Coonabarabran High School

Assessment Handbook
Year 8
2025

Student/Parent Information

ASSESSMENT

Assessment is the bridge between teaching and learning. It is an integral aspect of a student's education as it allows the teacher to judge where the student is at with their learning and to plan for where to from here to grow knowledge and skills.

This booklet outlines the formal assessment tasks that students in Year 8 will undertake this year. Along with these formal tasks, ongoing, informal assessment of learning takes place in our classrooms each and every day.

A few related matters:

(i) Assessment tasks will be given to students at least TWO weeks in advance of the due date.
(ii) All students are expected to make a genuine attempt at the task. Classroom teachers are the best source of support and guidance.
(iii) Assessment tasks will be posted on our website.
(iv) If an extension is required, an application must be made to the teacher before the due date (refer sample extension form within).
(v) In fairness to students who complete tasks on time, late submissions (without arranged extensions) will be penalised by a reduction of 10 % per day for up to 5 days. Following 5 days a zero mark will be awarded.
(vi) Hand in assessment tasks should be accompanied by a cover sheet which declares that the work is solely that of the student (refer sample cover sheet within). These sheets are also available on our website.

GRADING

Schools are responsible for awarding students grades as a representation of their achievement in Assessment Tasks and learning activities. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and an equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. Work samples aligned to grades are used to support a clear understanding of the achievement standards at each grade level. These samples can accessed via syllabuses for the learning areas on the NESA website.

Common Grade Scale

The Common Grade Scale shown below should be used to report student achievement in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

HOMEWORK

Homework is also a valuable educational tool. It allows students to practise, extend and consolidate their classroom learning. Homework provides training in planning and time management and develops a range of skills in identifying and using information resources. It also assists students to establish a habit of study, concentration and self discipline.

The three main types of homework:

- Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.
- Prepatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons.
- Extension assignments – encouraging students to pursue knowledge individually and creatively.

Homework will be set and completed on a regular basis in most subjects. While it is expected that students in Years 7 and 8 should complete approximately 1 hour of homework per school day, the amount will vary between subjects and at different times throughout the year. It is expected that all set homework will be completed.

Homework diaries are useful to develop students' organisational skills and time management, and to improve home-school communication in the junior years.

Finally…

Assessment tasks and homework both strengthen student knowledge and skills. If students require any support, apart from their teacher, our wonderful **Study Centre** is a highly supportive resource.

TECHNOLOGY ROTATIONS

Throughout the year, students will participate in various rotations of subjects as part of the Technology Mandatory course. References in this Handbook refer to the relevant week of the rotation rather than specific Term weeks.

English

Course Overview

The study of English aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators. Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences.

Students will engage in a range of units including:

- Representations of culture in literature: Bindi and Black Cockatoo
- Gothic Genre
- Everyone has a story
- Fractured Fairy Tales

Assessment Schedule

Task	Outcome	Weight	Date Due
Representations of Culture in literature: Analysis	EN4-RVL-01, URA-01, URB-01, ECA-01, ECB-01	25%	Term 1, Wk 10
Imaginative Response and Reflection	EN4-RVL-01, URC-01, ECB-01, URA-01, ECA-01	25%	Term 2, Wk 10
Biography	EN4-RVL-01, URA-01, URB-01, ECA-01	25%	Term 3, Wk 9
Yearly Examination	EN4-RVL-01, URC-01, URB-01, ECA-01, URA-01	25%	Term 4, Wk 6

Mathematics

Course Overview

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives. Students study strands based on Number and Algebra, Measurement and Space and Statistics and Probability. Students in Year 8 will study:

Computations with integers, fractions, decimals and percentages

Length and Area, including work on circles

Pythagoras' Theorem

Algebra

Measurement – Volume

Ratio and Rates

Equations

Properties of Geometric Figures and Transformations

Probability and Data Analysis

Linear Relationships

Index Laws

Assessment Schedule

Task	Outcome	Weight	Date Due
Term 1 Test	MAO-WM-01, MA4-INT-C-01, MA4-ARE-C-01, MA4-LEN-C-01	10%	Term 1 Wk 7
Half Yearly Examination	MAO-WM-01, MA4-INT-C-01, MA4-ARE-C-01, MA4-LEN-C-01, MA4-PYT-C-01, MA4-ALG-C-01, MA4-VOL-C-01	20%	Term 2 Wk 5
Term 3 Test	MAO-WM-01, MA4-FRC-C-01, MA4-RAT-C-01, MA4-EQU-C-01, MA4-GEO-C-01, MA4-PRO-C-01, MA4-DAT-C-02	20%	Term 3 Wk 7
Assignment	MAO-WM-01, MA4-FRC-C-01, MA4-RAT-C-01, MA4- GEO-C-01, MA4-DAT-C-02	10%	Term 3 Wk 4
Yearly Examination	MAO-WM-01, MA4-FRC-C-01, MA4-RAT-C-01, MA4-EQU-C-01, MA4-GEO-C-01, MA4-PRO-C-01, MA4-LIN-C-01, MA4-IND-C-01, MA4-DAT-C-02	30%	Term 4 Wk 7
Topic tests, bookwork, homework	MAO-WM-01, MA4-FRC-C-01, MA4-RAT-C-01, MA4-EQU-C-01, MA4-GEO-C-01, MA4-PRO-C-01, MA4-LIN-C-01, MA4-IND-C-01, MA4-DAT-C-02	5%	Term 1 & 2 Ongoing
Topic tests, bookwork, homework	MAO-WM-01, MA4-FRC-C-01, MA4-RAT-C-01, MA4-EQU-C-01, MA4-GEO-C-01, MA4-PRO-C-01, MA4-LIN-C-01, MA4-IND-C-01, MA4-DAT-C-02	5%	Term 3 & 4 Ongoing

SCIENCE

Course Overview

During the Year 8 Science course students will study the topics:

- Classifying Matter
- Physical & Chemical Change
- Plant Systems
- Ecosystems
- Healthy Bodies (and Student Research Project)
- Energy Transformation
- Earth's Resources

Students are given the opportunity to develop Working Scientifically skills through regular, active participation in a range of collaborative and individual hands-on practical experiences, including at least one substantial student research project (SRP). The Working Scientifically strand is embedded in each topic and involves students in the processes of: questioning and predicting, planning investigations, conducting investigations, processing and analysing data and information, problem solving and communicating.

Assessment Schedule

Task	Outcome	Weight	Date Due
Research Task: Classifying Matter	17CW, 9WS	20%	Term 1, Wk 10
Half Yearly Examination	17CW, 14LW, 7WS, 4WS	20%	Term 2, Wk 5
Student Research Project	14LW, 8WS, 5WS	25%	Term 3, Wk 5
Yearly Stations Test	All Stage 4 Outcomes	25%	Term 4, Wk 6
Classwork/Book Work	All Stage 4 Outcomes	10%	Throughout the year

HSIE

Course Overview

Human Society and its Environment is the study of how humans interact with the world, how societies operate and how they are changing. Through the study of history and geography, students develop the skills to prepare them to actively and responsibly participate as informed citizens in the contemporary world. In HSIE students will learn to, synthesise and analyse complex information from a variety sources, apply geographical skills to the physical and human environment, and convey their knowledge and understanding in a variety of formats.

In Year 8 History and Geography, your child will participate in the following units of study:

- Vikings
- Water in the World
- Polynesian Expansion
- Interconnections
- Aboriginal and Indigenous Peoples, Colonisation and Contact History

Assessment Schedule

Task	Outcome	Weight	Date Due
Viking Presentation	HT 4.3, 4.7, 4.9, 4.10	20%	Term 1, Wk 7
Half Yearly Examination	HT4.5, 4.8, 4.9, GE 4.3, 4.7, 4.8	10%	Term 2, Wk 4
Water in the World - Bajau Extended Response	GE 4.1, 4.2, 4.3, 4.8	20%	Term 2, Wk 7
Polynesian Expansion Source Analysis	HT 4.2, 4.4, 4.6	20%	Term 4, Wk 5
Yearly Examination	HT 47, 4.9, 4.10, GE 4.3, 4.5, 4.8	30%	Term 4, Wk 6

PD/H/PE

Course Overview

The study of PD/H/PE in 7 – 10 aims to enable students to develop the:

- Knowledge
- Understanding
- Skills
- Values
- Attributes

To lead and promote healthy, safe and active lives

Assessment Schedule

Task	Outcome	Weight	Date Due
Fit 4 Life/Body Systems	PD 4-6, 4-7, 4-8	12.5 %	Term 1, Wk 8
Cross Country/Athletics	PD 4-4, 4-5, 4-11	12.5 %	Term1 ongoing
Hockey	PD 4-4, 4-5, 4-11	12.5 %	Term 2 ongoing
Paddock to Plate (Nutrition)	PD 4-1, 4-9	12.5 %	Term 2, Wk 8
Communication / Relationships / Sexy Safety (Sexual Health)	PD 4-1, 4-2, 4-3, 4-10	25 %	Term 4, Wk 8
Gymnastics	PD 4-4, 4-5, 4-11	12.5%	Term 3 ongoing
T Ball/Softball	PD 4-4, 4-5, 4-11	12.5%	Term 4 ongoing

MANDATORY TECHNOLOGY – Materials Technology and Engineering Technology

Course Overview

Materials Technology (Metalwork)- Students will develop their metalworking skills through the design and production of a variety of metalwork projects, utilising sheet metal and Mild steel components.

Engineering Technology (Timber)- Students will design and construct a Wooden Toy with moving components, utilizing a range of natural and engineered timbers. Students will investigate engineering concepts such as force, levers and composite materials throughout the design and construction of their design project, using tools and machinery required in a safe and efficient manner.

Assessment Schedule

Task	Outcome	Weight	Date Due
Metal Project	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	15%	Week 13
Metal Safety	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	5%	Week 13
Timber Engineering Project	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	15%	Week 13
Timber Safety	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	5%	Week 13

MANDATORY TECHNOLOGY – Agriculture Technology and Design and Production

Course Overview

Agricultural Technology (animals)- throughout the unit students will develop:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.

Design & Production (Health product design)- The practical nature of Design and Production engages students in critical and creative thinking, including understanding interrelationships between systems when solving complex problems. Design and Production enables students to demonstrate their knowledge and understanding of technology through consideration of how solutions are created to enable preferred futures. Students will have opportunities to identify the potential benefits and risks of creating solutions to promote a healthy lifestyle, through the design and development of a product idea.

Assessment Schedule

Task	Outcome	Weight	Date Due
Agriculture Research Task	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, 6FO, 10TS	10%	Week 13
Agriculture Safety	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, 6FO, 10TS	5%	Week 13
Design and Production Project	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, 6FO, 10TS	10%	Week 13
Design and Production Theory	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, 6FO, 10TS	5%	Week 13

MANDATORY TECHNOLOGY – Digital Technologies

Course Overview

The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.

Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks.

Students will design and produce a Stop Motion clip using a variety of technologies and processes. The Multimedia unit will work in collaboration with the Stop motion unit to design and produce a sound track to the film clip and will also allow students to design and produce custom designed logos and banding solutions using a variety of digital platforms and CNC technologies.

Assessment Schedule

Task	Outcome	Weight	Date Due
Stop Motion Project	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, 7DI, 10TS	10%	Week 13
Stop Motion Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, 7DI, 10TS	5%	Week 13
Multimedia Project	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, 7DI, 10TS	10%	Week 13
Multimedia Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, 7DI, 10TS	5%	Week 13

Music

Course Overview

Music is a compulsory course in Years 7 and 8, and elective from Year 9 onwards. In Music, students learn about the concepts of music in the context of three areas:

- Performing
- Listening
- Composing

The concepts of Music are as follows: Tone Colour, Texture, Pith, Duration, Dynamics and Expressive Techniques and Structure. The structure of the course in year 8 is thematic with students learning about Blues Music, Rock and Roll, Electronic Dance Music, and Music for Film. Students will have the opportunity to develop skills in a wide range of instruments including piano, guitar, bass guitar, ukulele, percussion, flute, clarinet, trumpet, trombone and saxophone. Students learn basic rhythmic patterns.

Assessment Schedule

Task	Outcome	Weight	Date Due
Small Group Performance (Blues)	MU4 – PER-01	25%	Term 1 Wk 10
Composition (EDM)	MU4 – COM-01	25%	Term 2, Wk 10
Small Group Performance (Rock)	MU4 – PER-01	15%	Term 3, Wk7 / Termb4, Wk 6
Musicology research presentation (Music for Film)	MU4 – LIS-01	15%	Term 3, Wk7 / Term 4, Wk 6
Yearly Examination	MU4 – LIS-01	20%	Term 4, Wk 5

SUPPORT UNIT
Course Overview
Assessment is a significant part of subjects in the Support Unit. Teachers assess student needs for learning during every period and make adjustments for each student. At the end of each unit and Term teachers use specific assessment documents that indicate what learning has taken place. Evidence of learning is also collected for a portfolio.

Visual Arts – Year 8

Course Overview

The Visual Arts (Mandatory) course provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world. Students will learn to make and interpret artworks through the exploration of a variety of forms, viewpoints and approaches.

Students will study Visual Arts throughout Year 8. Students are assessed throughout the course on their understanding of knowledge, skills and abilities in both practical and theoretical tasks. Each assessment task counts toward the final mark and informs their outcome achievement.

Assessment Schedule

Task	Outcome	Weight	Date Due
Street Art - Skateboard	4.1, 4.4, 4.8	20%	Term 1, Wk 10
Dots in Art	4.2, 4.3, 4.5, 4.9	20%	Term 2, Wk 8
Half Yearly Examination	4.1, 4.2, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	20%	Term 2, Wk 4
Pop Art	4.1, 4.4, 4.6, 4.7, 4.8, 4.9	20%	Term 2, Wk 7
Sculpture	4.1, 4.3, 4.4, 4.5, 4.6	20%	Term 4, Wk 3

COONABARABRAN HIGH SCHOOL

ASSESSMENT COVER SHEET AND DECLARATION
(YEARS 7-10)

SUBJECT: _____

DUE DATE: _____

TASK NAME: _____

TEACHER: _____

STUDENT NAME: _____

Declaration of Original Work

The purpose of this declaration is to remind you that all work you submit must be your own work and must not be plagiarised from other sources or copied from another student.

* This declaration must be completed and submitted with the assessment task.

* Sign only if you understand what you have read. Ask a teacher, parent or carer/guardian if you need help to understand what plagiarism and academic misconduct is.

DECLARATION

* The work that I have submitted is my own work and has not been submitted for assessment before;
* I have kept a copy of this assessment and all relevant notes and reference material that I used in the production of the assessment;
* I have given references for all sources of information that are not my own, including the words, ideas and images of others.
* I have read and understood the School's policy on assessment and academic honesty* and that this task complies with those policies.

Student's Signature: _____ Date: ____/____/_____

Parent's Signature: _____ Date: _____/____/_____

YEAR 7-10 COURSE ASSESSMENT TASK

APPLICATION FOR EXTENSION/ POSTPONEMENT

NAME: _____ YEAR: _____

SUBJECT: _____ TEACHER: _____

ASSESSMENT TASK: _____

DUE DATE: _____ DATE OF APPLICATION: _____ NOW DUE:_____

REASON FOR APPLICATION:

_____

_____

_____

Student's Signature: _____ Parent's Signature: _____

Subject Teacher: _____