



Year 8 Assessment Booklet

2025



**Campbelltown
Performing Arts**
High School
PATHWAYS TO SHINE

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Principal's Message

On behalf of everyone at Campbelltown Performing Arts High School I welcome all Year 8 students and their families to the 2025 academic year. Year 8 students will consolidate and extend their learning in Stage 4 this year, and progress will be measured against achievement standards determined by the NSW Education Standards Authority (NESA).

It is an expectation at Campbelltown Performing Arts High School that all students take responsibility for their learning by actively participating in all learning and assessment activities, and that all students will strive to continually improve the quality of the work they produce.

Assessment is the process of identifying, gathering and interpreting information about students' learning progress. At Campbelltown Performing Arts High School we value assessment as a learning opportunity for students, and use both formal and informal assessment activities to provide information and feedback on student achievement and progress, and most importantly to set the direction for future learning. This also includes all classwork and activities that students complete on a daily basis, which is used to support ongoing formative assessment of and feedback on student learning.

The Year 8 Assessment Program measures student progress against NESA standards, and will:

- inform students of assessment requirements in each course;
- set tasks that will measure student performance in each specified component of the course and focus on outcomes;
- specify the assessment weighting for each task;
- keep records of each student's performance on each task and;
- provide students with information on their progress.

This booklet contains the Assessment Procedures and Course Assessment Schedules for Year 8 2025 at Campbelltown Performing Arts High School. Students need to ensure they have read and understood the requirements of the assessment program so that they are aware of their responsibilities and those of the school. This handbook is a useful guide to assist students to effectively plan ahead and take responsibility for managing their own learning.

I encourage all students to strive for excellence, to take care in all aspects of your school work, to make the most of every opportunity at Campbelltown Performing Arts High School, and let success be your reward as you embark on Year 8 in 2025.



Mrs Leah McKeown

Principal



RESPECT	INTEGRITY
<p><i>Consider yourself and others</i></p> <ul style="list-style-type: none"> • Treat yourself and others with respect • Maintain positive and respectful relationships • Accept the interests and ability of others • Cooperate with others 	<p><i>Be honest and accountable</i></p> <ul style="list-style-type: none"> • Treat everyone fairly • Take responsibility for your actions • Communicate openly and clearly • Be reliable and honest
SAFETY	ENGAGEMENT
<p><i>Act safely and responsibly</i></p> <ul style="list-style-type: none"> • Care for self, others and the environment • Negotiate and resolve conflict with empathy • Practice safe behaviour • Support others to make positive choices 	<p><i>Actively participate in learning</i></p> <ul style="list-style-type: none"> • Attend each lesson prepared to learn • Strive to achieve your best • Collaborate with others to succeed • Make the most of every learning opportunity

STAGES 4 and 5 ASSESSMENT POLICY

RATIONALE

Campbelltown Performing Arts High School will ensure that curriculum and assessment requirements meet those set by the NSW Education Standards Authority (NESA) and the Department of Education.

Assessment that enhances learning recognises that learners use their current ability to discover, develop and incorporate new knowledge, understanding and skills. Assessment for learning helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment is an integral part of the teaching-learning cycle and provides useful information to students, parents and teachers on the breadth and depth of the students' understanding.

The assessment schedules provided in this handbook are prepared from NESA's course guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject. Students will receive more specific information from their class teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Campbelltown Performing Arts High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be advised of any relevant changes.

AIMS

The NSW Education Standards Authority (NESA) requires that Campbelltown Performing Arts High School develops an assessment program for each course. Schools are required to:

- set tasks which will be used to measure student performance in each component of a course;
- specify the mark value for each task;
- inform students of the RoSA assessment requirements for each course;
- keep records of each student's performance in each task; and
- provide students with information on their progress.

Every student will be fully aware of the Key Learning Area (KLA), school, NESA and Department of Education requirements for assessment and will submit all necessary work for each task in Stages 4 and 5. Every teacher will follow the assessment guidelines as outlined for all courses in Years 7 to 10.

All work that the student completes contributes to their overall assessment. Class work, homework, participation in class and formal assessment tasks will inform the teacher and the student about their current performance and the direction for future learning.

Assessment tasks will be well planned and will assess the stated outcomes, providing opportunities for each student to demonstrate their knowledge and understanding of the content and their development of skills. Formal feedback will be provided when the assessment task is returned to the student, however, other methods of feedback may be implemented by the classroom teacher dependent upon the nature of the task.

Processes for students undertaking a Life Skills pattern of study will also be outlined. For information about how Life Skills are identified, see the [diversity in learning options for students with disability](#).

REPORTING OF STUDENT WORK

Students and parents/carers will receive a report for each course via formal reports twice a year. It will report on the student's progress measured against each of the stated syllabus outcomes and provide an overall course grade. The report will clearly convey what the student knows and can do, and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be developed.

Students will be graded against course performance descriptors. Students who do not complete assessment tasks or who do not engage in the learning process will be graded as an unsatisfactory student.

COMMON PRINCIPLES

Assessment tasks may be formative or summative.

There will be 3-4 significant (summative) tasks per course assessing the stated syllabus outcomes of the course.

Students can demonstrate their learning and achievement of syllabus outcomes in a variety of ways. Summative assessment tasks may take a number of different forms, for example, exams, assignments, projects, performances, portfolios, presentations to the class, making an item, practical activity, and so on.

LIFE SKILLS

Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.

Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESA guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved.

While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

ASSESSMENT

1. Assessment notification

- 1.1 All students will be provided with the Assessment Handbook containing each course's assessment schedule.
- 1.2 The Class Teachers under supervision of the Faculty Head Teacher will be responsible for allocating specific due dates.
- 1.3 Any changes made to the assessment schedule within a Key Learning Area (KLA) will be issued by the Class Teacher, with approval of the Head Teacher, through a Change of Assessment Task Notification which outlines the new task due date. This is to be recorded on a Change of Assessment Task Register.
- 1.4 All students will be given at least two (2) weeks written notification of an assessment task and

will be required to sign an Assessment Task Notification Register. This register is kept by the Class Teacher as a record of notification.

- 1.5 Upon issue of the assessment notification, the teacher will explain:
 - (a) the requirement of the task
 - (b) the learning outcomes being measured
 - (c) the marking criteria and weighting of the task
- 1.6 Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.
- 1.7 Any changes to assessment grids given at the beginning of the school year are to be forwarded by the Faculty Head Teacher to the Deputy Principal for uploading to School Bytes.
- 1.8 It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an assessment task is issued. You are not entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

2. Assessment tasks

- 2.1 Students are expected to complete and make a genuine attempt at all assessment tasks.
- 2.2 **Submission of tasks:** Assessment tasks must be handed in personally to the class teacher or Faculty Head Teacher in their staffroom. Unless otherwise specified, all assessment tasks must be submitted as hard (paper) copies. Teachers may request students to submit electronically via Microsoft Teams or Google Classroom.

Upon submission of an assessment task, students are expected to sign the *Assessment Task Submission Register* provided by the teacher. This register is kept by the teacher as a record of submission.

Hand in tasks are due by 8:50am on the due date listed on the assessment notification, unless otherwise stated by the teacher and noted on the assessment notification and register.

- 2.3 **Feedback on tasks:** Teachers will provide students with timely, substantial and meaningful feedback on all assessment. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future direction regarding:

- the knowledge and skills the student has demonstrated
- the knowledge and skills which were not demonstrated but were required
- advice on how to develop the required knowledge and skills
- an opportunity for the student to reflect on their own learning and share this with their parents/carers

Feedback can be oral and/or written, formal and/or informal, and can be generalised for the cohort but must include individualised comments for each student. Feedback is an ongoing process provided by the teacher/peers throughout the course of teaching and learning. During assessment tasks students are encouraged to submit draft sections of tasks to the teacher prior to the due date to further their achievement and understanding in these tasks.

- 2.4 **Invalidating assessment tasks:** An assessment task may need to be declared invalid if it can be clearly demonstrated that: either one or more students were given an unfair advantage; the task was interrupted due to disruptions like an emergency evacuation or; the task produced results that are significantly different to those expected to be produced by the cohort. Students or their parents who feel that an assessment task meets the criteria to be considered an invalid assessment need to raise the issue with their class teacher and the faculty Head Teacher within two weeks. The faculty Head Teacher will investigate the claim and in consultation with the Head

Teacher Pathways and Senior Executive, will make a final determination on the validity of the task. In the event an assessment task is deemed invalid, all students affected will be issued a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.

- 2.5 **Misplaced tasks or corruption of files:** Sometimes, but very rarely, issues arise where a student's assessment task or digital copy of the task is lost or corrupted. Students will be asked to submit another copy of their task in the appropriate format. On the rare occasion that a teacher loses an assessment if another copy cannot be provided by the student and there is a clear record demonstrating the task was submitted by due date, the student will receive an estimate for the task based on their performance in other assessment tasks. Students are reminded to keep back-up copies of their assessments until after the results for the task have been returned.

3. Completion of assessment tasks

- 3.1 **Absence from an in-class assessment task:** If a student is absent from an in-class assessment task, the student must complete a *Request for Consideration* form obtained from the KLA Head Teacher or Head Teacher Pathways, and a doctor's certificate, as proof of illness must be submitted upon their first day of their return to school. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the relevant KLA Head Teacher on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the KLA Head Teacher (Years 7-9).
- 3.2 **Prior knowledge of absence for an assessment task:** If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task before the due date unless an extension has been granted by the Head Teacher Pathways via a *Request for Consideration* form (Years 10-12). This includes students who are involved in sporting events, excursions or work placement and elite representation. The students must advise the teacher concerned in advance and negotiate an alternate arrangement. A guiding principle would be that it must be submitted before the previously stated due date rather than afterwards. For tasks such as performances or presentations in which students are scheduled on different days/times, the classroom teacher will include a schedule with the assessment task notification. Students are required to complete their task within the scheduled dates, otherwise the task will be considered late or as a non-submission. Students may not be partially absent from school on the day an assessment task is due.
- 3.3 **Assistance with assessment tasks:** If you need assistance completing your assessment tasks, don't hesitate to ask for help. Talk to your teacher, the Head Teacher, the Learning & Support Teachers, or the Head Teacher Teaching & Learning. If a student has a learning difficulty or special needs that we need to be aware of they are to talk to the Learning & Support Teachers or the Head Teacher Pathways. We may be able to offer extra assistance in other ways through Disability or Special Provisions.
- 3.4 **Illness during an assessment task or examination:** If a student is ill during an assessment task, they must inform the supervising teacher immediately. The time of the student illness will be recorded, and the student may be offered a period equal to the time missed due to the illness. If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the *Request for Consideration* form.
- In the event of illness for an examination, students are expected to see the Class Teacher or Faculty Head Teacher to arrange an alternative time to sit the examination. A doctor's certificate

must be submitted with a *Request for Consideration* form. Students absent for part of the day an assessment task is due must submit an Illness/Misadventure Application form justifying their partial absence with a doctor's certificate in the event of an illness or suitable evidence in the event of a misadventure.

- 3.5 **Suspended students:** Students suspended at the time an assessment task is due must submit their assessment to the Front Office on the day the task is due and immediately leave the premises.
- 3.6 **Attendance on the day of assessment tasks:** Students must attend all classes on the day an assessment task is due. Students are not permitted to miss classes on the day an assessment task is due. Penalties will apply if students are deemed to have an unfair advantage. Students found truanting classes to work on an assessment task will receive an automatic zero for the task.
- 3.7 **Genuine attempt of an assessment task:** Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute to more than 50% of available marks in the course.
- 3.8 **Examinations:** All students attending an examination at Campbelltown Performing Arts High School are subject to the rules of the school. This includes assembling for, undertaking and leaving the examinations as directed by staff. Students who do not comply with the school's examination rules for a course may have their examination paper for that course cancelled. This may render the student ineligible for the award of the RoSA or the HSC.

4. Late or non-submission of an assessment task due to unacceptable reasons

- 4.1 **Tasks submitted late:** Work submitted late will receive a zero mark unless accompanied by a doctor's certificate and a *Request for Consideration* application. Students submitting late work without an acceptable reason will receive an N-Warning Letter (Years 10-12) or Poor Progress Letter (Years 7-9).
- 4.2 **Non-satisfactory completion of work:** Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 4.3 **Zero marks:** Students and parents will be notified if a student receives a zero mark and alternative opportunities may need to be considered for the student to be able to demonstrate and therefore, meet course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.
- 4.4 **Non-serious attempt:** Students who do not make a serious attempt may receive a zero mark for the task concerned. This may render a student ineligible for an award for the subject in the *Record of School Achievement (RoSA)*. Non-serious attempts include frivolous or objectionable material. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will need to justify to the teacher/ Head Teacher why they should receive a result for the task concerned.

For students in Years 7 to 9, a mark of zero (0) will be awarded and a *Poor Progress Letter* will be sent home. The student will be required to resubmit the task by a revised due date and will have

the opportunity to receive feedback from the teacher on the revised submission, however, the mark on the task will remain zero.

For students in Year 10, a mark of zero (0) will be awarded and an *N-Warning Letter* will be sent to home. The student will be required to resubmit the task by a revised due date and will have the opportunity to receive feedback from the teacher on the revised submission, however, the mark on the task will remain zero.

4.5 Technological failure: Technological failure is not considered an acceptable reason for the late or non-submission of a task. Back-up copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts as proof that the task had been substantially attempted prior to the technology failure. It is also suggested that students use cloud-based systems such as Office365 or Google Drive to complete their work in order to avoid this issue.

4.6 Unsubmitted work: Students who do not submit an assessment task on the due date, as a result of not completing the task or due to unjustified leave, will be awarded zero (0) marks for the assessment task. The student will be provided with support to assist in the completion of the task, such as additional support, access to the homework centre, or scaffolds.

5 Malpractice

5.1 Cheating or malpractice is about doing the wrong thing by behaving dishonestly. It could be:

- copying in an exam from another student or using information secretly brought in
- handing in work that someone else did and saying it is your own
- making up journal entries for a research project
- using information from the internet or elsewhere (e.g. books, journals, DVDs), and not acknowledging the source.

You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest in relation to all of your work.

5.2 Plagiarism: Work submitted in an assessment task must be the student's own work. If a student uses the work of another person or directly copies from published texts or from an internet site to complete a task, they will receive a zero (0) mark and an N-Warning Letter (Years 10-12) or Poor Progress Letter (Years 7-9). If the work used was that of another student from this school who knowingly supplied the information, then that student may also receive a zero (0) mark. All sources used in the completion of the assessment task must be appropriately acknowledged and referenced in the task. Students are required to include a bibliography as a part of their submission for tasks which indicate this. Students must show ethical scholarship by learning how to summarise and write in their own words.

5.3 Misbehaviour: Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules. Students who misbehave during assessment tasks, including exams, will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the task. Students who are ejected from an assessment task will have their paper removed and the time they left the assessment recorded on the top of their paper, including details of the disruption. The class teacher will negotiate a suitable penalty with the course Head Teacher.

5.4 Penalty for malpractice: Malpractice in assessment tasks and examinations will be referred to the relevant KLA Head Teacher and the Head Teacher Pathways. This may result in the student's assessment task being cancelled and receiving no marks. Claims of malpractice including

plagiarism and cheating must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria.

- 5.5 Appeals for malpractice:** Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA Head Teacher. If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing to the principal clearly stating their grounds for appeal within five days from the date the assessment task was returned to the student. Appeal submissions will be recorded by the school. The Head Teacher will convene an appeals panel. The head teacher may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations. If the student's appeal is rejected, the student's parent/caregiver will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.

6 N-WARNING LETTERS

Specific to students in Years 10

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent/carer in writing. This warning is given in time for the problem to be corrected and provides advice about the possible consequences on eligibility of an 'N' determination in a course.

Students can receive an N-warning letter for one of three reasons:

- **Lack of diligence and sustained effort:** examples include extensive unexplained absences below 85% therefore extensive non-completion of class work, practicals and homework;
- **Unsatisfactory completion of assessment tasks:** examples include non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks; and

Each time a student receives an *N-Warning Letter*, the student's parents/carers will also be contacted by the class teacher via telephone.

Once a student has failed to complete more than 50% of assessment, missed their work placement or have completed less than 85% of course work, they will be required to meet with the Deputy Principal to commence the 'N' Determination process.

7 N-DETERMINATIONS

Specific to students in Years 10

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue a non-completion determination otherwise referred to as an 'N'-determination.

Students studying a RoSA course must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course and satisfactorily complete in excess of 85% of the course work for each subject.

Students who do not meet the minimum assessment and course work requirements of a course will then proceed to the 'N'-Determination meeting with the Principal, which is their last chance to meet course requirements. The *Principal's Determination Form* will be issued to the student and their parent/carer at a formal meeting, advising the consequences of this process and the student's right to a school-based appeal and the appeal process with NESAs.

An 'N'-Determination in any subject may make a student ineligible to graduate or receive their RoSA depending on their chosen pattern of study.

Request for Consideration Process

In cases of severe illness or other exceptional circumstances, an extension to the due date of an assessment task may be possible by completing a *Request for Consideration* one week before the due date of an Assessment Task.

Students cannot assume their request will be granted, so they are encouraged to commence work on their assessment tasks upon receipt of them. If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved, the late submission of a task will result in zero marks being awarded for the task.

Years 10-12: The application must be signed by your Class Teacher and given to the Head Teacher Pathways for approval.

Years 7-9: The application must be signed by your Class Teacher and given to the Faculty Head Teacher for approval.

A medical certificate will be required in the case of illness.



Request for Consideration

This form is to be completed to request consideration for an extension or a missed or late assessment task due to illness or misadventure. If illness or misadventure prevents a student from completing an Assessment Task on or before the due date, the school must be advised immediately as the situation is known, and the *Request for Consideration* must be submitted to the Head Teacher Pathways on the day of returning to school.

Section A (to be completed by the student)

Full Name: _____ Year: _____

Reason for absence/late submission/request for extension:

Medical certificate from (name of doctor): _____

OR nature of other independent evidence: _____

Student signature: _____ Parent/carer signature: _____ Date: ___ / ___ / ___

You must attach the Medical Certificate to this form.

Section B: See your Class Teacher or the Head Teacher

The teacher must consult with the faculty HT.

Years 10-12: Dates are suggested only and must go to the HT Pathways for consideration.

Course			
Teacher			
Nature of task			
Original due date			
Date the task will be/has been completed			
Teacher comment			
Teacher signature			
Date			

Section C: Take this form to the Head Teacher Pathways (10-12) or Faculty Head Teacher (7-9).

Date school advised of misadventure: _____ Person advised: _____

Request for Consideration decision: Accepted / Rejected

Extension of time granted until: _____

Student required to complete alternate task.

Yes No

Zero mark to be awarded for late submission with task to be completed.

Yes No

Task is a non-serious effort

Yes No

Head Teacher Signature: _____ Date: _____

Decision communicated to: Student/Parent, Class Teacher, Head Teacher and Sentral

Assessment Task Appeal Process

Students have the right to appeal a decision made regarding an application for illness/misadventure, malpractice, or an assessment task. A student must submit an assessment appeal to the relevant Head Teacher, depending on the nature of the appeal. In reviewing the determination of a student's appeal, the Head Teacher will consider the following as applicable:

- the student's original *Request for Consideration* application
- documentation submitted with the original application
- any additional statement and/or documentation submitted with the student's appeal form
- all evidence presented which relates to the malpractice.

TO APPEAL AN:

- **ILLNESS/MISADVENTURE OR**
- **MALPRACTICE DECISION OR**
- **ASSESSMENT TASK**

Step 1: Obtain an **Assessment Task Appeal** form

Step 2: **Submit the request**

- Submit the appeal to the Faculty Head Teacher within five (5) school days of the initial decision or result being returned to the student.
- Additional supporting document, if applicable, should be submitted at this time.

Step 3: **Resolution and feedback**

- The appeal will be considered by the Head Teacher.
- The Head Teacher's decision is final.
- All parties will be notified of the decision.



Assessment Task Appeal Form

Name: _____ Surname: _____ Year: ____

Course: _____ Teacher: _____

Assessment task: # ____ Task name: _____

Due date: ____ / ____ / ____ Date of appeal: ____ / ____ / ____

*7-9: Submit this form and any supporting evidence to the Faculty Head Teacher within 5 working days of receiving the assessment result.
10-12: Submit this form and any supporting evidence to the Head Teacher Pathways within 5 working days of receiving the assessment result.*

Nature of appeal: (tick one only)

- Conduct of assessment task
- Invalid or unreliable task
- Request for Consideration decision
- Malpractice decision

Reasons for the appeal:

Attach extended statement or documentation as necessary.

Student signature: _____ Parent/carer signature: _____ Date: ____ / ____ / ____

APPEAL

Reviewer: 7-9 Faculty Head Teacher _____ 10-12 Principal McKeown

Decision: Appeal Upheld Original Decision Confirmed

Comment:

Signature: _____ Date: ____ / ____ / ____

GLOSSARY OF KEY WORDS

Subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Assessment Schedules for Year 8 Courses

Faculty Supervision

Faculty	Subject
English	English
HSIE Human Society and Its Environment	Geography History
Mathematics	Mathematics
Performing Arts	Circus Ensemble Dance Ensemble Drama Ensemble Music Ensemble
Personal Development, Health and Physical Education (PDHPE)	Personal Development, Health and Physical Education
Science	Science
TAS Technology and Applied Sciences	Technology Mandatory
Visual Arts	Visual Arts

CIRCUS ENSEMBLE

Course Outcomes

A student:

- 4.1.1 demonstrates a diverse repertoire of skills
- 4.1.2 demonstrates safe movement practices specific to apparatus
- 4.1.3 utilises techniques to manipulate the execution of performance work
- 4.2.1 uses the performance elements of Circus to create Circus work
- 4.2.2 uses the production elements of Circus to create Circus work
- 4.3.1 identifies and describes the development of circus in a variety of contexts
- 4.3.2 identifies and describes Circus Arts as the communication of ideas
- 4.3.3 identifies and describes what makes a successful performance

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	4.1.1, 4.1.2, 4.3.2	Skill: Safety/refinement/performance	Term 1 Week 9 2025	30
2	4.1.3, 4.2.1, 4.2.2, 4.3.3	Manipulation of Performance	Term 2 Week 7 2025	30
3	4.1.3, 4.2.1, 4.2.2 4.3.1, 4.3.3	Performance & Appreciation Task	Term 4 Week 4 2025	40
			Total	100

DANCE ENSEMBLE

Course Outcomes

A student:

- 4.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances
- 4.1.2 demonstrates aspects of the elements of dance in dance performance
- 4.1.3 demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances
- 4.2.1 identifies and explores aspects of the elements of dance in response to a range of stimuli
- 4.2.2 composes dance movement, using the elements of dance, that communicates ideas
- 4.3.1 describes dance performances through the elements of dance
- 4.3.2 identifies that dance works of art express ideas

Assessment Schedule

Component		Weighting %
A	Performance	40
B	Creating	30
C	Appreciation	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	4.1.1, 4.1.2, 4.3.1	Technique and Safe Dance	Term 1 Week 8 2025	20		10	30
2	4.1.3, 4.2.1, 4.2.2, 4.3.2	Performance and Composition	Term 2 Week 4 2025	10	20		30
3	4.1.3, 4.2.1, 4.2.2 4.3.1, 4.3.2	Performance & Appreciation Task	Term 4 Week 4 2025	10	10	20	40
Total				40	30	30	100

DRAMA ENSEMBLE

Course Outcomes

A student:

- 4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
- 4.1.2 improvises and play builds through group-devised processes
- 4.1.3 devises and enacts drama using scripted and unscripted material
- 4.1.4 explores a range of ways to structure dramatic work in collaboration with others
- 4.2.1 uses performance skills to communicate dramatic meaning
- 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience
- 4.2.3 explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning
- 4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
- 4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
- 4.3.3 describes the contribution of individuals and groups in drama using relevant drama terminology

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	4.1.1, 4.1.2, 4.3.3	Elements of Drama and Logbook Task	Term 1 Week 8 2025	30
2	4.2.1, 4.2.2, 4.3.3	Theatre Style Task	Term 2 Week 4 2025	30
3	4.1.3, 4.1.4, 4.2.3 4.3.1, 4.3.2	Performance & Appreciation Task	Term 4 Week 4 2025	40
			Total	100

ENGLISH

Course Outcomes

A student:

- EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures
- EN4-URB-01 examines and explains how texts represent ideas, experiences and values
- EN4-URC-01 identifies and explains ways of valuing texts and the connections between them
- EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	EN4-RVL-01, EN4-URA-01 EN4-URB-01, EN4-ECA-01 EN4-ECB-01	Imaginative Writing/Reflection	Term 1 Week 9 2025	25
2	EN4-RVL-01, EN4-URA-01 EN4-URB-01, EN4-ECA-01	Multimodal Presentation	Term 2 Week 8 2025	25
3	EN4-RVL-01, EN4-URA-01 EN4-URB-01, EN4-URC-01 EN4-ECA-01	Critical Response	Term 3 Week 8 2025	25
4	EN4-URA-01 EN4-URB-01, EN4-URC-01	Yearly Exam	Term 4 Week 4 2025	25
			Total	100

GEOGRAPHY

Course Outcomes

A student:

- GE4-1 locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2 describes processes and influences that form and transform places and environments
- GE4-3 explains how interactions and connections between people, places and environments result in change
- GE4-4 examines perspectives of people and organisations on a range of geographical issues
- GE4-5 discusses management of places and environments for their sustainability
- GE4-6 explains differences in human wellbeing
- GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8 communicates geographical information using a variety of strategies

Geography is a semesterised course and will run in Terms 3 and 4 of 2025.

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	GE4-1, GE4-5, GE4-7, GE4-8	Geography Research Task	Term 3 Week 8 2025	50
2	GE4-2, GE4-3, GE4-4, GE4-8	Geography In-Class Test	Term 4 Week 3 2025	50
			Total	100

HISTORY

Course Outcomes

A student:

- HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2 describes major periods of historical time and sequences events, people and societies from the past
- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4 describes and explains the causes and effects of events and developments of past societies overtime
- HT4-5 identifies the meaning, purpose and context of historical sources
- HT4-6 uses evidence from sources to support historical narratives and explanations
- HT4-7 identifies and describes different contexts, perspectives and interpretations of the past.
- HT4-8 locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past.
- HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

History is a semesterised course and will run in Terms 1 and 2 of 2025.

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	HT4-3, HT4-5, HT4-8, HT4-10	History Research Task	Term 1 Week 9 2025	50
2	HT4-2, HT4-3, HT4-6, HT4-9	History In-Class Test	Term 2 Week 4 2025	50
			Total	100

MATHEMATICS

Course Outcomes

A student:

- MA0-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
- MA4-INT-C-01 compares, orders and calculates with integers to solve problems
- MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation
- MA4-LIN-C-01 creates and displays number patterns and finds graphical solutions to problems involving linear relationships
- MA4-ARE-C-01 applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
- MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems
- MA4-PRO-C-01 solves problems involving the probabilities of simple chance experiments
- MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems
- MA4-IND-C-01 operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
- MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
- MA4-VOL-C-01 applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
- MA4-DAT-C-01 classifies and displays data using a variety of graphical representations
- MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance–time graphs
- MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form $a = x^2$
- MA4-PYT-C-01 applies Pythagoras’ theorem to solve problems in various contexts
- MA4-ANG-C-01 applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
- MA4-DAT-C-02 analyses simple datasets using measures of centre, range and shape of the data

Component		Weighting %
A	Concepts, skills and techniques	50
B	Reasoning and communication	50
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	MA0-WM-01, MA4-PRO-C-01 MA4-DAT-C-01, MA4-DAT-C-02 MA4-FRC-C-01, MA4-ALG-C-01	Term 1 Examination *	Term 1 Week 8 2025	10	15	25
2	MA0-WM-01, MA4-FRC-C-01 MA4-ALG-C-01, MA4-IND-C-01 MA4-EQN-C-01	Term 2 Examination *	Term 2 Week 6 2025	15	10	25
3	MA0-EQU-C-01, MA4-EQU-C-01 MA4-VOL-C-01, MA4-LEN-C-01 MA4-PYT-C-01, MA4-ARE-C-01	Term 3 Examination #	Term 3 Week 8 2025	10	15	25
4	MA4-VOL-C-01, MA4-ARE-C-01 MA4-LIN-C-01, MA4-RAT-C-01 MA4-ANG-C-01, MA0-WM-01	Term 4 Examination #	Term 4 Week 4 2025	15	10	25
Total				50	50	100

* Statistics, Finance, Algebra 2, Equations 2, Area & Volume

Pythagoras, Rates & Ratio, Linear Relationships, Geometry/Congruence

MUSIC ENSEMBLE

Course Outcomes

A student:

Performing:

MU4-PER-01 uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas

Listening:

MU4-LIS-01 uses listening skills to describe music in relation to stylistic, cultural, historical, or social contexts and the elements of music

Composing:

MU4-COM-01 improvises, arranges or composes using the elements of music to create musical ideas

Assessment Schedule

Component		Weighting %
A	Performance	40
B	Listening	30
C	Composing	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %			
				A	B	C	Total
1	MU4-PER-01, MU4-LIS-01	Cultural Presentation	Term 1 Week 8 2025	10	15		25
2	MU4-LIS-01	Australian Art Music	Term 2 Week 4 2025		15		15
3	MU4-LIS-01, MU4-COM-01	Music for TV and Film	Term 3 Week 9 2025			30	30
4	MU4-PER-01, MU4-COM-01	Rhythm and Blues	Term 4 Week 4 2025	30			30
Total				40	30	30	100

PERSONAL DEVELOPMENT HEALTH PHYSICAL EDUCATION (PDHPE)

Course Outcomes

A student:

- PD4-1 examines and evaluates strategies to manage current and future challenges
- PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships
- PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD4-5 transfers and adapts solutions to complex movement challenges
- PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity
- PD4-9 demonstrates self-management skills to effectively manage complex situations
- PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	PD4-1, PD4-3	Cyber Safety Brochure	Term 1 Week 10 2025	25
2	PD4-2, PD4-9	Respectful Relationships <i>Topic Test</i>	Term 2 Week 5 2025	25
3	PD4-4, PD4-5 PD4-8, PD4-11	Asian and Yulunga Games <i>Practical Application In-Class Task</i>	Term 3 Weeks 3-9 2025	40
4	PD4-6, PD4-7, PD4-9	First Aid <i>In-Class Practical</i>	Term 4 Week 4 2025	10
			Total	100

SCIENCE

Course Outcomes

A student:

- SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW describes the action of unbalanced forces in everyday situations
- SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and the solar system
- SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW explains how new biological evidence changes people's understanding of the world
- SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Assessment Schedule

Task	Outcomes	Task Name	Due Date	Weighting %
1	SC4-4WS, SC4-7WS, SC4-5WS SC4-8WS, SC4- 10PW	Project-based Learning Task	Term 1 Week 7 2025	25
2	SC4-6WS, SC4-7WS, SC4-9WS SC4-16CW, SC4-17CW	Practical Test	Term 2 Week 4 2025	25
3	SC4-4WS, SC4-8WS, SC4-9WS SC4-12ES, SC4-13ES	Modelling Task	Term 3 Week 5 2025	25
4	All outcomes	Yearly Examination	Term 4 Week 3 2025	25
			Total	100

TECHNOLOGY MANDATORY: MATERIALS & PRODUCTION PROCESSES

Course Outcomes

A student:

- TE4-SDP-01 explains relationships between sustainability, design and production
- TE4-PDP-01 describes the practices and processes of designers and producers
- TE4-MSA-01 explains how materials, systems and components contribute to solutions
- TE4-DES-01 communicates and evaluates design ideas and solutions
- TE4-PPM-01 applies processes in the planning, management and production of projects
- TE4-SAF-01 selects and safely uses tools, materials, technologies and processes
- TE4-DIG-01 demonstrates technological literacy to safely interact in digital environments
- TE4-DIG-02 uses data and digital systems to code, design and produce projects

Assessment Schedule

This trimester program is designed to help students excel in THREE key focus areas. Each focus area includes ONE assessment task.

Focus Area	Outcomes	Task Name	Weighting %
Digital Technology	TE4-DIG-01, TE4-DIG-02	Game Design	30
Food and Agricultural Practices	TE4-SDP-01, TE4-SAF-01	Recipe Invention	35
Engineering Technologies and Systems	TE4-PDP-01, TE4-MSA-01	Pinball Machine Project	35
			100

Due dates for tasks will occur as follows:

Task	Due Date
1	Term 1 Week 9 2025
2	Term 3 Week 2 2025
3	Term 4 Week 5 2025

VISUAL ARTS

Course Outcomes

A student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the Visual Arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

Assessment Schedule

Component		Weighting %
A	Art making	70
B	Art history and criticism	30
		100

Task	Outcomes	Task Name	Due Date	Weighting %		
				A	B	Total
1	4.8, 4.9	Fundamentals Diary and Exam	Term 2 Week 3 2025		15	15
2	4.1, 4.2, 4.6	Portrait	Term 2 Week 6 2025	35		35
3	4.7, 4.10	Critical Analysis of An Artist and their Practice	Term 3 Week 2 2025		15	15
4	4.3, 4.4, 4.5	In-class Task Visual Arts Diary Series of Works	Term 4 Week 6 2025	35		35
Total				70	30	100

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YEAR 8 ASSESSMENT CALENDAR 2025

	TERM 1	TERM 2	TERM 3	TERM 4
1	Friday Staff Development Day	28/04 – 02/05	21/07 – 25/07	13/10-17/10
2	M-W Staff Development Days 03/02 – 07/02	05/05 – 09/05	28/07 – 01/08 TECHNOLOGY	20/10-24/10
3	10/02-14/02	12/05 – 16/05 VISARTS	04/08 – 08/08 PDHPE (ONGOING WEEKS 3-9) VISARTS	27/10-31/10 GEOGRAPHY, SCIENCE
4	17/02 – 21/02	19/05 – 23/05 DANCE, DRAMA, HISTORY, MUSIC, SCIENCE	11/08 – 15/08	03/11-07/11 CIRCUS, DANCE, DRAMA, ENGLISH, MATHS, MUSIC, PDHPE, VISUAL ARTS
5	24/02 – 28/02	26/05 – 30/05 PDHPE, VISUAL ARTS	18/08 – 22/08 SCIENCE	10/11-14/11 TECHNOLOGY
6	03/03 – 07/03	02/06 – 06/06 MATHS, VISARTS	25/08 – 29/08	17/11-21/11 VISARTS
7	10/03 – 14/03 SCIENCE	09/06 – 13/06 CIRCUS	01/09 – 05/09	24/11-28/11
8	17/03 – 21/03 DANCE, DRAMA, MATHS, MUSIC, VISUAL ARTS	16/06 – 20/06 ENGLISH	08/09 – 12/09 ENGLISH, GEOGRAPHY, MATHS	01/12-05/12
9	24/03 – 28/03 CIRCUS, HISTORY, TECHNOLOGY, ENGLISH	23/06 – 27/06	15/09 – 19/09 MUSIC, VISUAL ARTS	08/12-12/12
10	31/03 – 04/04 PDHPE	30/06 – 04/07	22/09 – 26/09	15/12-19/12
11	07/04 – 11/04			



Campbelltown Performing Arts High School

PATHWAYS TO SHINE

90 Beverley Road CAMPBELLTOWN NSW 2560

(02) 4625 1403

W: <https://campbellto-h.schools.nsw.gov.au>

E: campbellto-h.school@det.nsw.edu.au