



Year 8 Assessment Booklet 2024

A copy of this document can be found on our school website

<https://gleninnes-h.schools.nsw.gov.au/>

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Introduction to the Year 8 Assessment Handbook

Year 7 marks the beginning of the course of study that is very different to your previous schooling experience. It is the first half of the NESA (NSW Educational Standards Authority) Stage 4 curriculum pattern. Stage 4 is studied for two years across Year 7 and Year 8.

Students in Stage 4 have the opportunity to explore the broad range of subjects offered by NESA. The subjects in Stage 4 are mandatory with the hours spent in each subject mandated by NESA. The core subjects of English, Mathematics, Science, HSIE and PDHPE must be studied from Year 7 to the end of Year 10.

Upon starting, Year 8 students may feel excited by the variety of subjects they will study at Glen Innes High School, where creative learning experiences are valued, and students are able to demonstrate their breadth of skills. Students in Year 8 will continue to apply and develop their knowledge in new and exciting ways.

At Glen Innes High School, ongoing formative and summative assessment is used to determine the level of achievement for every student in each course, rather than rely on a major examination alone. The term 'assessment' refers to the process of identifying, gathering and interpreting information about student learning. There are many different types of assessment tasks teachers will use to assess student progress, including topic tests, practical work, presentations, pieces of writing, art works, bookwork, comprehension exercises, research projects, computing skills and major assignments.

Each faculty has its own method of assessment to measure student performance within each course. Throughout the year there are two formal assessment periods, where students will receive an Examination Timetable to assist students in preparing for their examinations. At the end of each semester, student learning achievement will be conveyed to parents through a school report.

Glen Innes High School will provide students with support; however, students must remember that to achieve their very best, they need to make a commitment to succeed. Failure to submit an assessment task, or make a serious attempt at an assessment task, will result in students being penalised over a five-day period and parents/carers contacted if the task is not completed. Persistent failure to complete tasks or course work may result in a student and parent/carer meeting with the Deputy Principal and Head Teacher of the subject.

It is very important you read this information carefully. If you have any questions, please ask the relevant Head Teacher, speak with the Deputy Principal or talk to your Year Advisor. We look forward to helping you achieve your very best throughout your Stage 4 studies.

Mr Adam Forrester

Mrs Helen Millar

Principal

Deputy Principal

General Information

Homework

Homework is school work that you complete at home. It bridges the gap between learning at school and learning at home and reinforces work completed during class time. Homework is

also reported on your semester academic reports as a component of the 'Commitment to Learning' using the scale:

Usually

Sometimes

Rarely

The importance of homework for Year 8

Homework is a very important part of learning because:

- Homework helps to establish the habits of study, commitment and self-discipline. These are important life-skills as well as being important for success as you move through Year 7 and 8.
- Homework helps you to identify gaps in your learning.
- You can learn to work independently and develop concentration and organisational skills.
- It helps develop skills such as research and time management.
- It provides challenges and stimulus to gifted and talented children.
- Homework is like training for sport: the more you train the better you become.

The importance of study for Year 8

Study is revising class work to keep it fresh for completing summative assessment tasks. You are expected to use your own initiative and time management skills to plan ahead for this. Use the information that is provided in this booklet and the calendar provided at the back of the assessment schedules to plan time to complete additional study.

The amount of time devoted to study increases as a student progresses through school. The following table sets out the minimum time expected by most educational institutions.

Year	Time per Night	Time per Week
7	30 minutes	2½ hours
8	1 hour	5 hours
9	1½ hours	7½ hours
10	2 hours	10 hours
11 and 12	3 hours	15 hours

Assessment Tasks

Assessment is the opportunity for students to show **what they know** and **what they can do**.

Assessment tasks will help both students and teachers to identify strengths and weaknesses so teachers can focus their teaching on what students need to learn to be successful at school. Students will also find out about areas to concentrate on to improve, as part of the assessment feedback process. Assessment tasks are designed to measure how well students have achieved the outcomes of a particular course. Student achievement of the outcomes will be in their academic report each semester.

To satisfactorily complete Stage 4, students will be given a variety of tasks that will evaluate their understanding of the concepts and development of processes and skills. These tasks can be divided into two groups:

1. **Summative assessment tasks** - these are used to assess a student's progress against a standard;
2. **Formative Assessment**- these are undertaken as part of each topic and give the student and teacher feedback on the student's progress. These can be used to set up individual programs of study to further develop the student's understanding and skills.

Assessment for learning

Assessment for learning is described in detail in the assessment section of each syllabus. It involves using assessment activities or tasks as a regular part of the teaching and learning process to clarify students' understanding of concepts, to remedy misconceptions, and to support a student's further learning and the development of deeper understanding.

All assessment activities can be used to support learning, and to provide feedback to students that enables them to actively monitor and evaluate their own learning.

Weightings will vary from subject to subject. Some outcomes will be assessed over time e.g. practical skills. Assessment also caters for fieldwork and eventually arrives at a mark whose accuracy has been increased by the use of multiple measures.

All examinations will be included in the assessment schedule of subjects.

The assessment calendar is set out in this document is a guide to help you plan and manage your workload.

Students will be given an assessment schedule at a subject level and will have at least TWO weeks, notice of the set tasks with a precise date and details of the nature of the tasks.

Teachers will endeavour to arrange any necessary excursions on dates that do not conflict with assessment tasks. Should a conflict occur, teachers will work to negotiate an alternate time.

What You May be Asked to Submit

There are assessment tasks in each subject. The assessment tasks that you will complete could be:

formal examinations	topic tests		
creative works	presentations		
videos	in class assessment	project based tasks	essays

All assessment tasks contribute towards your final grade and achievement level in each subject you study. The results of this work will be shown in your semester reports.

Procedure for Submitting Assessment Tasks

Assessment tasks take precedence over all other school and personal activities, including excursions, competitions and sporting events. Under special circumstances and for valid reasons only will the Deputy Principal or Head Teacher grant an exemption. This does not include family outings.

Assessment tasks must be handed in **personally to the class teacher or relevant faculty Head Teacher only** (not to a casual teacher or another teacher in the staffroom) on the due date during the period in which the lesson is timetabled, unless otherwise specified. When you submit your task you will be required to sign the Assessment task register. This is to protect the student in an event that the task is misplaced.

When a student submits work completed using software not supported by the Department of Education commissioning protocols, it is **the students** responsibility to ensure it is compatible with the equipment currently available within the school. The teacher should also be supplied with a printed copy of the task (unless other provisions have been made by the teacher). **Remember to back up all work.** Equipment failure, hardware or software incompatibility or failure of school equipment to read the data is a student's responsibility and a student will be deemed not to have handed in the task on time.

Students are solely responsible for maintaining backups of all personal data files, independently of the school's computers and network. Students should **save their files in multiple locations** including emailing themselves or saving documents in 'cloud' services such as the G drive. It is unacceptable for a student to cite technological failure as a reason for an appeal when the student could have saved their work in other locations.

What are the notification and receipt systems for assessment tasks?

A Notification of Assessment Task Sheet is used to record the signatures of a student and date when an assessment task is issued in a course. All students in a course are to sign and date to indicate that they have been notified of an assessment task. The same process is to occur when submitting an assessment task. Signing and dating the Receipt of Assessment Task Sheet indicates that the teacher has received the task and the student has met the due date for the task. This protects the student in the event that the task becomes lost or misplaced. Teachers will provide the notification and receipt of task signing sheets. In the event that the receipt process does not occur for some reason, students are advised to ask the Head Teacher to record their submission and rectify the situation by providing a task record sheet.

Assessment tasks that are completed outside the classroom

Tasks completed outside the classroom are to be submitted by the designated day and time as specified on each task notification sheet up, until 3.00pm on the due date. When no time has been specified on the notification sheet, the task must be submitted or completed during the scheduled lesson time for that subject. If there is no lesson scheduled on the day a task is due it must be submitted by 3pm. All tasks may be submitted early. Failure to attend all lessons on the day of a task will require a misadventure form (Appendix A).

Late submission of tasks

Any task submitted after the designated day and time will be deemed to be late, unless the student has been granted an extension (which students must have applied for at least three days prior to the due date), or is absent on the day due to illness or other acceptable reason, as indicated in a letter from a parent to the teacher in the next lesson of that subject.

Failure to submit a task on time will result in a mark deduction

One day late:	10% of total marks
Two days late:	20% of total marks
Three days late:	30% of total marks
Four days late:	40% of total marks
Five days late:	50% of total marks
Six or more days late:	100% of total marks

Concessions can be made at the Head Teacher's discretion or for students with ILPs, learning needs or in extenuating circumstances.

Assessment tasks that are completed in class

In the case of a missed in-class task, such as topic tests and examinations, practical tasks, performances and speeches, the student has the responsibility of reporting to the Head Teacher.

Reporting to the Head Teacher is to be done on the students first day back at school, the requirements are a letter from a parent detailing the reason for the absence and the completion of an illness/misadventure appeal form. (Appendix A.)

Students on extended leave

If a student is to be absent for an extended period of time, this time must be approved by the Deputy Principal or the Principal. To obtain approval for leave, a note explaining the reason for the absence will need to be submitted. The student at the discretion of the Principal may receive an exemption or may need to complete the task upon return to school. Any student who does not follow this process may receive a ZERO mark for the task. An Appendix A form should also be submitted covering any tasks the student may be absent for.

Multiple Assessment Tasks

There is an assessment calendar for students to fill out at the back of this handbook. This will help them to check how many tasks they have and plan their time accordingly. If they have more than three in one week (excluding examination periods), they need to see their teachers or the relevant faculty head teacher who will consider changing the dates. This needs to be done when they first receive this handbook.

Extensions

The Head Teacher may grant an extension of time, but only under extreme circumstances. No teacher will grant an extension of time without consultation with the Head Teacher, as this is unfair to other students. **Malpractice**

Malpractice is any activity that allows a student to gain an unfair advantage over other students. Any instances of cheating, gross disruption, disobedience, copying or submitting work other than one's own (in the class teacher and Head Teacher's view), will receive **ZERO** marks. An appeal can then be lodged if necessary.

If the appeal is rejected, the **ZERO** mark remains. If the appeal is upheld, the task will receive the marks it earns from being marked as usual.

Feedback and queries on results

Teachers will provide students with meaningful and helpful advice when assessment tasks are returned after assessment. This may include marks, grades, rankings, written or verbal comments, etc. Students should make careful note of this advice as a guide for improving performance. Teachers may also provide a student with their cumulative ranking at any time throughout the year.

Mistakes in marking can only be corrected **at the time** assessment tasks are returned to the student.

More Detail for each subject area:

Each subject will provide students with a more detailed summary and break down of tasks.

Student Reports

Students will receive two reports throughout the year. A Semester One report issued at the completion of the Semester One (Half-Yearly) and a Semester Two report issued at the completion of Semester Two (Yearly- a cumulative report for the whole year)

Assessment and Reporting are explicitly connected. The assessment tasks, along with examinations and learning behaviours all contribute to what your child is reported on. Reports at Glen Innes High School are outcomes based, this means that the level of achievement is being reported upon, not the mark achieved in the assessment task or examination.

A parent-teacher meeting occurs term 1 and term 4 and parents are encouraged to contact the child's teacher, Year Advisor or Deputy Principal if they would like to discuss the progress of their child outside of the reporting periods. The following table provides an explanation of the grading scale.

Outstanding	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 to new situations.
High	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.
Sound	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.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

How Glen Innes High School Can Help

Glen Innes High is committed to helping students learn good homework and study skills. The school has established avenues including:

- Library study provision during breaks
- Google Classroom
- Year Advisor and teacher support

Glen Innes High School- Appendix A

Assessment Task Variation Form

Principal Determination			
Principal Signature		Date	

This form is to be used when a student has not submitted or been present for an Assessment Task

<input type="radio"/> ILLNESS Absence on the day of the task due to illness	<input type="radio"/> MISADVENTURE Something unexpected occurs on the day of the task	<input type="radio"/> SPECIAL CONSIDERATION Some reason you cannot sit/submit the task when scheduled
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Name		Course	
Task Number		Task Description	
Due Date/ Time		Teacher	Teacher Initials

I declare that I was/or will be absent from school on the above date and therefore was/am unable to complete, submit or be present for the above task for the following reasons:

The following documentary evidence is attached (e.g. Doctor's Certificate, Funeral Notice, Parent Letter):

Excursion Organising Teacher Signature		Date	
The school was contacted by phone?	<input type="radio"/> YES <input type="radio"/> NO	Date	

Student Signature		Date	
Parent/Guardian Signature		Date	

Head Teacher Recommendation			
Head Teacher Signature		Date	

GLEN INNES HIGH SCHOOL

Application for Appeal related to an Illness, Accident, and Misadventure Application

YEAR 8 Assessment Tasks

STUDENT NAME: _____ YEAR: _____

COURSE: _____

ASSESSMENT TASK TITLE: _____

CLASS TEACHER: _____

STUDENT REASON FOR APPEAL

STUDENT _____ SIGNATURE: _____

This form needs to be submitted to the relevant Head Teacher or Deputy Principal/ Principal.

DECISION AND ACTIONS BY APPEAL COMMITTEE (all original documentation to file):

- Appeal upheld - mark to be reinstated. Student provided with an opportunity to redeem task at a negotiated time and date.
- Appeal declined - Zero mark to stand. Assessment policy not followed.
- Zero mark awarded *Task must still be submitted.*- reasons not substantiated/Assessment Policy not followed.
- Appeal documentation placed in student file. *(Front Office)* Letter sent to student and parent/carer stating basis for appeal committee decision.
- Incident recorded in Sentral #incident number _____

SIGNATURE (Appeal Committee member): _____ DATE: _____

Assessment Schedule –2024

		Commencing	Assessments Due
Term 1 2024	1	Jan 29	
	2	Feb 05	
	3	Feb 12	
	4	Feb 19	
	5	Feb 26	
	6	Mar 04	
	7	Mar 11	
	8	Mar 18	Geography, PD/H/PE,
	9	Mar 25	Maths
	10	Apr 01	Science
	11	Apr 08	English Draft,
Term 2 2024	1	Apr 29	
	2	May 06	English
	3	May 13	
	4	May 20	
	5	May 27	
	6	June 03	Core exam week Half Yearly - English task, Geography, Mathematics, Science, PD/H/PE
	7	June 10	TAS and Languages - Exam Week
	8	June 17	
	9	June 24	PD/H/PE Prac
	10	July 01	
Term 3 2024	1	July 22	English
	2	July 29	
	3	Aug 05	
	4	Aug 12	
	5	Aug 19	
	6	Aug 26	PD/H/PE,
	7	Sept 07	Maths, Science
	8	Sept 09	History
	9	Sept 16	PD/H/PE Prac
	10	Sept 30	
Term 4 2024	1	Oct 14	
	2	Oct 21	
	3	Oct 28	English
	4	Nov 04	
	5	Nov 11	Core Exam Week Yearly - History, Music, Science, English, PD/H/PE, Mathematics
	6	Nov 18	TAS and Languages - Exam Week
	7	Nov 25	
	8	Dec 02	
	9	Dec 09	
	10	Dec 16	

Exams



Year 8 ENGLISH ASSESSMENT SCHEDULE 2024

Task number	Task 1	Task 2	Task 3	
Nature of task	Passport to Asia Children's Storybook	The Book Room Reading Comprehension Booklet	Watch out For Will PART A: Formal Writing Folio PART B: Knowledge Test	
Draft Due	Term 1: Week 11 First Lesson	Fortnightly Check-ins	PART A: End of each Month PART B: Knowledge Quiz	
Final Due	Term 2: Week 2 Last Lesson	Term 3: Week 1 Last Lesson	PART A: Term 4: Week 3 Final Folio Piece PART B: Term 4: Week 5 Knowledge Test	
Outcomes assessed	EN4-2A EN4-7D EN4-8D	EN4-1A EN4-3B EN4-9E	EN4-4B EN4- 5C EN4-6C	
Components				Weighting %
Total %	30	30	40	100

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

Students are required to attempt all assessment tasks in each English class. Failure to submit tasks on the due date will result in a reduction of 10% per day. Work not submitted by the following week will achieve a zero

(0) or E result. Students will be required to attend lunchtime detentions until sufficient work is submitted.

Assessment tasks must be handed in by 3.00 pm of the due date; this includes electronic submissions.

Glen Innes High School
Year 8 (Stage 4) Human Society and its Environment (HSIE)
– HISTORY and GEOGRAPHY
Assessment Schedule 2024

SEMESTER ONE				
Geography	GE4-2 GE4-3 GE4-5 GE4-7 GE4-8	50%	Yearly Assessment Task Water in The World	Term 1, Week 8
Geography	GE4-2 GE4-3 GE4-4 GE4-6 GE4-7 GE4-8	50%	Yearly Written Examination	Term 2, Week 5/6
Total Marks		100%		
Topic	Outcomes	Weighting	Task Type	Task Timing
SEMESTER TWO				
History	HT4-2 HT4-6 HT4-8 HT4-9 HT4-10	50%	Yearly Assessment Task Medieval Europe	Term 3, Week 8
History	HT4-1 HT4-2 HT4-3 HT4-4 HT4-5 HT4-6 HT4-7 HT4-9 HT4-10	50%	Yearly Written Examination	Term 4, Week 5/6
Total Marks		100%		

Please Note: Assignments **MUST** be handed to your class teacher in the lesson the day the assignment is due. All assessment tasks that are late must be accompanied by an Appendix A form, which you can obtain from your class teacher. Any problems **DISCUSS** with your teacher ASAP.

Geography Outcomes

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

SEMESTER TWO

History Outcomes

A Student;

- 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

Year 8 Mathematics Glen Innes High School Assessment Schedule 2024

Topic	Outcomes	Weighting	Task Type	Task Timing
SEMESTER ONE				
Number and Measurement	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-9NA, MA4-16MG	25%	Test	Term 1, Week 9
Algebra, Geometry and Measurement	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-17MG, MA4-18MG	25%	Test	Term 2, Week 6
SEMESTER TWO				
Number and Statistics	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA4-20SP	25%	Investigation/Assignment	Term 3, Week 7
Probability, Algebra and Number	MA4-2WM, MA4-3WM, MA4-8NA, MA4-10NA, MA4-11NA, MA4-21SP	25%	Test	Term 4, Week 5
Total Marks		100%		

*Assessment outcomes and topics correct when publishing. Subject to change.

Mathematics Stage 4 Outcomes

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

MA4-4NA 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

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

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

Glen Innes High School

Year 8 Science Assessment 2024

	Practical Skills Test	Half Yearly Examination	Independent Student Research Project	Yearly Examination
Weighting	20%	25%	20%	35%
Assessment Date	Week 10 – Term 1	Week 6 - Term 2	Week 7 - Term 3	Week 5 - Term 4

An Independent Student Research Project which will be conducted in Term 3 is a compulsory component of the Stage 4 course as directed by BOSTES.

Stage 4 Syllabus Outcomes for Science (National Curriculum for NSW)

A student:

VALUES AND ATTITUDES

- appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
- shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
- demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.

SKILLS

- identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
- collaboratively and individually produces a plan to investigate questions and problems.
- follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
- processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
- selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
- presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.

KNOWLEDGE AND UNDERSTANDING

- describes the action of unbalanced forces in everyday situations.
- discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
- describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.
- 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.
- relates the structure and function of living things to their classification, survival and reproduction.
- explains how new biological evidence changes people's understanding of the world.
- describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
- explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

PD/H/PE – Stage 4 – Year 8 Assessment 2024

*Assessment outcomes and topics correct when publishing. Subject to change.

Course: Personal Development, Health and Physical Education **Board Developed**

Assessment Tasks

To facilitate the award of grades, students will undertake a number of assessment tasks. This schedule of tasks will be utilized and applied in conjunction with the NESA Performance Descriptors.

Areas for Assessment	Term 1 Theory Assessment Literacy Based Term 1 Wk 8/9 Practical Assessment Week10/11	Term 2 Theory Assessment Literacy Based Term 2 Wk 6 Practical Assessment Week 9/10	Term 3 Theory Assessment Literacy Based Term 3 Wk 6 Practical Assessment Week 9/10	Term 1 Theory Assessment Literacy Based Term 4 Wk 6	Task 5 Practical Evaluation On-going
Knowledge & Understanding	X	X	X	X	X
Communication Interacting	X		X	X	X
Critical Thinking Planning	X	X			X
Moving and Performing	X	X	X	X	X
Decision Making Problem Solving	X				X
Weighting	20	20	20	30	10

Stage 4 Learning Outcomes for PDHPE

A Student will

4-1 Examines and evaluates strategies to manage current and future challenges.

4-2 Examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others

4-3 Investigates effective strategies to promote inclusivity equality and respectful relationships.

4-4 Refines and applies and transfers movement skills in a variety of dynamic physical activity contexts

4-5 Transfers and adapts solutions to complex movement challenges.

4- 6 Recognises how contextual factors influence attitudes and behaviours and proposes strategies to promote health and wellbeing

Changes/Alterations

- Changes to this school policy will be issued in writing to:
 -
- All members of staff concerned
- All students affected by the change and their parents

NB: The school reserves the right to substitute or alter any part of this Assessment Policy at any time provided that such changes are consistent with the policy of the NESA and that students and parents are notified and that all students involved are affected equally.

