



Year 8 Assessment Guide

2026

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Supporting Success

Objectives of our assessment program

- To monitor and report on student progress and attainment.
- To facilitate communication between teachers and parents and their child's progress, development and learning needs.
- To facilitate the involvement of students in the assessment of their own work.
- To enable teachers to monitor their own teaching approaches and methodologies.

Strategies to assist student achievement in assessment tasks

A consistent application of this policy across the school in years 7-10 will provide increased success to students with their assessments.

To assist a consistent application:

- We undertake regular teacher professional learning.
- We deliver Year group presentations to students on assessment support and expectations.
- Expectations of assessments are clearly available on the school's website.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks are clearly identified in scope and sequences and assessment schedules.
- We encourage the use of the website to assist in keeping students and parents informed.
- We have a deliberate focus on celebration and recognition of student success through school engagement tracking and rewards.

Course outlines and assessment schedules

Assessment schedules will be made available to each course in each year. The schedules will include:

- A list of reporting outcomes.
- The assessment tasks with weightings mapped back to reporting outcomes.

- Tasks that all students completing the same course do within each year.

Notifications of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed *notification of assessment* proforma and issued to the students as early as possible prior to a task.

These notifications of assessments will be:

- Included in the school calendar.
- Uploaded to the Community Link website for respective year groups.
- Talked through by the class teacher when distributed to reinforce approaches and expectations.
- Indicating student feedback with considerations to scaffolds to guide assessment expectations.
- Includes a literacy component to improve student performance in Writing.

Supporting Difficulties

What happens with a missed or late submission of a task?

Expectations of students for successful completion of assessments:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.
- Complete all assessment tasks on time.
- Submit their own work, honestly making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Work without hindering the learning and work of other students with both hand in tasks and tests / examinations.

Grounds for extension or rescheduling of an assessment task may be:

- Illness or valid injury.
- Authorised absence from school.
- Severe family disruption.
- Student involvement in an official school function.
- Other as approved by the Head Teacher of the KLA or the Deputy Principal.

Process to apply for an extension:

- Extensions to tasks must meet the grounds as detailed above.
- The Head Teacher of the course is responsible for authorising extensions.
- All applications for extensions must accompany a note from the parent / caregiver.
- Where a student was absent or had a legitimate reason to not hand in a task, the student must see the teacher or Head Teacher on the first day of return to school to hand in the task.

Process to reschedule a task:

Where a student was absent or had a legitimate reason to have missed a task, the student must see the teacher or Head Teacher on the first day of return to school to organise a time to complete the task.

Process to manage missed or late submission of a task:

The following procedures apply to students who missed or submitted a task late and did not gain an extension.

- A penalty will apply for any missed or late submission of an assessment task not covered in the above. Students will lose 10% of the mark normally awarded for every calendar day late up to a maximum of 50%.
- In most instances, parents will be notified where penalties exceeded 50%.
- Students will have their work marked and provided with feedback with the possible marks earned for the task.
- Students must submit all assessment tasks regardless of penalties applied.
- Consistent failure to submit assessment tasks by due dates could result in failure to satisfy

course requirements. The students and their parents will receive official letters warning of such a determination in these cases.

Managing issues surrounding malpractice including suspected plagiarism

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- Copying someone else's work in part or in whole and presenting it as one's own.
- Using material directly from books, journals, generative AI sources or the Internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task.
- Assisting another student to engage in malpractice.
- Providing or showing others all or part of an assessment task prior to the submission due date and time.

Strategies to ensure the authenticity of student responses to tasks.

Strategies that teachers can use:

- Thoroughly briefing all students in relation to the requirements of each task using the school's notifications of assessments.
- Considering allocating class time to the planning of a response to a task.

- Considering a process diary or journal that students use to show how their response or project or work was developed.
- Asking students to submit a task at critical points in its development.
- Having students submit their original drafts in addition to their final work.
- Incorporating student oral presentations on the progress of their work.
- Communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Generative AI and Malpractice

Generative artificial intelligence (AI) describes algorithms (such as ChatGPT) used to create new content from given prompts, including audio, code, images, text, simulations, and videos. The use of generative AI applications to create work that is then submitted as part of an assessment is considered malpractice as it is not the student's original work.

Some ways students can ensure they do not engage in assessment malpractice with generative AI are:

- ensure all resources used in the preparation of the task are clearly referenced, including any generative AI applications.
- using generative AI to gain ideas only, ensuring that the work generated by the application is not the work submitted for the task.
- recognising that such generative AI outputs may be inaccurate, untruthful, and otherwise misleading at times.
- asking the teacher for assistance in breaking down the suggestions gained from generative AI resources prior to submission.

Managing Issues of Malpractice

Issues of malpractice need to be:

- Investigated by the teacher and Head Teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The Head Teacher will consult with the Deputy Principal to deliberate on a course of action and communicate this to the student and the student's parents.
- If the malpractice is proven a penalty, including consideration of a zero mark, will

be given appropriate to the seriousness of the issue.

Formal examination procedures

General Examination Procedures

In years 7-10, English, Mathematics, Science, History and Geography will include assessments from the issued assessment schedule in a calendared formal examination period.

- Students are expected to apply themselves in the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items.
- Mobile phones are to be switched off before entering the examination room and kept in the student's bag which will remain in the hall. Failure to comply with this may be considered as malpractice in the examination.
- Students are expected to remain quiet and not to talk to or interfere with other students or their equipment once they enter the examination room.

Misconduct in formal examinations and other assessment tasks

- Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice.
- All class tasks including formal examinations must be attempted seriously. Non-serious attempts or inappropriate responses are an issue of malpractice.

Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the learning platform as advised by your teacher, such as Moodle.
- Print out copies of drafts and keep them while the assignment is in progress
- Bring a copy of the file to school by saving up on a cloud, email or on a USB.

English

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Public Voice and Belonging: – Students study the concept of belonging through various texts, specifically a novel, and consider how their voice can become a voice for the voiceless. 	<ul style="list-style-type: none"> ▪ Imagined Worlds: Students will study the fantasy genre through exploration of quality fantasy narratives ▪ Fantasy Film Study: Students build on their knowledge of film to consider how this medium conveys conventions of the fantasy genre. 	<ul style="list-style-type: none"> ▪ The World Where We Live: Students will explore humanity’s relationship with the environment through a study of picture books. ▪ Poetry from the Asia/Pacific: Students will study a wide range of poetry from the Asia-Pacific region to consider different cultural worldviews. 	<p>Poetry from Asia/Pacific (continued):</p> <ul style="list-style-type: none"> ▪ From the Page to the Stage: Students study a short play and engage with the elements of drama.

Report Outcomes

- 1 Engages purposefully with a range of texts related to Public Voices and Belonging, considering how composers use language and structures to develop layers of meaning.
- 2 Describes and begins to analyse language forms and features and embeds textual evidence within sentences to support their articulation of the ideas.
- 3 Composes an imaginative text, using effective language choices, adhering to conventions of the fantasy genre.
- 4 Thinks critically about and reflects on how to represent ideas about a global environment or social issue, to develop a creative response that utilises specific codes and conventions to convey meaning.
- 5 Analyses the style and features of poetry to develop a logically structured response that considers cultural values and perspectives.
- 6 Uses a range of reading and writing strategies, in completing formative tasks, throughout their study of English.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Online Reading Skills Task	1	20
	Task 2: Semester One Exam	2, 3	20
	Task 3: Formative Tasks	6	10
Semester 2	Task 4: Creative Task and Reflection	4	20
	Task 5: Semester Two Exam	2, 5	20
	Task 6: Formative Tasks	6	10

Geography

Geography is taught within a semester and switched with History in the alternate semester.

Course Outline

Students will study the following units:

Term 3	Term 4
<ul style="list-style-type: none">▪ Water in the World: An investigation of the nature of water scarcity and ways of overcoming it	<ul style="list-style-type: none">▪ Interconnections: An investigation into the forces that shape people's perceptions of places and how this influences their connections to places

Report Outcomes

- 1 Researches and composes a written text on the value of water and the need for sustainable water management.
- 2 Interprets and constructs geographical tools: including maps, statistics and graphs.
- 3 Demonstrates knowledge and understanding of the characteristics and distribution of global water resources, the water cycle, Australia's water resources and value of water.
- 4 Describes and explains how interactions and connections between people, places and environments result in change.
- 5 Demonstrates consistent and diligent completion of formative tasks in Geography.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research and Writing Task	1	30
	Task 2: Skills Test	2	30
	Task 3: Semester Exam	2, 3, 4	30
	Task 5: Formative Tasks	6	10

History

History is taught within a semester and switched with Geography in the alternate semester.

Course Outline

Students will study the following units:

Term 1	Term 2
<ul style="list-style-type: none"> ▪ The Western and Islamic World: A historical study of society, significant developments and practices of Medieval Europe 	<ul style="list-style-type: none"> ▪ The Asia-Pacific World: A historical study into the Polynesian Expansion across the Pacific.

Report Outcomes

- 1 Researches and composes a written text on the changing nature of crime and punishment in the medieval world.
- 2 Comprehends chronology, terms and concepts and draws conclusions about the significance and value of sources.
- 3 Demonstrates knowledge and understanding the significant developments and practices in Medieval Europe, and Polynesian Expansion across the Pacific.
- 4 Uses evidence from primary and secondary sources to support historical narratives and explanations of Medieval Europe and Polynesian Expansion.
- 5 Demonstrates consistent and diligent completion of formative tasks in History.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research and Writing Task	1	30
	Task 2: Skills Test	2	30
	Task 3: Semester Exam	2, 3, 4	30
	Task 5: Formative Tasks	6	10

Language - French

Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none"> ▪ Describing People - Ils sont comment? Revision of 'My Family' unit and describing words from Year 7, clothing items, colours, adjectival agreement ▪ School Life - La vie scolaire Comparing school life in France and Australia, school subjects, I like/dislike verbs (j'aime..., je déteste... etc.), school uniform, describing friends and teachers 	<ul style="list-style-type: none"> ▪ Telling the Time - Quelle heure est-il? Numbers 0-60 (revision and new numbers), analog and digital time (24-hour time) ▪ Animals / My Pets - Les animaux Animal vocabulary, review of colour and numbers 0-60, adjectival agreement and word order ▪ Food and Culture - A table! Food and drinks, comparing food culture and customs between Australia and France.

Report Outcomes

- 1 Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language.
- 2 Interprets and responds to information, opinions and ideas in texts to demonstrate understanding.
- 3 Creates a range of texts for familiar communicative purposes by using culturally appropriate language.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Speaking Task	1, 2, 3	25
	Task 2: Reading and Writing Exam	2, 3	30
	Task 3: Semester Exam	2, 3,	35
	Task 4: Formative Tasks	1, 2, 3	10

Mathematics

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Algebraic Techniques ▪ Financial Mathematics ▪ Circular Length 	<ul style="list-style-type: none"> ▪ Equations ▪ Pythagoras' Theorem 	<ul style="list-style-type: none"> ▪ Area & Volume ▪ Indices ▪ Data Analysis 	<ul style="list-style-type: none"> ▪ Linear Relationships ▪ Ratios & Rates ▪ Properties of Geometrical Figures

Report Outcomes

1. Generalises number properties and patterns to operate with algebraic expressions.
2. Uses appropriate mathematical techniques to solve financial problems.
3. Applies measurement techniques to calculate the circumference of circles.
4. Solves equations of up to 3 steps, including simple quadratics
5. Applies Pythagoras' theorem in right-angled triangles.
6. Calculates the area of quadrilaterals and circles and develops formulas to find the volume of solids.
7. Performs operations with indices to simplify algebraic expressions.
8. Analyses data using various statistical tools.
9. Graphs linear relationships on the Cartesian plane.
10. Solves problems involving ratios and rates.
11. Communicates mathematical ideas in geometrical relationships.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Class Test	1, 2	15
	Task 2: Semester 1 Exam	1, 2, 3, 4, 5	25
	Task 3: Formative Tasks	1, 2, 3, 4, 5	10
Semester 2	Task 4: Class Test	1, 6, 7, 8	15
	Task 5: Semester 2 Exam	1, 6, 7, 8, 9, 10	25
	Task 6: Formative Tasks	1, 2, 5, 6, 7, 8, 9, 10, 11	10

Music

Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none">▪ The Blues▪ Guitar and Tabs▪ More with Keyboards- Chords	<ul style="list-style-type: none">▪ Genres of Music▪ Performance Skills▪ Music and Culture▪ Life of the Musician

Report Outcomes

- 1 Performs music in a variety of contexts and styles.
- 2 Composes an original piece demonstrating an understanding of the concepts of Music.
- 3 Uses, describes and explains Music terminology to demonstrate understanding and appreciation.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Performance 1	1	30
	Task 2: Composition	2	30
	Task 3: Performance 2	1	30
	Task 4: Formative Tasks	2, 3	10

Personal Development, Health & Physical Education

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Wealth in Health ▪ Strike Out 	<ul style="list-style-type: none"> ▪ A State of Mind - Mental Health ▪ Kick to Victory 	<ul style="list-style-type: none"> ▪ Overcoming Adversity ▪ Social Dance 	<ul style="list-style-type: none"> ▪ Do I, Don't I ▪ Space Invaders

Report Outcomes

- 1 Demonstrates a range of movement skills in a variety of physical activity contexts.
- 2 Demonstrates movement skills, concepts and strategies in a variety of contexts.
- 3 Examines and evaluates strategies to manage current and future challenges.
- 4 Investigates effective strategies to promote inclusivity, equality and respectful relationships. Participates in activities to strengthen their health, safety and wellbeing.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Wealth in Health	1, 3	20
	Task 2: Strike Out Practical	2, 4	20
	Task 3: Formative Tasks	1, 3, 5	10
Semester 2	Task 4: Social Dance Practical	2, 4	20
	Task 5: Overcoming Adversity Movie Analysis	1, 4, 5	20
	Task 6: Formative Tasks	1, 3, 5	10

Science

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Particle Idea ▪ Elements, Compounds & Mixtures ▪ Health and Human Body 	<ul style="list-style-type: none"> ▪ Health and Human Body ▪ Rocks and Minerals 	<ul style="list-style-type: none"> ▪ Energy ▪ Forces 	<ul style="list-style-type: none"> ▪ Resources and Sustainability ▪ Ecology ▪ Water Cycle/Resources

Report Outcomes

- 1 Demonstrates knowledge and understanding of the practice of science and how science impacts on society, technology, and the environment.
- 2 Uses identified strategies to plan and conduct investigations and draw conclusions from data.
- 3 Communicates scientific findings to an audience.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Formative Tasks	2	10
	Task 2: Student Research Project	3	20
	Task 3: Semester 1 Exam	1, 2, 3	20
Semester 2	Task 4: Formative Tasks	2	10
	Task 5: Student Research Project	3	20
	Task 6: Semester 2 Examination	1, 2, 3	20

Technology Mandatory A

Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none">▪ Digital Information Systems Data<ul style="list-style-type: none">○ Representation of text, images, video and audio▪ Introduction to Robotics and Programming<ul style="list-style-type: none">○ Programming Concepts▪ Robotic Design<ul style="list-style-type: none">○ Planning and Research○ Idea, and Generation and Design○ Algorithms and Computational Thinking	<ul style="list-style-type: none">▪ Programming concepts in Python<ul style="list-style-type: none">○ Algorithms and Computational Thinking○ Flowcharts and Pseudocode○ Testing and evaluating

Report Outcomes

- 1 Uses and applies tools, materials and techniques to construct digital product solutions.
- 2 Explains how data is represented in Digital Information Systems.
- 3 Applies the design process to plan, research, construct, test and evaluate creative solutions.
- 4 Designs algorithms for digital solutions using a text based programming language.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Design and Project Stage 1	2, 4	20
	Task 2: Design Project Stage 2	1, 3, 4	40
	Task 3: Semester Examination	1, 2, 3, 4	30
	Task 4: Formative Tasks	1, 2, 3, 4	10

Technology Mandatory B

Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<p>Nutrition for Me:</p> <ul style="list-style-type: none"> Students will investigate nutritional requirements throughout the lifecycle and develop an understanding of healthy living. They will experiment with foods and identify their sensory properties. Students will utilise the school garden to support their learning of how foods grow. 	<p>Our Sustainable Future:</p> <ul style="list-style-type: none"> Students will engage in investigative strategies to design and create innovative sustainable design solutions. They will engage in practical learning experiences. Students will plan, design and manufacture a product using machinery and equipment.

Report Outcomes

- 1 Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- 2 Plans and manages the production of design solutions; selects and safely applies tools, materials and processes in the production of quality projects.
- 3 Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society.
- 4 Investigates how the characteristics and properties of tools, materials and processes affect their use in design solutions.
- 5 Explains how the characteristics and properties of food determine preparation techniques for healthy eating.
- 6 Investigates how food and fibre are produced in managed environments.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Nutrition for Me	1, 2, 4, 5, 6	30
	Task 2: Sustainable Future	3, 4, 6	30
	Task 3: Semester Examination	1, 3, 4, 5, 6	30
	Task 3: Formative Tasks	1, 3, 4, 5, 6	10

Visual Arts

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Grand Designs	▪ The Little City	▪ The Great Indoors	▪ City in the Trees

Report Outcomes

- 1 Researches information informed by their knowledge of art concepts and critical and historical processes.
- 2 Designs and plans for artworks using skills developed in relation to artmaking concepts and processes.
- 3 Responds to artworks informed by their knowledge of artistic viewpoints and critical and historical processes.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Written Article	1	10
	Task 2: Artmaking- VAPD Tasks	2	25
	Task 3: Formative Tasks	1, 3	5
Semester 2	Task 4: Open Book Writing Task	3	20
	Task 5: Artmaking- Selected Artworks	4	35
	Task 6: Formative Tasks	1, 3	5