	
<b>AL1</b>	Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames
<b>AL2</b>	Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

## History – Semester 1

Week due and Task Number	Description of Task	Area of Learning	Weighting
Task 1 Term 1 Week 8	Extended Response Medieval Europe <i>Assessment for learning</i>	AL 1, AL 2, AL4	40%
Task 2 Term 2 Week 5	Examination of Medieval Europe and Shogunate Japan Skills, sources and short response. <i>Assessment of learning</i>	AL 1, AL 2, AL 3	40%
Term 1- 2	Classwork	AL4	20%

Your report will record your final grade and the level you achieved in the course outcomes. All assignments must be submitted as a course requirement. **They must be submitted by the due date** otherwise a mark of zero will be awarded without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back.

**Students are required to submit their own work.** Plagiarism or work that is the work of other students will receive a zero mark

AL	Area of Learning
1	Develop knowledge and understanding of the nature and significance of History
2	Develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations
3	Develop skills to undertake the process of historical inquiry
4	Develop skills to communicate their understanding of history

### Assessment Framework

- **Assessment FOR learning**
  - o enables teacher to use information about students' knowledge, understanding and skills to inform their teaching
  - o teacher provides feedback about their learning and how to improve.
- **Assessment AS learning**
  - o involves student in the learning process where they monitor their own progress, ask questions, and practice skills
  - o student uses self-assessment and teacher feedback to reflect on their own learning, consolidate their understanding and work towards learning goals.
- **Assessment OF learning**
  - o assists teacher to use evidence of student learning to assess student achievement against learning goals and standards

## YEAR 8 ASSESSMENT PLANNER

### Term 1

### Term 2

Week 1		Week 1	
Week 2		Week 2	
Week 3		Week 3	
Week 4		Week 4	
Week 5		Week 5	
Week 6		Week 6	
Week 7		Week 7	
Week 8		Week 8	
Week 9		Week 9	
Week 10		Week 10	

### Term 3

### Term 4

Week 1		Week 1	
Week 2		Week 2	
Week 3		Week 3	
Week 4		Week 4	
Week 5		Week 5	
Week 6		Week 6	
Week 7		Week 7	
Week 8		Week 8	
Week 9		Week 9	
Week 10		Week 10	
		Week 11	

**Note:** Languages tasks vary based on language chosen.