

# **Year 8 Assessment Guide 2025**

**INFORMATION FOR STUDENTS AND FAMILIES**

# YEAR 8 Assessment Information

This booklet is issued to all Year 8 students at Callaghan College Waratah Campus, Term one of each year. It has been prepared to provide students and their parents/carers with information on the assessment of Year 8 courses.

For each course studied, students are provided with an Assessment Schedule in this booklet and on Canvas.

Assessment Task notifications and resources for assessment will be provided by the classroom teacher.

# Assessment Policy

## 1. Course work and assessment tasks

This booklet includes each faculty's assessment schedule. It is a student's responsibility to check their assessment schedule. The schedule will contain:

- how they will be assessed
- what term and week it will be assessed
- the weighting system applicable to components of each course.

## 2. Notification of assessment are provided in this book

- Students will be **notified of when an Assessment Task is due at least 2 weeks prior to the due date**. This will be supported by the Task being uploaded to CANVAS.
- Students will either **log that they have accessed the Task through CANVAS** or **signed off by the teacher that they have received the notification**.
- Students who have been absent from school should check on CANVAS and, on every occasion, ask the teacher immediately on their return to school if assessment information has been given out. An extension of time will not be granted unless there are exceptional circumstances.
- Classroom teachers will post the task to any student who is absent the following lesson.

## 3. Submission of an Assessment Task

- **Tasks must be uploaded to CANVAS or submitted** to the classroom teacher **on the due date**.
- Students will have the **time and date of submission recorded on CANVAS** if they are instructed to use this avenue or have the teacher record that the task has been submitted.
- **If the task is unable to be uploaded** to CANVAS and the teacher is absent or unavailable then the task **must be submitted to the relevant Head Teacher** or, in cases where that is not possible, the Deputy Principal. **If the teacher is absent and they hand the task to the Head Teacher or Deputy they must ensure they sign a receipt to acknowledge the submission** of the task.
- Students are required to make a **genuine attempt** at all assessment tasks and **complete them on time**. If this does not occur a student may be in danger of not meeting the Course Completion Criteria and will receive official warnings, such as a Faculty Notification Letter, to give them the opportunity to correct the problem.
- **Use of generative AI in Assessment Tasks** - Assessment task notifications explicitly state whether approved generative AI tools can be used by students at home in completing the task. In the absence of a notification. Students are provided with an AI Scale to guide their use of generative AI in formal tasks. Students should seek clarification from their teacher early if they are unsure of the appropriateness of AI use in the completion of class tasks.

#### Am I able to use AI on my assignment / assessment task?

Level 1	No AI	You do the assessment without using any AI help. You rely only on your own knowledge and skills. AI is not allowed.
Level 2	AI helps with ideas	You can use AI to brainstorm, organise your thoughts, and come up with ideas to improve your work. You cannot include any AI-generated content in your final submission.
Level 3	AI helps with editing	You can use AI to improve the clarity or quality of your work, but you can't create new content using AI. If you use AI, you must show your original work without AI in an appendix. (Definition: An "appendix" is extra material added at the end of a book or document.)
Level 4	AI completes specific tasks	You can use AI to complete certain parts of the task, but you must talk about and evaluate the AI-generated content. Any AI-created content must be cited and/or evidenced.
Level 5	Full AI	You can use AI throughout the assessment to support your own work. AI-created content must be cited and/or evidenced.

#### 4. Return of an Assessment Task

##### What should happen when I get my assessment task back?

The teacher must give students time to reflect on the mark and time to check the paper e.g. the addition of marks and the total or request for re-marking. If they wish to appeal the mark, they must do so before they leave the room of the teacher returning the task.

#### 5. Special Provisions

##### Should I apply for Special Provisions?

The Support Teacher Learning Assistance will assist students to make an application for special provisions. It is the responsibility of students with special needs to see the Support Teacher Learning Assistance at least one week prior to each scheduled assessment task. This will allow time for the provisions to be organised.

#### 6. Late Submission or Non-Submission of an Assessment Task

**Assessment tasks must be completed and submitted before or on the due date.**

##### What happens if I hand in my Assessment Task late?

- Tasks not submitted by the due date must still be completed. When submitted, a written explanation should be attached.
- Tasks submitted late will be marked. The student will receive feedback from their teacher.
- If there is not a reasonable written explanation supported by the Head Teacher then the task will be considered as a "late submission".
- Late submission will be accrued with each school day after the due date. A deduction of 10% of marks or similar grading will be taken from the overall mark/grade awarded for each day after the due date.

**(a) Note of Reasonable Explanation to the Teacher** may include:

- Illness or accident such as sickness or physical injury suffered directly by the student that allegedly affected the student's performance in the assessment task or the student's ability to complete the task.

- Misadventure such as any event or happening beyond the student's control, which allegedly affected the student's performance in the assessment task or the student's ability to complete the task e.g. death or serious illness of a family member, flood, fire or accident. (Social functions and holidays are not acceptable reasons).

**Failure to submit a written explanation and/or direct phone call to teacher from parent/caregiver will be interpreted as an admission that the student can offer no valid reason for late assessment and a deduction of marks/grades will be enforced.**

**(b) Illness during the Sitting of a Task**

If a student becomes ill during the sitting of a task, **the teacher/supervisor should be informed immediately**, and the teacher will note this on the student's submitted task.

**(c) Excursions and/or Representing the School When a Task is Due**

If a student is participating in an excursion or representing the school on the day of the planned activity. If the task is a test on the excursion day, then alternate arrangements should be made with the teacher prior to the excursion.

**7. Unsatisfactory participation in a course/classwork and assessment tasks**

**I. Malpractice / Offensive or Non-Serious Attempt at Tasks or Course Work**

Malpractice is any activity that **allows a student to gain an unfair advantage** over other students.

It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs 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 their 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 acknowledgment
- Paying someone to write or prepare material
- Breaching school examination rules e.g. communication with other students during an examination
- Using non-approved aides during an assessment task, including the use of generative AI when the task precludes its use.
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

Any student participating in malpractice will be awarded zero marks for the task. Tasks should have correct referencing for sources used.

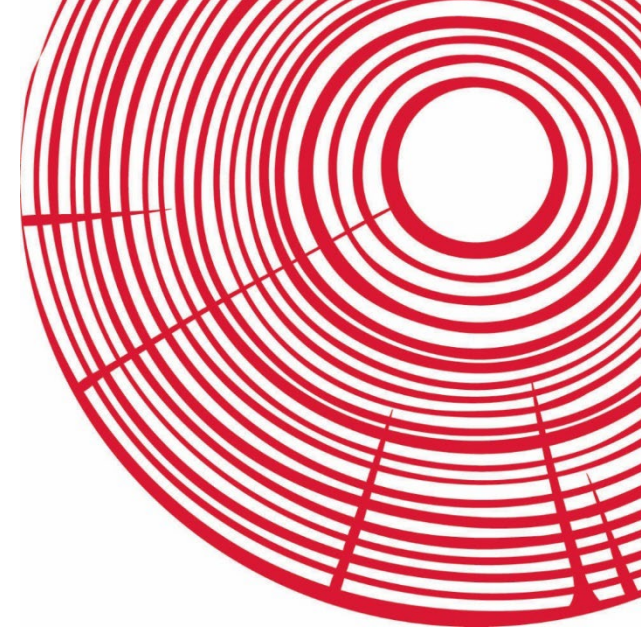
**If a student is found to be truanting** the day/period a task is due or truanting classes to complete a task, **a mark of zero may be awarded.**

Should a student submit an assessment task which is offensive and/or vulgar then a mark of zero will be awarded.

## **8. Conduct During Tests and Examinations**

### **How should I behave in a test or exam?**

- Be on time
- Bring the necessary equipment (pen, pencil, eraser)
- Be polite to teachers and students
- Follow instructions and day to day school rules
- Sit quietly and don't disturb other students
- Make a serious attempt at all questions
- Only begin writing when instructed
- Stop writing when asked
- Leave all electronic devices – mobile phones, MP3 players, etc. in bags
- Leave all exam papers in the exam room



# CORE SCHEDULES

The following subjects are mandatory subjects in Stage 4:

English

Mathematics

Science

History

Geography

PDHPE

Technology Mandatory

Visual Arts

Music



# YEAR 8 ASSESSMENT SCHEDULE - CORE 2025

**FACULTY:** English

**SUBJECT:** English

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Analytical Essay	Creative Writing	Persuasive Speech
TYPE OF TASK		Take home	Take home	Take home
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
COMPONENTS	WEIGHTING	OUTCOMES EN4-RVL-01; EN4-URA-01; EN4-URB-01; EN4-ECA-01	OUTCOMES EN4-RVL-01; EN4-URA-01; EN4-URC-01; EN4-ECA-01;	OUTCOMES EN4-URA-01; EN4-URB-01; EN4-ECA-01
<b>EN4-RVL-01:</b> uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.	10%	5%	5%	-
<b>EN4-URA-01:</b> analyses how meaning is created through the use of and response to language forms, features and structures.	25%	10%	10%	5%
<b>EN4-URB-01:</b> examines and explains how texts represent ideas, experiences and values.	30%	10%	-	20%
<b>EN4-URC-01:</b> identifies and explains ways of valuing texts and the connections between them.	10%	-	10%	-
<b>EN4-ECA-01:</b> creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.	25%	5%	10%	10%
<b>EN4-ECB-01:</b> uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>



# YEAR 8 ASSESSMENT SCHEDULE - CORE 2025

**FACULTY:** HSIE  
**SUBJECT:** Geography

TASK NUMBER		TASK 1	TASK 2
TASK NAME		Geomorphic Hazards Inquiry Task	Geographical Tools & Skills Test
TYPE OF TASK		Research Report (In Class & At Home)	Test (In Class)
SUBMISSION DATE		Term 3 Week 8	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES GE4-2, GE4-8	OUTCOMES GE4-1, GE4-7
Communicating Geographically	30%	25%	5%
Geographical Inquiry Skills	35%	15%	20%
Knowledge & Understanding of Geographical Concepts	15%	10%	5%
Using Geographical Tools	20%	10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>60%</b>	<b>40%</b>

# YEAR 8 ASSESSMENT SCHEDULE – CORE 2025

**FACULTY:** HSIE  
**SUBJECT:** History

TASK NUMBER		TASK 1	TASK 2
TASK NAME		Historical Skills	Extended Writing
TYPE OF TASK		Skills test (In Class)	Research & Presentation (In Class & At Home)
SUBMISSION DATE		Term 3 Week 9	Term 4 Week 4
COMPONENTS	WEIGHTING	OUTCOMES HT4-2, HT4-5	OUTCOMES HT4-6, HT4-8
Communicating Historically	45%	20%	25%
Historical Inquiry Skills	35%	10%	25%
Knowledge and Understanding	20%	10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>60%</b>

# YEAR 8 ASSESSMENT SCHEDULE – CORE 2025

**FACULTY:** Mathematics  
**SUBJECT:** Mathematics - Core & Path

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Pythagoras' theorem & Understanding Circles	Algebraic techniques	Equations and Linear Relationships
TYPE OF TASK		Class Test	Project	Class Test
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 7	Term 3 Week 9
COMPONENTS	WEIGHTING	OUTCOMES MA4-PYT-C-01 MA4-LEN/ARE-C-01	OUTCOMES MA4-ALG-C-01	OUTCOMES MA4-FRC-C-01 MA4-LIN-C-01
Communication	25%	10 %	5 %	10 %
Inquiry & Research	25%	10 %	5 %	10 %
Source Based	25%	10 %	5 %	10 %
Knowledge & Understanding	25%	10 %	5 %	10 %
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

# YEAR 8 ASSESSMENT SCHEDULE - CORE 2025

**FACULTY:** PDHPE

**SUBJECT:** PDHPE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Health Matters	Movin' and Groovin'	Invasion Games	Safety is no Accident
TYPE OF TASK		Mini Secondary Investigation	Practical Performance Dance	Practical Performance	Collaborative Task Fact Sheet & Proposal
SUBMISSION DATE		Term 1 Week 11	Term 2 Week 8	Term 3 Week 10	Term 4 Week 2
COMPONENTS	WEIGHTING	OUTCOMES PD4.7	OUTCOMES PD4.10	OUTCOMES PD4.11	OUTCOMES PD4.6
Health, Wellbeing & Relationships	25%	-	-	-	25%
Movement, Skill & Performance	50%	-	25%	25%	-
Healthy, Safe and Active Lifestyles	25%	25%	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# YEAR 8 SCIENCE ASSESSMENT SCHEDULE – CORE 2025

**FACULTY:** Science

**SUBJECT:** Science

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Forces in Action	Making Your Case: Persuasion in Scientific Dialogue	Final Examination
TYPE OF TASK		Research Task	Data Analysis	Evidence Analysis
SUBMISSION DATE		Term 1 Week 10	Term 3 Week 7	Term 4 Week 2
COMPONENTS	WEIGHTING	OUTCOMES SC4-6WS, SC4-7WS, SC4-10PW	OUTCOMES SC4-8WS, SC4-9WS, SC4-13ES	OUTCOMES SC4-7WS, SC4-13ES, SC4-14LW
<b>Scientific Skills</b> Develop knowledge, understanding of & skills in applying the processes of Working Scientifically	60%	25%	25%	10%
<b>Knowledge &amp; Understanding</b> Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science	40%	10%	5%	25%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

# YEAR 8 TECHNOLOGY MANDATORY ASSESSMENT SCHEDULE – CORE 2025

**FACULTY:** TAS

**SUBJECT:** Technology Mandatory

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Product & Folio	Product & Folio	Technology & Society
TYPE OF TASK		Practical & Portfolio	Practical & Portfolio	Presentation
SUBMISSION DATE		Term 2 Week 2	Term 3 Week 6	Term 3 Week 7
COMPONENTS	WEIGHTING	OUTCOMES SC4-6WS, SC4-7WS, SC4-10PW	OUTCOMES SC4-8WS, SC4-9WS, SC4-13ES	OUTCOMES SC4-7WS, SC4-13ES, SC4-14LW
Knowledge and skills in designing, managing, producing and evaluating a design project	60%	30%	30%	-
Knowledge and Understanding	40%	5%	5%	30%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

# YEAR 8 MUSIC ASSESSMENT SCHEDULE – CORE 2025

**FACULTY:** CAPA

**SUBJECT:** Music

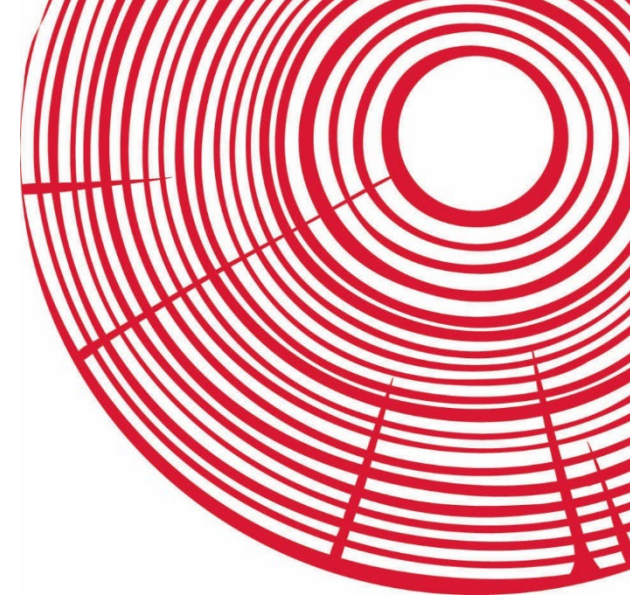
TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Rock Riffs Practical Skills Test	Listening Task Rock General Knowledge Exam	Composition BandLab with Film Scene
TYPE OF TASK		Practical (In Class)	Aural Exam	Composition
SUBMISSION DATE		Terms 1 & 3 Week 10	Terms 1 & 3 Week 11	Terms 2 & 4 Week 4
COMPONENTS	WEIGHTING	OUTCOMES 4.2	OUTCOMES 4.7	OUTCOMES 4.6
Performance	40%	40%	-	-
Listening	30%	-	30%	-
Composition	30%	-	-	30%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>



# YEAR 8 MUSIC ASSESSMENT SCHEDULE – CORE 2025

**FACULTY:** CAPA  
**SUBJECT:** Visual Arts

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Theory Task	Practical Task	V.A.P.D.
TYPE OF TASK		Art Analysis	Artwork	Visual Arts Process Diary
SUBMISSION DATE		Terms 1 & 3 Week 8	Terms 1 & 3 Week 10	Terms 2 & 4 Week 5
COMPONENTS	WEIGHTING	OUTCOMES 4.9	OUTCOMES 4.2	OUTCOMES 4.5
Artmaking	70%	-	30%	40%
Critical & Historical Studies	30%	30%	-	-
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# ELECTIVE SCHEDULES

Students at Callaghan College Waratah study one elective over the course of the year.

The electives available for study in 2025 are:

Art In Action

Build It

Executive Chef

Fashion & Food

LIFT

Let's Dance

Makin' Music

Sports Academy

# YEAR 8 ASSESSMENT SCHEDULE - ELECTIVE 2025

**FACULTY:** CAPA

**SUBJECT:** Art in Action

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Places & Spaces	Case Study	Fantasy	Exhibition
TYPE OF TASK		Visual Diary	Artwork / Visual Diary	Artwork	Body of Work
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
COMPONENTS	WEIGHTING	OUTCOMES 4.1	OUTCOMES 4.4	OUTCOMES 4.6	OUTCOMES 4.8
<b>Communicate and collaboration</b> through speaking, listening, reading, writing, viewing and representing.	25%	-	-	20%	5%
<b>Creativity and Critical Thinking</b> used to develop a project for a real- world audience which links to the class concept.	25%	15%	10%	-	-
Artmaking	35%	15%	-	20%	-
Critical & Historical Studies	15%	-	10%	-	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>40%</b>	<b>10%</b>

# YEAR 8 ASSESSMENT SCHEDULE - ELECTIVE 2025

**FACULTY:** TAS  
**SUBJECT:** Build It

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Let's Do It	Showcase	Design & Create	Showcase
TYPE OF TASK		Ongoing In Class Tasks	Semester 1 Showcase	Ongoing In Class Tasks	Semester 2 Showcase
SUBMISSION DATE		Term 1 – Term 2	Term 2 Week 10	Term 3 – Term 4	Term 4 Week 9
COMPONENTS	WEIGHTING	OUTCOMES IND4-3	OUTCOMES IND4-1	OUTCOMES IND4-3	OUTCOMES IND4-1
Communicate and collaboration through speaking, listening, reading, writing, viewing and representing.	30%	-	15%	-	15%
Creativity and Critical Thinking used to develop a project for a real-world audience which links to the class concept.	30%	5%	10%	5%	10%
Identifies and applies fundamental WHS principles when working with tools, materials and machines.	20%	5%	5%	5%	5%
Identifies and uses a range of hand and machine tools to produce quality practical projects.	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>35%</b>	<b>15%</b>	<b>35%</b>

# YEAR 8 ASSESSMENT SCHEDULE - ELECTIVE 2025

**FACULTY:** TAS

**SUBJECT:** Executive Chef

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Fruitilicious	World On A Plate	Cultural Celebration	Ongoing
TYPE OF TASK		Digital Presentation	Group Task Theory & Practical	Group Task Presentation	Food Hygiene and Culinary Skills
SUBMISSION DATE		Term 2 Week 3	Term 3 Week 6	Term 4 Week 7	In Class
COMPONENTS	WEIGHTING	OUTCOMES DT4-2	OUTCOMES DT4-10	OUTCOMES DT4-2	OUTCOMES DT4-10
Communicate and collaboration through speaking, listening, reading, writing, viewing and representing.	30%	-	10%	-	20%
Creativity and Critical Thinking used to develop a project for a real-world audience which links to the class concept.	30%	5%	5%	10%	10%
DT4-10 uses a range of technologies appropriately and safely in the development of quality design solutions.	20%	5%	5%	10%	-
DT4-2 describes and follows a process of design when developing design ideas and solutions.	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>35%</b>

# YEAR 8 ASSESSMENT SCHEDULE - ELECTIVE 2025

**FACULTY:** TAS

**SUBJECT:** Fashion & Food

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Slumber Party	Magical Food	Game Design & Snack Foods	Ongoing
TYPE OF TASK		Practical Textile Project	Group Task Theory and Practical	Group Task Presentation	Food Hygiene Culinary Skills Textile & Design Skills
SUBMISSION DATE		Term 2 Week 2	Term 2 Week 9	Term 3 Week 9	In Class
COMPONENTS	WEIGHTING	OUTCOMES DT4-10	OUTCOMES DT4-2	OUTCOMES DT4-2	OUTCOMES DT4-10
<b>Communicate and collaboration</b> through speaking, listening, reading, writing, viewing and representing.	30%	10%	-	10%	10%
<b>Creativity and Critical Thinking</b> used to develop a project for a real-world audience which links to the class concept.	30%	5%	5%	10%	10%
<b>DT4-10</b> uses a range of technologies appropriately and safely in the development of quality design solutions.	20%	5%	5%	5%	5%
<b>DT4-2</b> describes and follows a process of design when developing design ideas and solutions.	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>

# YEAR 8 ASSESSMENT SCHEDULE - ELECTIVE 2025

**FACULTY:** PDHPE

**SUBJECT:** LIFT

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Group Reflection and Planning	My Goals	Fundamentals of Resistance Training
TYPE OF TASK		Peer Observation	Self-Reflection	Practical Performance
SUBMISSION DATE		<b>Term 1 &amp; Term 3</b> Sem 1 - T1 W6 07.03.2025 Sem 2 - T3 W5 22.08.2025	<b>Term 2 &amp; Term 4</b> Sem 1 - T2 W4 23.05.25 Sem 2 - T4 W4 7.11.2025	<b>Ongoing Sem 1 &amp; Sem 2</b> Sem 1 - T2 Wk 5 30.05.2025 Sem 2 - T4 Wk 5 14.11.2025
COMPONENTS	WEIGHTING	OUTCOMES Collaboration	OUTCOMES Communication	OUTCOMES Collaboration Communication
Practical Performance	60%	-	-	60%
Self-Reflection	20%	-	20%	-
Peer Observation	20%	20%	-	-
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>60%</b>



# YEAR 8 ASSESSMENT SCHEDULE - ELECTIVE 2025

**FACULTY:** CAPA  
**SUBJECT:** Let's Dance

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Safe Dance Practice	Elements of Dance	Dance Technique	Performance Quality
TYPE OF TASK		Warm Up / Cool Down Design Activity Booklet	Composition and Performance Space Activity Booklet	Performance Class Ensemble Dance	Digital Diary
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 3
COMPONENTS	WEIGHTING	OUTCOMES DA4 – PER-01	OUTCOMES DA4 – COM-01	OUTCOMES DA4 - PER-01	OUTCOMES DA4 – APP-01
<b>Communicate and collaboration</b> through speaking, listening, reading, writing, viewing and representing.	30%	15%	15%	-	-
<b>Creativity and Critical Thinking</b> used to develop a project for a real-world audience which links to the class concept.	20%	-	-	10%	10
Performance	25%	10%	-	15%	-
Composition	15%	-	15%	-	-
Appreciation	10%	5%	-	-	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>40%</b>	<b>10%</b>

# YEAR 8 ASSESSMENT SCHEDULE - ELECTIVE 2025

**FACULTY:** CAPA

**SUBJECT:** Excel Makin' Music

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Performance	Group Performance	Final Showcase
TYPE OF TASK		Performance	Performance	Performance & Portfolio
SUBMISSION DATE		Term 2 Week 2	Term 3 Week 6	Term 4 Week 5
COMPONENTS	WEIGHTING	OUTCOMES 4.1	OUTCOMES 4.3	OUTCOMES 4.2
<b>Communicate and collaboration</b> through speaking, listening, reading, writing, viewing and representing.	25%	10%	-	15%
<b>Creativity and Critical Thinking</b> used to develop a project for a real- world audience which links to the class concept.	25%	-	10%	15%
Performance	50%	10%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>50%</b>

# YEAR 8 ASSESSMENT SCHEDULE - ELECTIVE 2025

**FACULTY:** PDHPE

**SUBJECT:** Sports Academy

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Tactical Teamwork	Beginners Guide to Sport	Movement Skill Transfer and Adaptation	First Aid Sports Medicine
TYPE OF TASK		Practical Performance	Research Project	Practical Performance	Role Play
SUBMISSION DATE		Term 2 Week 5	Ongoing Semester 1 Term 2 Week 9	Ongoing Semester 07.11.2025	Term 4 Week 3
COMPONENTS	WEIGHTING	OUTCOMES Optimising teamwork for success	OUTCOMES Applied anatomy and skill development in sport	OUTCOMES Adapt and transfer movement skills	OUTCOMES Applied first aid in simulated sports injury scenario
Teamwork & Problem Solving	50%	25%	-	25%	-
Investigation and presentation	25%	-	25%	-	-
First Aid & Sports Injury Response	25%	-	-	-	25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## SEMESTER ONE

TERM ONE	
Π -WK2	
Π- WK3	
Π- WK4	
Π- WK5	
Π- WK6	
Π- WK7	
Π- WK8	
Π- WK9	
Π- WK10	
Π- WK11	
TERM TWO	
T2 -WK1	
T2- WK2	
T2- WK3	
T2- WK4	
T2- WK5	
T2- WK6	
T2- WK7	
T2- WK8	
T2- WK9	
T2- WK10	

## SEMESTER TWO

TERM THREE	
T3 -WK1	
T3- WK2	
T3- WK3	
T3- WK4	
T3- WK5	
T3- WK6	
T3- WK7	
T3- WK8	
T3- WK9	
T3- WK10	
TERM FOUR	
T4 -WK1	
T4- WK2	
T4- WK3	
T4- WK4	
T4- WK5	
T4- WK6	
T4- WK7	
T4- WK8	
T4- WK9	
T4- WK10	