



# Year 8 Assessment Booklet

Queanbeyan High School

2025

## Contact Information 2025

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### Key People

Acting Principal	Vanessa Willetts
Deputy principals	Melinda Adderley + Simone Norrish
Head teacher administration	Rory Burt
Head teacher English	Phil Nimmo
Head teacher HSIE	Cam Evans
Head Teacher Mathematics	Kerrie Jenkins
Head teacher PDHPE	Kyle Bray
Head Teacher Science	
Head teacher Special Education	Guy Sterling
Head teacher TAS	Luke Warwick
Head teacher Teaching and Learning	Trish Long
Year 8 Advisor	Rion McClure
School counsellors/psychologists	Kate Munro Lily Conlon

# Information for Stage 4 Students

This document has been developed to make clear the procedures and expectations about assessment at Queanbeyan High School.

The first pages are the school's assessment procedures.

The remaining pages are the assessment schedules for each subject, including:

- the assessment tasks which will take place throughout the year
- how much each task is worth
- when each task will occur/ due date

## What is assessment?

Assessment involves:

- identifying where students are in their learning
- ongoing monitoring of student progress in relation to the syllabus
- providing feedback about student progress to determine the next steps in learning.

In other words, assessment is how teachers measure your success as a learner.

## Standards-referenced assessment

Standards-referenced assessment refers to the process of interpreting information about student learning in relation to standards. It is used to compare student performance to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting.

Teachers use two components to reference student achievement:

- syllabus outcomes and content that describe what students are expected to learn
- The Common Grade Scale which describes in performance

# The Common Grade Scale

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

## **A**

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

## **B**

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

## **C**

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

## **D**

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

## **E**

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

## Types of assessment

TABLE OF ASSESSMENT TYPES	
<p><b>Summative assessment tasks</b></p> <p>These assessments usually occur at the end of a unit to check your overall understanding:</p>	<p><b>Formative assessment tasks</b></p> <p>To check your progress along the way and make sure that you are learning as the teacher moves through the unit of work:</p>
<ul style="list-style-type: none"> <li>• Assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of student learning</li> </ul>
<ul style="list-style-type: none"> <li>• Projects / Research Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom activities</li> </ul>
<ul style="list-style-type: none"> <li>• Oral Engagement / Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assignments</li> </ul>
<ul style="list-style-type: none"> <li>• Practical Tasks and Artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Mini tests</li> </ul>
<ul style="list-style-type: none"> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Group and pair work</li> </ul>
<ul style="list-style-type: none"> <li>• Practical performances and compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments/performances</li> </ul>
<ul style="list-style-type: none"> <li>• Examination style tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Bookwork</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection task</li> </ul>

# Administration of tasks

## *Notification of tasks*

In addition to the schedule of dates for assessment tasks, students will receive formal notification for each task. This notification will include:

- components and weightings, as per the assessment schedule, and
- syllabus outcomes assessed, and
- type of the assessment task, and
- scheduled date and time for attempting or submitting the task, and
- marking criteria (where appropriate)

For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

## **Students absent from school when assessment information is given out**

On the day of notification, the class teacher records absent students and has the assessment task register initialed by students. Teachers will put electronic copies of notifications into either their Google classroom or email them to students on the same day. Absent students will sign for their tasks on the next available day.

It is the obligation of the student to ask their teacher about missed work and/or check Google classroom and email.

## **The submission of tasks**

Tasks are to be submitted to teacher by midnight on the due date. Student will initial the sign on sheet to record the submission of their task. This is required even if submission is done electronically.

Teachers will contact parents if students fail to submit assessment tasks. They will work with parents to support the student to complete the task. Support may include working with teachers during break times to complete tasks.

# Illness and Misadventure

## *Absence from Assessment tasks*

Students who are absent from any task are required to have a letter from home or a medical certificate (or approved misadventure) indicating their inability to complete the assessment task.

Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

Students are required to submit their illness/misadventure application to the head teacher of the faculty area on the day when they are next at school (do not wait until you have a lesson). Head teachers will present applications to the principal (or deputy principal if the principal is not available).

## *Substituting assessment tasks*

If a student has an upheld illness/misadventure application, students must be provided with an opportunity to attempt the assessment task by either:

- receiving an extension of time to complete the original assessment task or
- completing a substitute assessment task.

## *Extensions*

Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

## *Technological Failure*

Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep a hard copy of the task.

Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

## Appeal processes

### Appealing assessment task results

Assessment results should be returned to students within a reasonable time frame, normally within two weeks.

Results should include a grade as well as written feedback on where the student can improve.

Students may appeal assessment tasks on two grounds – the processes used in the assessment, or the grade awarded for the assessment.

### Processes

If you feel that any of the processes listed in this booklet were not followed by a teacher, you have the right to make an appeal.

### Grade

If the grade and rank for a task is not what you expected, then you may approach the relevant teacher for a re-assessment within five (5) full school days after results have been received.

If illness has affected your performance during the task, you must inform the relevant head teacher immediately and complete an illness/ misadventure form. Illness/misadventure cannot be used as the basis for an appeal of results.

If you wish to appeal a result complete the Assessment Appeal form and submit it to the relevant head teacher within 2 days of receiving your results. The head teacher will take the appeal to the principal who will organise an Assessment Review Panel (ARP) to examine the appeal.

If the panel feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re- assessment of other students.



# Term Planners

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Mathematics
Week 8	
Week 9	
Week 10	Technology Mandatory, Visual Arts
Week 11	English

Term 2	
Week 1	
Week 2	History
Week 3	PDHPE
Week 4	
Week 5	
Week 6	Science Visual Arts
Week 7	Mathematics
Week 8	
Week 9	
Week 10	Technology Mandatory
Week 11	

Term 3	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Mathematics
Week 7	Visual Arts
Week 8	Science
Week 9	English
Week 10	History, Technology Mandatory
Week 11	

Term 4	
Week 1	
Week 2	English, PDHPE
Week 3	
Week 4	Mathematics
Week 5	
Week 6	Science Visual Arts
Week 7	
Week 8	
Week 9	
Week 10	Technology Mandatory
Week 11	

# English

In Year 8 English, students will connect with essential content that includes the study of heroes and villains in text, Shakespearean Drama, thematic studies and close study of film. Students will engage with essential knowledge and skills that include reading, writing and responding to texts in a variety of ways. They will continue developing their ability to think creatively and critically through their exploration of diverse composers and the texts they create. Students will learn skills to express their ideas clearly by writing, and write texts for different contexts, purposes and audiences. Writing tasks in English include persuasive, analytical and imaginative.

## Overview of content

<b>Semester 1 Topics:</b>	<b>Semester 2 Topics:</b>
<ul style="list-style-type: none"><li>• The Big Picture: Heroes and Villains</li><li>• Sassy Sisters and Madmen - Shakespeare</li></ul>	<ul style="list-style-type: none"><li>• Thematic Study – Survival</li><li>• Film Study – Pixar and Ghibli</li></ul>

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

<b>TASK (including components)</b>	<b>WEIGHTING</b>	<b>DUE</b>
Persuasive Pitch	30%	Term 1, Week 11
Analytical Response - Survival	30%	Term 3, Week 9
Yearly Exam – Film Review	40%	Term 4, Week 2
	<b>100%</b>	

# History

In Year 8 History, students will connect with essential content that includes investigating the Middle Ages, a society from the Asia-Pacific region as well as the expanding contacts between countries.

Students will engage with essential knowledge and skills that include source analysis and communicating this information in an array of methods.

They will continue developing their ability to think creatively and critically through the investigation in each society and the continual influence this had on the society at the time but also the influence on contemporary society.

Students will learn skills to express their ideas clearly by writing, and write texts for different contexts, purposes and audiences. Writing tasks in History include source analysis, extended responses and investigative essays.

## Overview of content

<b>Semester 1 Topics:</b>	<b>Semester 2 Topics:</b>
<ul style="list-style-type: none"><li>• The Western and Islamic World</li><li>• The Asia-Pacific World</li><li>• Expanding Contacts</li></ul>	<ul style="list-style-type: none"><li>• N/A</li></ul>

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

<b>TASK (including components)</b>	<b>WEIGHTING</b>	<b>DUE</b>
Formative Assessment – Source Analysis		Term 2 Week 2
Source Analysis and Extended Response	50	Term 3 Week 10
	<b>100%</b>	

# Mathematics

In Year 8 Mathematics, students will connect with essential content, knowledge and skills that includes: Pythagoras Theorem; indices; geometry; algebra and equations; linear relationships; statistics; financial mathematics; measurement and networks.

They will continue developing their ability to think creatively and critically through problem solving strategies and working mathematically.

## Overview of content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"> <li>• Pythagoras' Theorem</li> <li>Indices</li> <li>Properties of Geometrical Figures</li> <li>Algebraic Techniques</li> <li>Linear Relationships</li> <li>Data Classification and Visualisation</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>Earning Money</li> <li>Measurement / Use of Equations (formulae)</li> <li>Introduction to Networks</li> <li>Stage 5 preparation</li> </ul>

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK	WEIGHTING	DUE
Task #1 Topic Test	25%	Term 1 Week 7
Task #2 Topic Test	25%	Term 2 Week 7
Task #3 Assignment	25%	Term 3 Week 6
Task #4 Topic Test	25%	Term 4 Week 4
	<b>100%</b>	

## Science

<b>Component</b>	<b>Task 1</b> Prac	<b>Task 2</b> <b>SRP</b>	<b>Task 3</b> <b>Exam</b>
<b>Task Weighting</b>	30%	40%	30%
<b>Week Due</b>	T2 W6	T3 W8	T4 W6
<b>Task Type</b>	Static Electricity Practical Assessment	Rock Cycle SRP	EXAM
<b>Outcomes Assessed</b>	SC4-6WS, SC4-3VA, SC4-10PW	SC4-5WS, SC4-7WS, SC4-9WS	ALL



# Technology Mandatory

In Year 8 Technology Mandatory, students will cover three context areas.

The three areas are:

- **Digital Technologies:** students will learn about data, algorithms & computer programming.
- **Food Technologies:** students will learn about food selection and preparation, food safety, and how to make informed and healthy food choices.
- **Material Technologies:** students will learn about the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials including timber, fibre, metal, jeweller plastic, cardboard.

Students will be using problem solving skills to develop design projects. A good learner in Technology is someone who has a creative mindset, who strives to learn the skills of each subject area whilst following the safety rules within each class.

Technology is an excellent outlet for any student who enjoys hands on learning tasks but also enjoys thinking outside the box to develop creative solutions.

## Overview of content

### Semester 1 Topics (any of the following):

- Crack the Code (CORE Unit)  
and/or
- Food Technologies (CORE Unit)  
and/or
- Jewellery Technologies
- Metal Technologies
- Timber Technologies

### Semester 2 Topics: (any of the following):

- Crack the Code (CORE Unit)  
and/or
- Food Technologies (CORE Unit)  
and/or
- Jewellery Technologies
- Metal Technologies
- Timber Technologies

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK (including components)	WEIGHTING	DUE
Digital Technology (Crack the Code) – Digital Folio	25%	At The End of Any Term
Food Technologies	25%	At The End of Any Term
Materials (Timber/Metal/Recycled/Jewellery) – Project	25%	At The End of Any Term
Materials (Timber/Metal/ Recycled/Jewellery) – Project	25%	At The End of Any Term
	<b>100%</b>	

# PDHPE

In Year 8 PDHPE, students will connect with essential content that includes physical activity and health.

Students will engage with essential knowledge and skills that include teamwork and problem solving. They will continue developing their ability to think creatively and critically through completing class work, assessments and physical activity.

Students will learn skills to express their ideas clearly by writing, and write texts for different contexts, purposes and audiences. Writing tasks in PDHPE include Informal assessment tasks and Examinations

## Overview of content

<b>Semester 1 Topics:</b>	<b>Semester 2 Topics:</b>
<ul style="list-style-type: none"><li>• Developing thinking players</li><li>• Relationships</li><li>• Stronger together</li><li>• Hitting the target</li><li>• Rhythm and timing</li></ul>	<ul style="list-style-type: none"><li>• Over the net</li><li>• Minimising harm</li><li>• SEPEP</li><li>• Nutrition</li><li>• Striking and fielding</li><li>• Physical activity for life</li></ul>

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

<b>TASK (including components)</b>	<b>WEIGHTING</b>	<b>DUE</b>
School Initiative	25%	Do not fill
Yearly Examination	30%	Do not fill
Ongoing Practical	45%	Do not fill
	<b>100%</b>	

# Visual Arts

In Year 8 Visual Arts, students will connect with essential content that includes: fantasy and mythology; cultural Identity and aboriginal art; tessellation and design; and connections to Australian landscapes.

Students will engage with essential knowledge and skills that include art techniques with tone, line, texture, shape, and composition; and visual diaries (planning and justifying design choices).

They will continue developing their ability to think creatively and critically through symbolism (communicating cultural meanings); problem-solving (experimenting with materials and techniques); and contextual analysis (messages in landscape art).

Students will learn skills to express their ideas clearly by writing, and write texts for different contexts, purposes and audiences. Writing tasks in Visual Arts include documenting processes and reflecting on choices; rationales explaining techniques, symbolism, and designs; and visual storytelling through artworks inspired by cultural themes.

## Overview of content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"> <li>• Fantasy Art</li> <li>• NAIDOC Poster</li> </ul>	<ul style="list-style-type: none"> <li>• Lino Print</li> <li>• Landscape Art</li> </ul>

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK (including components)	WEIGHTING	DUE
Fantasy Art: 2 artworks (Dragon and Fantasy Creature) & Visual Diary/Research	25%	Term 1, Week 10
NAIDOC Poster: A4 or A3 Poster Design & Visual Diary/Research	25%	Term 2, Week 6
Lino Print: Tessellation Pattern, Lino Print of Animal, & Visual Diary/Research	25%	Term 3, Week 7
Landscape Art: Watercolour and Canvas Paintings & Visual Diary/Research	25%	Term 4, Week 6
	<b>100%</b>	



Queanbeyan High School

## Assessment Appeal Form

**STEP ONE** – student to complete

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Teacher:</b>
<b>Task:</b>	<b>Date Due:</b>

Reason for application:

- the marks awarded with reference to the published marking criteria or rubric.
- the administration of the task A - such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- the administration of the task B – such as interruption during a class test by another student or teacher
- whether the task conforms to the school’s assessment policy as described in this assessment handbook - such as failing to notify that a task is assessable or not including a notified task in the assessment marks.

Details:

**Please outline the evidence that you have to support your appeal:**

(Include on a separate piece of paper if you need more room)

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Signature of student \_\_\_\_\_

Date \_\_\_\_\_

Signature of parent \_\_\_\_\_

Date \_\_\_\_\_

**STEP TWO – Faculty HT to collect form and pass to principal who will have the Assessment Review Panel complete the process.**

Assessment review panel decision:

<input type="radio"/> Supported
<b>Resolution Agreement:</b> <i>(Tick outcome)</i> <input type="checkbox"/> Task to be remarked and new mark to be used as assessment result <input type="checkbox"/> set a substitute task <input type="checkbox"/> Other:

**OR**

<input type="radio"/> Not Supported
<input type="checkbox"/> Original assessment result to stand

**Comments:**

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Signed: \_

*(Head teacher)*

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*(Head Teacher)*

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*(Deputy Principal)*

**STEP THREE – APPEAL TO PRINCIPAL – Student to complete**

A student may appeal the decision in Step 2. Attach reasons for the appeal to this form.

<b>Principal's Decision</b>	<input type="checkbox"/> Supported <input type="checkbox"/> Not Supported
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**Principal Signature:** \_

**Date:** \_



## Queanbeyan High School Illness/ Misadventure Form

### Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow up on the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher on the day when you are next at school
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

### **STEP ONE – student to complete**

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Teacher:</b>
<b>Task:</b>	<b>Date Due:</b>

### **Reason for application:**

- Illness  Accident/ misadventure
- Procedure  Special circumstance

### Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

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Medical Certificate from \_\_\_\_\_ (doctor) **Attach a copy.**

Signature of student \_\_\_\_\_ **Date** \_\_\_\_\_

Signature of parent \_\_\_\_\_ **Date** \_\_\_\_\_

