

# Year 8

# Assessment Information



# 2025

**respect | responsibility | personal best**

***ba yilinj ganji buraaja buran***  
*we carry the fire for tomorrow*

# Vincentia High School

## Year 8 Assessment Guidelines

### What are Assessment Tasks?

Assessment Tasks are used to measure total student achievement throughout Year 7. They cover core syllabus content and outcomes, but do not include information about student attitudes, behaviour, effort, and conduct. Student assessment marks are gathered during Year 7 through a variety of Assessment Tasks and are used to allocate grades for academic reports. The descriptors appear below.

|          |   |
|----------|---|
| <b>A</b> | 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>B</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 can apply this knowledge and these skills to most situations.                                      |
| <b>C</b> | 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.  |
| <b>D</b> | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.  |
| <b>E</b> | 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.   |

### What are the Rules surrounding Assessment Tasks?

- Students must be notified by the teacher that an Assessment Task is approaching. Notification of the task will be given to students, a minimum of two weeks before the task date. Students will be informed of:
  - The type of task (test, assignment, oral presentation, etc)
  - The content covered by the task
  - The best way to prepare for the task (organisation, study etc)
- Assessment Tasks must be completed on or by the due date. If a student is sick or away on the due date, an explanatory note from home, Doctor's Certificate or other documentation must be sent to the teacher as soon as possible. Phone contact with the school would also be appreciated.
- Students who have missed a task will need to complete it, or an alternative task, immediately upon their return to school (see teacher before school).
- Non-serious attempts or non-submission of Assessment Tasks may incur a zero mark for that task
- Cheating, plagiarism, or use of the work of others will incur a zero mark for that task.

Subject Assessment Schedules In the pages following, you will find the Assessment Schedules for each subject. These schedules outline the type of task, the weighting for each task and the due date for the task. Assessment Tasks are important indicators of student achievement, and it is critical that significant time at home be allocated to their completion or preparation. A well-organised study plan is essential and needs to be supported by hard work and commitment!

# Vincentia High School

## Student Responsibilities

### **1 Do All Tasks**

It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

### **2 Do Tasks When Due**

It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.

### **3 Attend Day Before, Lesson Before**

It is your responsibility to be present at school the calendar day before and all lessons, on the day, up until the task is due. A school excursion is attendance.

### **4 Clashes**

It is your responsibility to let the Head Teacher know if there is a clash, such as a compulsory excursion on the same day as an Assessment Task. A Special Circumstances Form must be completed.

### **5 Absence from Tasks**

It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so. If not, a zero (0) will be awarded.

### **6 Assessment Requirements**

Ensure you have a copy of the assessment requirements for EACH course you are studying and that you are aware of course requirements.

### **7 Vincentia High School Assessment Guidelines**

Be aware of the assessment guidelines and procedures of Vincentia High School as detailed in this booklet and elaborated on in the Assessment section of our school website in the Assessment Guidelines documentation.













### **8 Advice**

It is your responsibility to seek advice if there is a problem which has not been resolved satisfactorily within a class or KLA. You can speak with the Head Teacher, a Learning and Support Teacher, your Year Advisor or Deputy Principal. All of these staff are ready to help you if required.

***To be fair to everyone, the rules must be followed.***

## Vincenia High School Staff Contact Information

### KEY CONTACTS

|   |   |  |   |
|---|---|--|---|
|    |    |                    |    |
| <b>Ruth Winfield</b><br><i>Principal</i>  | <b>Simon Flanigan</b><br><i>Deputy Principal</i><br><i>Years 8.9.11</i>             | <b>Sue Fisher</b><br><i>Deputy Principal</i><br><i>Years 7.10.12</i>                                 | <b>Toni Smith</b><br><i>Deputy Principal</i><br><i>Inclusion and Support</i>          |
|  |  |                  |  |
| <b>Hannah Vaughan</b><br><i>Year Advisor</i>  | <b>Harry Sawkins</b><br><i>Year Advisor</i>   | <b>Corey Ryan</b><br><i>Head Teacher</i><br><i>Wellbeing</i>   | <b>Gai Brown</b><br><i>Aboriginal Education</i><br><i>Coordinator</i>                 |
|  |  |                  |  |
| <b>Brock Balgowan</b><br><i>Director</i><br><i>Clontarf Academy</i>                 | <b>Maree McNeil</b><br><i>Careers Advisor</i>                                       | <b>Lisa Raftery</b><br><i>Head Teacher</i><br><i>Learning &amp; Support</i><br><i>Program (LaSP)</i> | <b>Sport Coordinator</b><br><i>Haidee Lynch</i>                                       |

Year 8 students will be supported by the following Head Teachers and participate in the following subjects:

|   |   |  |   |
|---|---|--|---|
|    |    |    |    |
| <b>English</b><br><i>Ashley Oxley</i>   | <b>Mathematics</b><br><i>John Powter</i>  | <b>Science</b><br><i>Patrick Twining</i>   | <b>HSIE</b><br><i>Michael Matuschka</i>   |
|   |   |   |   |
| <b>PD/H/PE</b><br><i>Peter Raftery</i>  | <b>TAS</b><br><i>Andrew Newton</i><br><i>Mon Tue Wed</i>                            | <b>TAS</b><br><i>Carrie McIntyre</i><br><i>Thu Fri</i>                               | <b>CAPA</b><br><i>Jaz Corr</i>  |
|  |  |  |  |
| <b>Mudjingaal</b><br><i>Kathryn Antonio</i>   | <b>Gumbari</b><br><i>Tom Mason</i>  | <b>Teaching and Learning</b><br><i>Kylie Newton</i><br><i>Mon Tue Wed</i>            | <b>Teaching and Learning</b><br><i>Jess Holloway Fry</i><br><i>Thu Fri</i>            |

## Vincentia High School

### Year 8 Schedule of Assessment Tasks – 2025

#### ENGLISH

| Task | Topic  | Format                              | Outcomes                  | Due        | Weight |
|------|--|-------------------------------------|---------------------------|------------|--------|
| 1    | <b><i>Knowing the Rules to Break the Rules</i></b> | Creative Composition and Reflection | EN4-URC-01<br>EN4-ECB-01  | T1<br>WK10 | 30%    |
| 2    | <b><i>Camera Never Lies</i></b>                    | Examination                         | EN4- URB-01<br>EN4-RVL-01 | T2<br>WK5  | 30%    |
| 3    | <b><i>From Page to Stage</i></b>                   | Persuasive Response                 | EN4-URC-01<br>EN-URA-01   | T3<br>WK8  | 40%    |
| 4    | <b><i>World Voices</i></b>                         | Multimodal Presentation             | EN4-URB-01<br>EN4-ECB-01  | T4<br>WK2  |        |

#### MATHEMATICS

| Task | Topic  | Format                           | Outcomes | Due       | Weight |
|------|--|----------------------------------|----------|-----------|--------|
| 1    | <b><i>Students complete a range of topics within the strands of:</i></b><br><br><ul style="list-style-type: none"> <li>● <b><i>Number and Algebra</i></b></li> <li>● <b><i>Measurement and Geometry</i></b></li> <li>● <b><i>Statistics</i></b></li> </ul> | Topic Test<br>Open Book          | WG<br>WM | T1<br>WK7 | 25%    |
| 2    |  | Topic Test                       | NA<br>WM | T2<br>WK5 | 25%    |
| 3    |  | Investigation                    | SP<br>WM | T3<br>WK4 | 25%    |
| 4    |  | Yearly Examination<br>Topic Test | NA<br>WM | T4<br>WK4 | 25%    |

#### SCIENCE

| Term | Topic  | Format   | Outcomes  | Due         | Weight |
|------|--|--|---|-------------|--------|
| 1    | <b><i>Multicellular Organisms and Ecology</i></b>    | Illustrated Narrative:<br>Journey Through the Digestive System | SC4-9WS,<br>SC4-14LW  | T1 WK6      | 25%    |
| 2    | <b><i>Energy, Electricity and Contact Forces</i></b> | Practical Assessment   | SC4-4WS, SC4-6WS,<br>SC4-7WS, SC4-8WS,<br>SC4-9WS,<br>SC4-10PW,<br>SC4-11PW             | T2 WK5      | 15%    |
|      |  | Annotated Poster   |   | T2<br>WK 10 | 10%    |
| 3    | <b><i>Chemical Changes</i></b>                       | Practical Report   | SC4-4WS, SC4-5WS,<br>SC4-6WS, SC4-7WS,<br>SC4-9WS,<br>SC4-16CW,<br>SC4-17CW             | T3 WK5      | 15%    |
|      |  | Persuasive Presentation  |   | T3 WK 9     | 10%    |
| 4    | <b><i>Solar System and Non-Contact Forces</i></b>    | Cumulative Topic Test Results                                  | SC4-14LW, SC4-15LW,<br>SC4-10PW, SC4-11PW,<br>SC4-16CW, SC4-17CW,<br>SC4-12ES, SC4-13ES | N / A       | 25%    |
|      |  | Opinion Piece- midpoint check                                  |   | T4 WK 9     |        |

## HISTORY – SEMESTER 1

| Task | Topic                                | Format                                      | Outcomes                         | Due       | Weight |
|------|--------------------------------------|---|----------------------------------|-----------|--------|
| 1    | <b>The Western and Islamic World</b> | Extended Response on Significant Individual | HT4-5<br>HT4-8<br>HT4-10         | T1<br>WK8 | 50%    |
| 2    | <b>The Asia Pacific World</b>        | Examination                                 | HT4-4<br>HT4-5<br>HT4-6<br>HT4-7 | T2<br>WK3 | 50%    |

## GEOGRAPHY– SEMESTER 2

| Task | Topic                     | Format             | Outcomes                         | Due       | Weight |
|------|---------------------------|--------------------|----------------------------------|-----------|--------|
| 1    | <b>Water in the World</b> | Research Task      | GE4-1<br>GE4-7<br>GE4-8          | T3<br>WK9 | 50%    |
| 2    | <b>Interconnecting</b>    | Yearly Examination | GE4-3<br>GE4-6<br>GE4-7<br>GE4-8 | T4<br>WK4 | 50%    |

## PDHPE

| Task | Topic                       | Format   | Outcomes              | Due              | Weight |
|------|-----------------------------|--|-----------------------|------------------|--------|
| 1    | <b>Relationships</b>        | Formative assessments evaluating relationships in theory and practical lessons | 4-3, 4-5<br>4-9, 4-10 | Sem 1<br>ongoing | 25%    |
| 2    | <b>Practical Evaluation</b> | Students complete practical tasks and record and investigate results           |                       | Sem 1<br>ongoing | 25%    |
| 3    | <b>Risk</b>                 | Role Play  | 4-2<br>4-9            | Week 8<br>Term 3 | 25%    |
| 4    | <b>Stage 4 Exam</b>         | Multiple Choice, Short Answer, Extended Response                               | 4-1<br>4-6            | T3<br>WK8        | 25%    |

## TECHNOLOGY MANDATORY (TAS)

| Task | Topic   | Format                               | Outcomes                                     | Due      | Weight |
|------|---|--------------------------------------|--|----------|--------|
| 1    | <p><i>Topics will be based on the student's area of focus for the term or semester. This includes rotations in the areas of:</i></p> <ul style="list-style-type: none"> <li>● <i>Timber</i></li> <li>● <i>Metal Work</i></li> <li>● <i>Food Technology</i></li> <li>● <i>Textiles</i></li> <li>● <i>Electronics</i></li> <li>● <i>Engineering</i></li> <li>● <i>Coding</i></li> </ul> | Practical project & Folio Semester 1 | TE4-1DP,<br>TE4- 2DP,<br>TE4-3DP             | T2<br>W5 | 40%    |
| 2    |   | Digital Portfolio 1                  | TE4-1DP,<br>TE4-2DP,<br>TE4-7DI,<br>TE4-10TS | T2<br>W5 | 10%    |
| 3    |   | Practical project & Folio Semester 2 | TE4-1DP,<br>TE4- 2DP,<br>TE4-3DP             | T4<br>W4 | 40%    |
| 4    |   | Digital Portfolio 2                  | TE4-1DP,<br>TE4-2DP,<br>TE4-7DI,<br>TE4-10TS | T4<br>W4 | 10%    |

## MUSIC

| Task | Topic                        | Format         | Outcomes              | Due       | Weight |
|------|------------------------------|----------------|-----------------------|-----------|--------|
| 1    | Pop Music                    | Performance    | 4-1, 4-2              | T1<br>WK8 | 25%    |
| 2    | Music Technology             | Composition    | 4-4, 4-5, 4-6         | T2<br>WK6 | 25%    |
| 3    | Instruments of the Orchestra | Listening Task | 4-7, 4-8, 4-9<br>4-10 | T3<br>WK9 | 25%    |
| 4    | Australian Music             | Performance    | 4-3, 4-11<br>4-12     | T4<br>WK6 | 25%    |

## VISUAL ARTS

| Task | Topic   | Format                              | Outcomes              | Due       | Weight |
|------|---|-------------------------------------|-----------------------|-----------|--------|
| 1    | <p><i>Students studying Visual Arts will explore a range of topics and themes in relation to their art practice over the course of the school year.</i></p> | Common Critical & Historical Task 1 | 4-1, 4-2, 4-7<br>4-8  | T1<br>WK9 | 15%    |
| 2    |   | Art Making                          | 4-3, 4-4              | T2<br>WK5 | 35%    |
| 3    |   | Common Critical & Historical Task 2 | 4-1, 4-2, 4-9<br>4-10 | T3<br>WK9 | 15%    |
| 4    |   | Art Making                          | 4-5, 4-6              | T4<br>WK5 | 35%    |



# Vincentia High School Stage 4 – ASSESSMENT Special Circumstances Form



Name: \_\_\_\_\_

Year: 7/8

Date: \_\_\_\_\_

Please describe the Assessment Task(s) missed below:

| Course | Teacher | Type of Assessment Task | New Due Date |
|--------|---------|-------------------------|--------------|
| 1      |         |                         |              |
| 2      |         |                         |              |
| 3      |         |                         |              |
| 4      |         |                         |              |
| 5      |         |                         |              |

Reasons for missing assessment task(s):

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Reasons for requesting extension:

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Reason for appeal:

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I have/have not attached a Medical Certificate from Doctor: \_\_\_\_\_

I have/have not attached a supporting statement from: \_\_\_\_\_

Head Teacher was notified of this appeal on \_\_\_ / \_\_\_ / \_\_\_ by \_\_\_\_\_

Copy to: Classroom teacher:

Student File:

Student Signature: \_\_\_\_\_

Approved / Denied Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

Notes

# Vincentia High School Stage 4

## Change of Subject Form



**Student Name:** \_\_\_\_\_ **Year: 7/8**

List of subjects being studied NOW

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

**I wish to (i) Change from \_\_\_\_\_ to \_\_\_\_\_**

**I wish to (i) Change from \_\_\_\_\_ to \_\_\_\_\_**

### You must see the following Head Teachers

a. HT Losing \_\_\_\_\_ Signature \_\_\_\_\_

b. HT Gaining \_\_\_\_\_ Signature \_\_\_\_\_

c. Deputy Principal \_\_\_\_\_ Signature \_\_\_\_\_

Student: \_\_\_\_\_

Date \_\_\_\_\_

Parent: \_\_\_\_\_

Date \_\_\_\_\_