

KINGSCLIFF HIGH SCHOOL



ACHIEVEMENT THROUGH ENDEAVOUR

Year 8 2025

Assessment Overview

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ASSESSMENT AND REPORTING POLICY

Stage 4 (Years 7 and 8)

Assessment is continuous throughout each semester. This means that student progress is monitored on a regular basis using a variety of tasks and assessment methods in each course including tests, regular marking of books, assignment work, practical work, spelling tests and class contributions.

Such a variety of assessment types gives students a chance to demonstrate a wide variety of skills and also ensures that each student will be recognised and commended for talents or skills at which he or she is adept.

In order to allow students to display their full skills and knowledge, all tasks used for assessment purposes should have a published marking criteria explaining to students how the task will be assessed prior to their attempting the task.

A WAVE report will be provided to parent twice a term that summarises student's attitude and application to learning.

A detailed School Progress Report is forwarded to parents twice a year, one at the conclusion of Semester 1 and one at the conclusion of Semester II.

The detailed Progress Report will include information on how they have performed relative to the course outcomes, how they have performed relative to other students, a personal profile, marks and teacher's comments.

The detailed Progress Report also includes a profile of subject skills and a record of how well a student has achieved or maintained those skills. The subject teacher makes a meaningful statement on the individual student's progress and may indicate matters of concern which should invite a response from parents.

ASSESSMENT PROCEDURES

Examination Attendance

- Examinations are compulsory assessment tasks and, in all but exceptional circumstances, should be completed on the day timetabled. Examination timetables will be made available at least one week in advance;
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending an exam must see the Head Teacher of the exam being missed to reschedule the exam;
- Any absence from an exam should be explained with a written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance so that a time for the exam can be rescheduled;
- Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending non-school events) a zero will be awarded for the examination missed;

- In exceptional circumstances where a legitimate absence extends for a significant period of time an estimate for the exam may be considered.

Examination Rules

- Rules governing the conduct of an examination will be attached to the examination timetable (see next page). These rules will be explained prior to the examination period;
- Any conduct that is deemed to disturb the orderly conduct of an exam will result in a deduction of 20% of marks awarded for the first personal warning. Any further infringements and a zero will be awarded for that examination;
- No personal warnings will be issued for cheating or using mobile/data devices. In such cases a zero will be awarded for that examination.

Class Assessment Tasks

- Students will be given a minimum of one week's notice for an assessment task.
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending a class assessment task or not being able to meet an assessment deadline must see the Head Teacher of the subject to negotiate a new due date;
- Students who hand in assessment tasks late should not be advantaged by the extra time they have available to them. Therefore late submissions will incur the following penalties:

1 day after the due date= deduct 10% of the marks awarded

2 days after the due date= deduct 20% of the marks awarded

3 day after the due date= deduct 30% of the marks awarded

4 days after the due date= deduct 40% of the marks awarded

5 days after the due date= deduct 50% of the marks awarded

Work not handed in or handed in after 5 days will receive zero for that task.

- Any absence on the day an assessment task is due should be explained with a medical certificate or written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance along with the task.
- In exceptional circumstances where a legitimate absence extends for a significant period of time an extension of the due date can be negotiated with the Head Teacher of that faculty.

EXAMINATION RULES

ENTRY INTO EXAM VENUE	<ul style="list-style-type: none"> • Should be in class groups as instructed by teachers
LATE ARRIVAL	<ul style="list-style-type: none"> • Students should be on time for all exams • No entry to the exam will be allowed 30 minutes or more after exam start time • No extra time will be granted for students who arrive late
NO TALKING AND NOISE	<ul style="list-style-type: none"> • No talking upon entering the exam venue • No talking during the exam • No talking at the completion of the exam
EQUIPMENT	<ul style="list-style-type: none"> • It is the student's responsibility to bring all necessary equipment needed for each exam • No borrowing is permitted in the exam venue
REMAIN SEATED	<ul style="list-style-type: none"> • Students should be seated and facing the front whilst in the exam venue
LEAVING EARLY	<ul style="list-style-type: none"> • No students are allowed to leave the examination room early. All available time should be used to complete and review answers
TOILETS	<ul style="list-style-type: none"> • Students should visit the toilet before each exam • Toilet breaks will not be granted during an exam unless a doctor's certificate has been supplied to the Deputy Principal prior to the exam
CHEATING	<ul style="list-style-type: none"> • Any form of cheating or "non serious attempt" will result in a student receiving a zero mark for that exam
MOBILE PHONES, SMART WATCH OR DATA STORAGE DEVICES	<ul style="list-style-type: none"> • Any student who is caught in the possession of a mobile phone, smart watch, or data storage device in the exam venue may receive a zero mark for that exam

CONSEQUENCES FOR BREACHING EXAM RULES:

1. General warning is the final warning
2. First personal warning will result in the loss of 20% of exam marks and will be noted on the exam paper
3. Second personal warning will result in receiving a zero mark for that exam and will be noted on the exam paper
4. No personal warnings will be issued for cheating or mobile phones

APPEALS:

Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the Principal within five (5) school days from the date of the exam. Appeal forms are available from the Deputy Principal.

ILLNESS AND MISADVENTURE:

Students unable to attend exam/s due to illness or misadventure should:

1. Inform the school as soon as possible, preferably prior to the exam;
2. Submit written reason for absence (such as a medical certificate, note from parent/care provider etc) to your class teacher on the first day back at school;
3. Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending a non-school events) a zero mark will be awarded for the examination missed.

English – Year 8**Head Teacher (Rel): Mr M Anderson**

Term 1		
<p>Inspiration/aspiration - fractured fairy tales This unit is an exploration of fairy tales and their significant intertextual links to other texts. Students will engage specifically with a range of poetic, dramatic, and prose texts that are from, or intertextually allude to the fairytale genre. As a main text, students engage with a novel appropriation of a fairytale to further their understanding of intertextuality. Students will engage critically, comparatively and creatively with these texts to explore the fundamental literary concepts of generic and deep characterisation, intertextuality and narrative.</p>	<p>Assessment Visual analysis test-short answer and extended response</p>	<p>Approx. due date Week 9, Term 1</p>
Term 2		
<p>Is a Picture Worth a Thousand Words? This introductory unit engages students in an investigation of how meaning is constructed and represented in visual texts. The metalanguage of visual literacy will be explicitly taught, empowering students to analyse and respond to a range of texts. Students will use this knowledge to make connections between the classroom and experiences in the real world..</p>	<p>Assessment Narrative appropriation and rationale</p>	<p>Approx. due date Week 6, Term 2</p>
Term 3		
<p>Empathy of intercultural understanding: The unit of work draws upon a range of visual texts, such as short films, graphic novels and a photographic essay focused on the representation of refugees. The students will analyse how language and the visuals are used to challenge their values and beliefs and to position them to develop intercultural understanding and empathy. The teaching and learning experiences build the field of their skills, knowledge and understanding so they can apply what they learn and demonstrate this in the summative assessment task.</p>	<p>Assessment Multimodal and reflection</p>	<p>Approx. due date Week 8, Term 3</p>
Term 4		
<p>Shakespeare's Villains: Merchant of Venice This unit aims to immerse the students in the power of Shakespeare and drama through examining a variety of excerpts from Shakespeare's work and researching his life. They will learn to develop a greater appreciation of theatre/drama by learning the conventions of a drama text, enabling them to recognise, reflect on, and explain the connections between their own experiences and the world of these texts. Additionally, students will learn to write a discursive text that demonstrates their knowledge of villainy.</p>	<p>Assessment Discursive writing</p>	<p>Approx. due date Week 6, Term 4</p>

Equipment required for English

- iPad
- A4 book (must have one just for English)
- display folder
- blue, black and red pen, rulers, USB, glue, scissors and highlighters
- Novels for wide reading throughout the year

Equipment may vary slightly for individual classes

How Can Parents help?

Students always have work to complete in English:

- Ensure 20 minutes – half an hour of reading occurs six nights a week. A wide reading assignment is due each term.
Assist students to manage their time in completing homework and assessment activities and tasks set by their teachers: this includes planning, drafting, editing and writing substantial drafts for assessment tasks and wide reading assignments.

Human Society and Its Environment (HSIE) – Year 8

Head Teacher: Mr W Smith

HSIE consists of three separate subjects: History, Geography and Commerce. The order the students complete these will depend on their individual timetable. The assessments for these subjects are added together to give an overall HSIE result.

History Term		
Topics / Theme Description: Medieval History	Assessment Research Assignment	Approx. due date Week 7
Geography Term		
Topics / Theme Description: Interconnections	Assessment Research Assignment	Approx. due date Week 8
Commerce Term		
Topics / Theme Description: Consumer Choice	Assessment Exam	Approx. due date Week 8
<p>Equipment required for HSIE</p> <ul style="list-style-type: none"> • A4 book, blue, black and red pen, rulers, USB, glue, scissors and highlighters • Equipment may vary slightly for individual classes. <p>How Can Parents help? HSIE is a subject which deals with contemporary issues. Therefore, having discussions with students around current issues in world politics, environments and social trends can help with background knowledge.</p>		

Japanese (Year 8)

Head Teacher: Mrs S Cowell

Topic/theme description	Assessment	Approx. due date
Term 1		
Introduction to Japanese, Classroom expressions, Greetings, Numbers Film study 1	Self-introduction	Week 5
Term 2		
Birthdays, Likes/dislikes, Hobbies	Creating a text - All about me booklet Understanding texts – Student profiles	Week 6 Week 7
Term 3		
Nihon wa kirei desu Nihon ni ikimasu Learn about how to say where you will go in Japanese and to describe places	PowerPoint about a city in Japan	Week 3
Term 4		
Nihon de tomarimasu Learn how to say where you will stay and describe accommodation Nihon de tabemasu Learn to say what you will eat and table manners Film study 2	Hotel role play	Week 4
Ongoing		
Cultural days		As the days occurs on the Japanese calendar
Hiragana	Workbook mark Reading and writing test	Ongoing
Equipment required for Japanese <ul style="list-style-type: none"> • iPad • Apple pencil (highly recommended) • At least 2 pens of different colours • An exercise book (at least 64 pages) • Ruler, eraser, lead pencil How Can Parents help? <ul style="list-style-type: none"> • Be supportive of language learning • Share own travel experiences • Talk to the teachers if you have any questions 		

Mathematics – Year 8

Head Teacher: Ms G Engel Pryer

INTRODUCTION: The course consists of topics drawing from three modules of study:

- Number & Algebra
- Probability & Statistics
- Measurement & Geometry

ASSESSMENT SCHEDULE:

Approximate Timing	Task Type	Assessment Area	Weighting
Term 1, Week 7	Topic Test	Knowledge	20%
Term 2, Week 5	Half Yearly Examination	Knowledge	30%
Term 3, Week 9	STEM Assignment	Working Mathematically	15%
Term 4, Week 5	Yearly Examination	Knowledge	35%
<p>Equipment required:</p> <ul style="list-style-type: none"> • A Casio or Abacus scientific calculator • A grid book • Pens, pencils, ruler, and eraser for every lesson and for exams <p>How Can Parents help?</p> <ul style="list-style-type: none"> • Encourage students to bring the required materials to school everyday • Review your child Mathematics workbook regular to view/provide feedback <p>Assist students to time manage homework and assessment activities and tasks set by their teachers</p>			

Music – Year 8

Head Teacher (Rel.): Mr A Holliday

Term 1 and 2		
Topics / Theme Description	Assessment	Approx due date
Introduction to the concepts of Music, Australian Music	Solo performance of 3 short melodies/riffs Music theory and listening test	Term 1 Week 8 Term 2 Week 7
Term 3 and 4		
Topics / Theme Description	Assessment	
Music Technology, Rock Music	Composition task using Garageband Group/Ensemble Performance of a rock song	Term 3 Week 8 Term 4 Week 5
Equipment required for Year 8 Music Charged iPad, AirPods/Headphones		
How Can Parents help? Engage with your child about the types of music you used to listen to. Ask your child to compare it with the types of music they listen to today. If you play an instrument, ask your child to perform what they are learning in class and attempt to play it with them. Kingscliff High School Creative and Performing Arts (CAPA) department run a whole school production in Term 2. It is an amazing opportunity for our talented students to showcase their outstanding performance ability. Your attendance and support is greatly appreciated.		

Year 8 Assessment Schedule

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	Term 4 Week 5
		Performance of 3 short songs (solo performance)	Music theory and listening test	Composition Task	Presentation of one song in an ensemble
	Syllabus Outcomes	4.1, 4.2, 4.11	4.4, 4.5, 4.6, 4.7	4.8, 4.9, 4.10	4.3, 4.12
Performing	50	25			25
Composing	25			25	
Listening	25		25		
TOTAL	100	25	25	25	25

Personal Development, Health and Physical Education (PDHPE) – Year 8

Head Teacher (Rel): Ms L Fitzhugh

SEMESTER 1 (for report convert to a mark out of 100)			
Topics / Theme Description	Assessment		Approx. due date
Relationships	AT1 – Written task	30%	End Term 1
Movement skill and performance	AT2a, b (2 of either softball, netball, volleyball)	40%	Term 1
Movement skill and performance	AT3 – Athletics	20%	Term 2
SEMESTER 2 (for report convert to a mark out of 100)			
Movement skill and performance	AT2c (1 of either softball, netball, volleyball)	20%	End Term 2
Risky behaviour	AT4 – written task	30%	End Term 3
Movement skill and performance	AT5 a, b, c (3 of either basketball, cricket, touch, soccer)	60%	Term 3, Term 4
<p>Equipment required for Year 8 (PDHPE)</p> <ul style="list-style-type: none"> • Practical: A change of clothes and suitable footwear to participate in activities • Theory: Appropriate writing materials and book <p>How Can Parents help?</p> <ul style="list-style-type: none"> • Encourage students to participate to the best of their ability in all activities • Ensure that students have the correct equipment to participate in all activities in the course • Assist students to complete tasks on time 			

Science – Year 8

Head Teacher: Mrs J O’Keeffe

Term 1 – Assessment Task 1		
Topic: Forces Theme: Writing a Scientific Report	Assessment:	Approx. due date:
Using a scaffold, and with limited guidance by teachers, students will plan and conduct scientific investigations in the topic of Forces. Students will then submit a scientific report of one of the investigations.	Scientific Report	Week 10
Term 2 – Assessment Task 2		
Topics: Forces, States of Matter, Multicellular Organisms, Science Skills	Assessment:	Approx. due date:
Students will demonstrate knowledge and understanding of subject content, and process and science skills competency.	Half yearly examination	Week 5
Term 3 – Assessment Task 3		
Topic: Working Scientifically Theme: Working Scientifically – Skills	Assessment:	Approx. due date:
Students will demonstrate process and science skills competency, and knowledge and understanding of the investigations conducted in Terms 1, 2 and 3.	Practical Test	Week 9
Term 4 – Assessment Task 4		
Topic: Energy, Elements and Compounds, Chemical Changes, Science Skills	Assessment:	Approx. due date:
Students will demonstrate knowledge and understanding of subject content, and process and science skills competency.	Yearly examination	Week 6
Equipment required for Science <ul style="list-style-type: none"> • Pens, pencils, ruler, calculator and eraser for every lesson and for exams. • Science workbook and iPad 		
How Can Parents help? Assist students to time manage homework and assessment activities and tasks set by their teachers.		

Note: Students may also have additional in-class topic tests

Technological and Applied Studies (TAS) – Year 8

Head Teacher: Mrs S Cowell

Topic 1 (semester course)		
Materials Technology 'Are you Thready for This'	Design Project – Design your own bag Including design folio	The subject will be continually assessed throughout the term. Mostly on work they are completing in class, while a few small tasks will need to be completed at home. The complete project will need to be finalised by the end of term.
Topic 2		
Food Technologies 'Mission Impastable'	Design Project – Pasta Recipe Including design folio	
<p>Equipment required for Technology (TAS)</p> <ul style="list-style-type: none"> • Pens, pencils • USB stick • Apron for food preparation (can be purchased from the Front Office) • Books, food for food preparation and materials for their bag project provided through subject fees <p>How Can Parents help? Ensure that course fees are paid to cover project consumables Assisting students to experiment with pasta recipes and designs at home</p>		

Technology Mandatory – Industrial Arts – Year 8

Head Teacher: Mr M Wiggins

Semester Course		
Topic 1 (One Term Course)		
Topic / Theme Description	Assessment	Approx. due date
Materials Technology – Bluetooth Speaker and Design Activity	<p>Project & Design Folio Design and make a wooden bluetooth speaker and laser etched artwork.</p> <p>Safely apply tools, materials and processes to produce a quality wooden project.</p> <p>Document the design, planning and management of the project. Document research on suitable materials and their properties. Document tools and processes. Communicate design ideas via concept sketches and CAD drawing. Plan and manage the project</p> <p>(40%)</p>	<p>Week 7 (Each Term)</p> <p>Week 7 (Each Term)</p>
Topic 2 (One Term Course)		
Topics / Theme Description	Assessment	Approx. due date
Digital Technology – Programmable Laser Cut Light	<p>Project & Design Folio Design and make a programmable bedside light.</p> <p>Use an input sensor, microprocessor and LED output. Design the line code to operate the circuit.</p> <p>Document research of the designed digital solution (code). Manage time and a simple budget</p> <p>(40%)</p>	<p>Week 7 (Each Term)</p> <p>Week 7 (Each Term)</p>
Digital Technology - Research Assignment	<p>Research the role of a Software Designer. Investigate how data is represented in digital systems and transmitted in networks</p> <p>(20%)</p>	Week 5 (Each Term)
<p>Equipment required for Technology Mandatory – Industrial Arts</p> <ul style="list-style-type: none"> • Apron – available for purchase at school's front office • Sturdy fully covered footwear • Pencils, eraser, sharpener • School diary • Hair restraint • USB stick 		<p>How Can Parents help? Ensure that course fees are paid to cover project consumables</p>

Visual Arts – Year 8

Head Teacher (Rel.): Mr A Holliday

One Term		
Topics / Theme Description	Assessment	Approx. due date
<p>Modern Art – <i>Print it 'til it Pops!</i></p> <p>Develop knowledge, understanding and skills to make artworks informed by their understanding of practice.</p> <p>Develop knowledge, understanding and skills to interpret art informed critically and historically by their understanding of practice and historical significance.</p>	<p>Art Making 80%</p> <ul style="list-style-type: none"> • Artworks inspired by Modern Art Movements • Experiments in various techniques and materials 	<p>Ongoing during class. Tasks submitted between Weeks 5-9.</p>
	<p>Critical and Historical Studies 20%</p> <ul style="list-style-type: none"> • Critical studies using The Frames (Cubism, Pop Art) • Modern Art period summary and quiz • Artist studies, artwork interpretation and analysis 	<ul style="list-style-type: none"> • Research studies to be submitted Week 10 • Summary and quiz due Week 4 • Ongoing during class
<p>Equipment required for Visual Arts:</p> <ul style="list-style-type: none"> • An A3 size Visual Arts Sketch Book (available for purchase from the school's front office) • 2B/4B Pencil • Ruler, eraser, sharpener, glue stick, scissors, coloured pencils (watercolour pencils optional) • Charged iPad <p>How Can Parents help?</p> <ul style="list-style-type: none"> • Ensure students have the required equipment. • Provide students with access to the internet for research and planning • Provide positive encouragement to students 		