STUDENT ASSESSMENT HANDBOOK
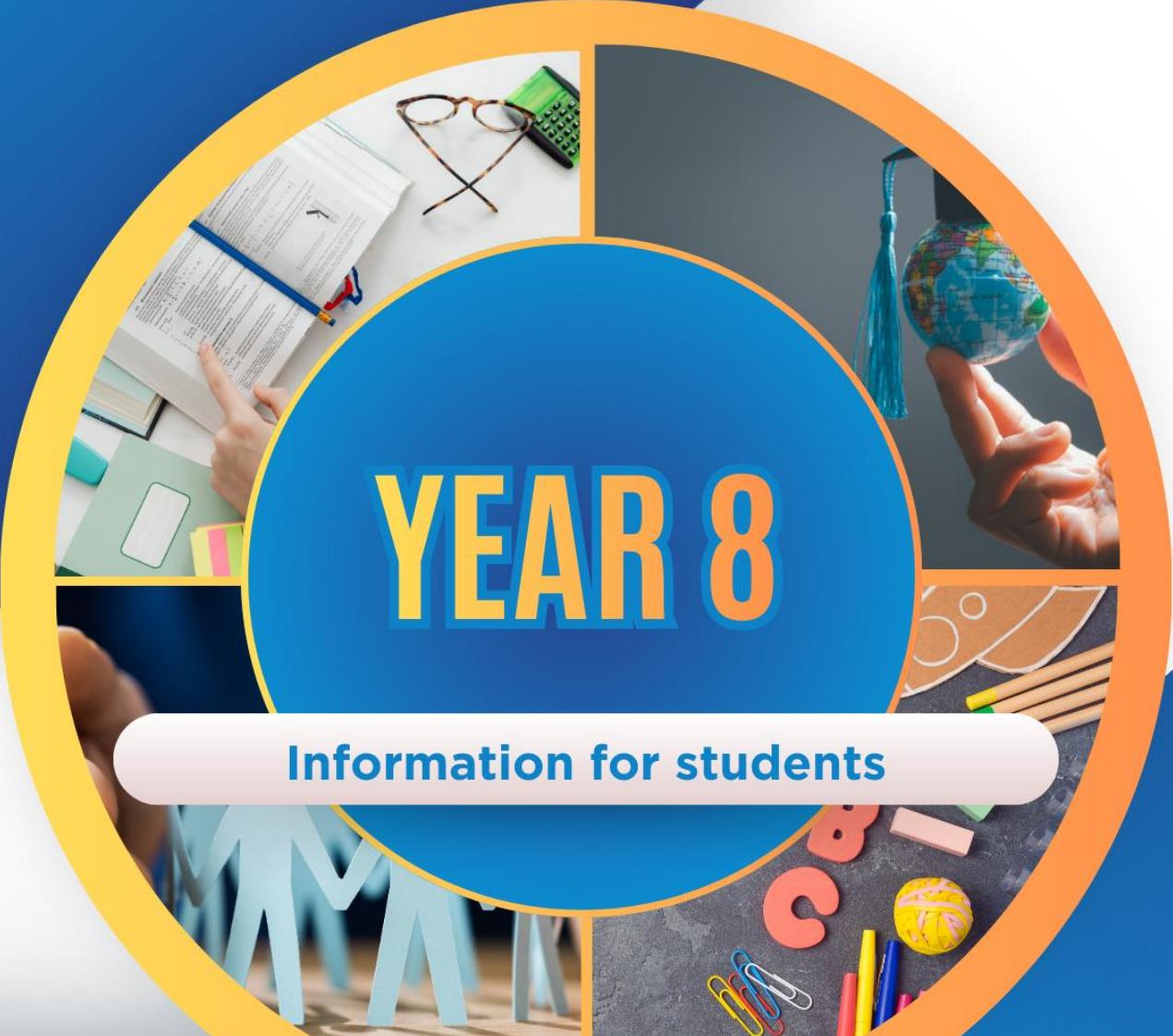
YEAR 8

Information for students

Information on:
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WELCOME TO YEAR 8!

This handbook aims to set out in detail, the requirements for students in Year 8 to help them work towards the completion of Stage 4 and preparing for Stage 5.

This handbook will help you achieve your very best grades according to the NESA standards. The grade descriptions of all NESA courses are common for all students across New South Wales. All students in NSW are graded according to the same set of standards. It is in your best interest to follow your teacher's instructions carefully to work towards the best grade possible.

While all the work you complete helps build a picture of the grade most appropriate for you, the assessment tasks in each course are key opportunities for teachers to look at your academic performance and assess your work.

Your teachers will set assessment tasks that allow you to extend yourself and show the extent of your subject content knowledge, skills and abilities. It is important, therefore, to try as hard as you can and achieve the outcomes of each course to the best of your ability and within set due dates.

School Assessments - Eligibility for Course Completion

Attitude and Effort

While attitude and effort do not contribute towards a student's final grade as reported on the NESA ARC website, they will appear on the College Semester reports. In addition, lack of effort and poor attitude are reported on in the Semester reports through the work habits.

Grading – how you get your marks!

School-based grades for Year 8 are awarded using information from a student's performance in assessment tasks that comprise the school's formal assessment program. These tasks are devised to address the knowledge and skills objectives and outcomes of the individual syllabuses.

The NESA provides the Grade Descriptions for each NESA Subject. These descriptions are known as the course performance descriptors. They provide a set of performance standards that describe various levels of achievement in the courses. By working in each of your courses, you will achieve a variety of course outcomes in which you show what you know and what you can do. Your performance is measured against the course performance descriptors to describe how well you are achieving these outcomes.

A student's performance across all tasks is aligned with specific Course Performance Descriptors published in the Board of studies KLA Syllabus documents for each course. The descriptors will indicate the student's achievement relative to the particular knowledge and skill outcomes of the course. There is no fixed number for each grade that must be awarded in the school.

To achieve well during Stage 4, students must work consistently and conscientiously throughout the two years.

The common grade scale applies to English, Mathematics, Science, History, Geography and PDHPE, Music, Languages – French, Technology Mandatory. Students are awarded a grade between A and E.

The specific course performance descriptors are based on a set of general descriptors which are given below. The course performance descriptors build upon these general descriptors adding specific details about the knowledge and skills relevant to the course.

When applying grades, teachers use the examples provided on the ARC website to ensure there is a consistent approach to the application of grades. Teachers are also encouraged to moderate student marks with other members of the teaching facility at the school.

Implementation of grades – what you need to aim for!

The NESA Assessment Resources Centre (ARC) website (https://arc.nesa.nsw.edu.au) advises that there are two ways schools can apply the course performance descriptors when awarding Grades to students who have successfully completed Year 8.

ETASC has adopted Method 2 – allocating marks to specific tasks to form a combined total mark for each student. A numeric value is assigned to the common grade scale, and your teachers ensure student achievement is consistent with the grade descriptor views the overall marks.

Common Grade – Numeric Value

The following table shows the common grade applied to a numeric value which ETASC uses for awarding grades in Stage 4 English, Mathematics, Science, History, Geography and PDHPE, Music, Languages – French, Technology Mandatory.

Grade	Grade Descriptor	Numeric Value
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	85 - 100
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	70 – 84
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills	50 – 69
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	30 – 49
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	0 - 29

It is the Curriculum Coordinator or delegate's responsibility to confirm student marks with KLA teachers for the reports twice a year.

Assessment Learning Tasks on Compass

Assessment Learning Tasks on Compass show you what your assessment tasks are, what the assessment task involves, and when it is due. We strongly recommend downloading the Compass app on your phone so you can easily keep track of tasks, deadlines, and updates.

Students and Parents can view Assessment Learning Tasks on Compass, making it an important way for everyone to stay informed about your assessment progress. Students will usually receive the task details and feedback before marks are officially released on Compass.

Assessments – what you need to complete!

During Year 8, students will be given a variety of assessment tasks across all mandatory KLAs that assess content knowledge, skills and abilities.

General Rules

With each assessment tasks, you should expect that the outline will correlate with each KLA unit outcomes and consist of the following:

- Explicit and clear information regarding assessment criteria
- Explicit and clear aims and outcomes for each task
- A variety of assessment strategies used to assess student achievement of outcomes
- Unit outcomes involving skills, knowledge and understandings should be assessed
- Marking criteria and marking rubric that shows the allocation of marks and how to achieve that a grade
- Due date and length of assessment task
- Policy and plagiarism declaration sections
- Assessment and feedback to students should occur throughout each unit

Procedures for Assessments – how it all works!

1. Teachers will assess student performance in each KLA using tasks in relation to syllabus outcomes to make balanced judgments about student achievement
2. Assessment tasks are designed in accordance with the syllabus requirements and are designed to show student achievement towards the outcomes
3. A range of assessment strategies as set out at on the NESA website are used to ensure information is being gathered regarding the knowledge and understanding of content taught and the skills that are being developed
4. All tasks should be designed with the course performance descriptors as a basis and must allow students the scope to be able to achieve an 'extensive' answer
5. Each assessment outline will include the marking criteria in which the quality of the assessment will be marked against.
6. Teachers will share their expectations in relation to the criteria for judging the quality of performance with students and go through the assessment outlines in class
7. All assessment tasks will be completed during school lessons with appropriate equipment provided by the teacher
8. Every KLA will have a serious of formal or informal assessments.
9. The assessment may include assignment work, practical tasks, research tasks, class presentations, performances, group work and examinations
10. Students shall be given 2 weeks' notice for all assessment tasks. This assessment handbook is shown to students at the beginning of the year and as such is also a form of notification of assessments.

11. Students shall receive a grade/achievement of outcomes, a mark and feedback (where appropriate) for each item of assessment in conjunction with the course performance descriptors as per the NESA ARC website
12. Parents of students who fail to complete assessment items shall be notified to help rectify the situation
13. If a student requires an extension of time for an assessment task, must supply a letter of request from their parent/guardian at least one week prior to the due date of the task to the Curriculum Coordinator and an extension time will be negotiated
14. If a student request exceptional circumstances such as Illness and Misadventure which results on the student not being able to complete course requirements a formal "Misadventure Form' must be obtained from and submitted to the Curriculum Coordinator accompanied by a letter from the parent/guardian.
15. Failure to submit an assessment task on the due date – please refer to **Late Submission of Task**.

Basis of Discretion

From time to time whole school assessment policy may undergo change and review and/or syllabuses, and teaching programs may also change and require alteration to aspects of the above policy. In such cases, the Curriculum Coordinator will be responsible for review and necessary alterations to the policy.

Number of Assessments

The number of formal assessments is to be determined by each KLA teacher, enabling the teacher to include all assessment requirements as set out in the syllabus when designing a program or unit of work. The assessment schedule for each KLA is included in this assessment handbook.

Stage 4 Assessment Week

Unless otherwise advised, Stage 4 students will always complete their Term 2 and Term 4 assessment tasks during assessment week which is typically Week 4 and Week 5 of that term. Parents/ and carers should be mindful of this if they need to arrange appointments, holidays or other activities that would see their child not at school. Please be aware that all extended absences need to be approved by the Assistant Principal.

Late submission of a task

Late submission of assessment tasks will be penalised by a deduction of 10% per business day late. For example, a student who receives 16 out of 20 for a task submitted three days late would lose 30% of 20, i.e. 6 marks, and receive a mark of 10 for the task.
All tasks must be submitted to complete the course requirements in all subjects successfully.

Absence from Assessment Task

Parents of students who are absent when a task is being held, or due to be handed in, should contact the administration staff at the College that morning (or before if possible) outlining reasons for the absence.

The student is to provide a written explanation of their absence, signed by their parents/ carers, to the Curriculum Coordinator on their return. Students will be expected to submit the task when they return to school (unless other arrangements have been made). If the task is a test, students upon their return to school will be expected to complete the test.

Non-completion of Assessments

A student who fails to submit a task in Stage 4 will receive a mark of **ZERO** for that task. Failure to submit a number of tasks will be viewed as a failure to complete the Stage 4 requirements and a meeting may be held to determine the most appropriate course of action moving forward.

Malpractice during Assessment Tasks

Students who cheat, disturb other students, misbehave, produce work that is contrary to the ethos of the College, or are guilty of any other form of malpractice during an assessment task will be penalised. This penalty could involve a mark of zero being given for that task. With the increase in the use of the internet as a source of information in the completion of Assessment tasks, students must ensure that any work that they submit has been adequately referenced. Plagiarism will be deemed as malpractice and students who plagiarise another person's work may receive a mark of zero for that task. The penalty will be determined by consultation between the classroom teacher, Curriculum Coordinator and Assistant Principal.

The use of Artificial Intelligence (AI) Tools

There are a variety of Artificial Intelligence (AI) tools, such as ChatGPT for example, that can perform various language-related tasks, such as answering questions, providing explanations, summarising text, translating language, writing creative stories, and engaging in conversation with users. AI tools can assist users, provide support, and generate human-like responses in natural language.

ET Australia Secondary College acknowledges the benefits that AI can offer in the process of teaching, learning, and assessment, however we want to emphasise the importance of academic integrity and authenticity of students' work.

The use of AI in classwork and student assignments/assessments will be at the discretion of the teacher and based on the task requirements. If the use of AI in the task is not permitted, it will be outlined in the task description, assessment notification or examination outline and communicated to the students both verbally and in writing. The submission of work generated by AI and presented as the student's own work will be classified as malpractice - plagiarism and will attract the same penalties as per the ETASC Assessment Policy. All work submitted electronically will be subject to clearance from Turnitin which has the ability to detect work that has been plagiarised or generated by the various AI platforms. Please refer to ETASC's assessment handbooks found on the college website for more information about the penalties for malpractice - plagiarism.

In the event that students are able to use AI in the completion of a task, it will be outlined in the task description, assessment notification or examination outline and communicated to the students verbally and in writing.

ETASC recognises the potential advantages that early adoption of this technology could provide students in the future and are looking for ways to include the use of AI in the classroom in a way which encourages the responsible use of AI.

Unsubstantial Attempt

An unsubstantial attempt is when a student submits an assessment task which shows little or no thought and effort and is generally incomplete or contains frivolous or objectionable material. When completing assessment tasks, all sections should be attempted to the best of the student's ability. In written tests or examinations, completing just the multiple choice question section is not sufficient; questions from all sections must be attempted. The use of obscene language, derogatory remarks, obscene diagrams, non-related content material is also seen as an unsubstantial attempt.

The Curriculum Coordinator, in consultation with the KLA teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations. Where a student is deemed to have made an unsubstantial attempt, a mark of zero could be awarded.

Submission of Task

The Assessment Task outline will detail the submission format and the due date. We encourage all students to save all assessment work into their school email accounts, which are set up for all students on their first day at ETASC. This will allow a student the ability to access their work on all ICT platforms in the school.

Exceptions to this may occur in some subjects and students will be notified of this in the Assessment Task Outline. Failure to save or back up work on a computer or a printer malfunction will not be accepted as grounds for misadventure. Students are encouraged to make copies of their work and keep these for the duration of the course.

Assessment tasks are to be submitted during the relevant class period on the due date. If a teacher is absent on the day an assessment task is due, students will be expected to submit their work either by arrangement with the teacher beforehand or the Curriculum Coordinator. Assessment tasks are not to be given to clerical staff or to relief or visiting teachers. If a student is on an excursion on the day an assessment task is due; it is the student's responsibility to make arrangements for the task to be submitted on time, or prior to the due date.

Assessment Feedback

Students are entitled to feedback and comments for each assessment task they submit. If a student requires further feedback, please see the appropriate KLA teacher for an appropriate time to talk about any concerns with the assessment feedback.

REMEMBER:
- If in doubt, ask sooner rather than later
- Keep track of when tasks are due. This will help you in planning ahead and being organised
- See your teacher if you need clarification of any task or procedures for any task
- Always check with your teacher what worked you missed when you were away
- Everyone at ETASC is here to help you achieve the best you can!

Complaints and Grievances – if you have a problem!

If a student at ET Australia Secondary College believes that they have been unfairly awarded a grade, they are encouraged to discuss the matter with the appropriate KLA teacher.

ET Australia Secondary College (ETASC) encourages the resolution of problems by informal means wherever possible, provided that the concerns are dealt with quickly, fully and fairly and within clearly defined time limits.

Purpose of the Complaints and Grievances procedure:

- to encourage the resolution of complaints informally and at the lowest level where possible, e.g., with your classroom teacher
- to ensure timely, full and fair handling of all complaints
- to provide effective responses and appropriate redress/outcome
- to manage communication issues concerning complaints, within and outside the school

Implementation – what to do!

A complaint may be made by anyone who has a concern or complaint about any aspect of their grade. The complaint or concern can be made verbally or in writing. Formal complaints can only be made in writing.

Complaints made may be resolved:

- Informally - Discussion and resolution by parties involved
- Formally - Investigation by The Principal or representative
- Externally – Investigation by an external body

It is stressed that the majority of complaints are to be resolved on an informal basis, however, where upheld may proceed to the next level. A complaint made to the Principal may be referred to the parties for informal resolution.

Time must be allowed to interview parties, examine documents and review the evidence.

Extension Classes and Tutoring – extra help!

ETASC offers specific KLA extension classes and numeracy and literacy tutoring after school.

Literacy tutoring is offered to students who need help with literacy skills such as writing, grammar, spelling, reading and comprehension. Numeracy tutoring is an opportunity to review maths skills to help students engage with their classwork. These sessions are run by Learning Enrichment teachers and are free and open to any students who wish to work on their numeracy and literacy skills.

Please see your KLA teachers for the current extension and tutoring timetable.

Study Ideas

Whilst ETASC does not issue homework for completion, students if they are willing are still able to study for examinations.

Listed below are some ideas that may help you study and prepare well for your examinations and assessments:

- Look over your notes and write your own learning logs - you could ask your teacher to check your answers
- Do past tests or exams on topics that you've covered. Your teacher may be able to supply you with some past test papers on topics you are studying. Practise writing essay answers to the most likely questions that you think might be asked
- Use memory techniques such as numbered lists, mind maps, flashcards. Diagrams can be a helpful way of memorising information. Memorising lists of information and diagrams are important so that you can recall specific information in an exam
- Make summaries of classwork and learn the summaries. Using your own words when you write summary notes helps you understand and remember the material
- Divide up your exam time to give appropriate time to each section of an exam paper so that you don't run short of time and leave questions unanswered
- Go over any incorrect answers from class tests so that if you are asked the same type of question in another test, you will get it correct
- Do some wider reading on topics study in class to be tested to get more details and a bigger picture of the topic
- Start looking over your exercise books earlier rather than later so that you have an idea of the amount of work you need to learn so that you give yourself enough time to prepare
- Be certain about the assessment task and ask your teacher what topics the test will cover
- Time management – create a completion timeline and stick to it
- Utilise tutoring opportunities– if you think you are falling behind ask for help to get you back on track

Assessment Schedules – when it all has to be done by!

The following pages contain your assessment schedules for the year. Please remember that these schedules are subject to change depending on student progress through the course.

ETASC Year 8 English Assessment Schedule Year 2026

Term	Unit	Task Type	Outcomes	Weight
1 Week 8	The Giver	Essay Response	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01,	40%
2 Week 5	Karate Kid	Scene analysis- film and cinematic techniques Study Examination	EN4-RVL-01, EN4-URA-01, EN4-ECB-01	60%
			SEMESTER TOTAL 100%	
3 Week 8	Dracula	Visual literacy Written Response	EN4-RVL-01, EN4-URA-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	40%
4 Week 5	Dream Island-persuasive techniques	Examination	EN4-RVL-01, EN4-ECA-01, EN4-ECB-01,	60%
			SEMESTER TOTAL 100%	

This schedule may change

		ETASC Year 8 Mathematics Assessment Schedule 2026			
Term	**Unit**	**Task Type**	**Date**	**Outcomes**	**Weight**
1	Financial Mathematics Rates and Ratios	Investigation	Week 5 & 6 6 lessons	MA4 – RAT – C-01 MA4 – FRC– C-01	40%
2	Data Collection, Representations and Analysis	Examination Multiple Choice, Short Answer, Problem Solving	Week 5 2 hours	MA4 – DAT – C-01 MA4 – RAT – C-02	60%
SEMESTER TOTAL 100%					
3	Volume, Algebra 2 and Equations	Topic Test Multiple Choice, Short Answer, Problem Solving	Week 7 3 lessons	MA4 – VOL – C-01 MA4 – ALG– C-01 MA4 – EQU – C-01	40%
4	Pythagoras Theorem and Properties of Geometric	Examination Multiple Choice, Short Answer, Problem Solving	Week 5 2 hours	MA4 – PYT – C-01 MA4 – GEO– C-01	60%
					SEMESTER TOTAL 100%

This schedule may change

ETASC Year 8 Science Assessment Schedule 2026

Term	Unit	Task Type	Outcomes	Weight	Duration
1 Week 8	Living World	Practical Test	SC4-1VA, SC4-14LW, SC4-15LW	40%	2 lessons
2 Week 5	Chemical World	Examination	SC4-1VA, SC4-2VA, SC4-3VA, SC4-6WS, SC4-7WS, SC4-16CW, SC4-17CW	60%	2 lessons
					SEMESTER TOTAL 100%
3 Week 7-9	Physical World	Topic Test	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS. SC4-8WS, SC4-10PW, SC4-11PW	40%	2 lessons
4 Week 5	Earth and Space	Examination	SC4-1VA, SC4-2VA, SC4-3VA, SC4-5WS, SC4-12ES, SC4-13ES	60%	2 lessons
					SEMESTER TOTAL 100%

This schedule may change

ETASC Year 8 HSIE Assessment Schedule 2026

Term	Unit	Task Type	Outcomes	Weight
1	The Asia Pacific world- Japan	Knights Vs Samurai Assessment Week 6-8: 4 lessons	HT4-3, HT4-6, HT4-8, HT4-9 HT4-10	40%
2	The Western and Islamic World – Medieval Europe	Examination Week 5: 2 hours	HT4-4, HT4-5, HT4-7, HT4-9, HT4-10	60%
			SEMESTER TOTAL 100%	
3	Interconnections	Research and Report Weeks 7-9: 6 lessons	GE4-3, G4-4 GE4-5, GE4-7, GE4-8	40%
4	Water in the world	Video case study and comprehension Week 5: 2 hours	GE4-1, GE4-2, GE4-5, GE4-8	60%
			SEMESTER TOTAL 100%	

This schedule may change

ETASC Year 8 PDHPE Assessment Schedule 2026

Term	Unit	Task Type	Outcomes	Weight
1	Respectful Relationships	Respectful Relationships Topic Test - Week 8 - 2 Periods	PD4 -1, PD4 -2, PD4 -3, PD4 -7, PD4-9	30%
2	Risky Business	S - Week 5 - 2 periods	PD4 -1, PD4 -6, PD4 -7, PD4 -9	40%
	Net and Wall Games	Self-evaluation Due Week 9 Term 1. Practical Assessment will take place over 3 assessment lessons due week 3 Term 2.	PD4 -4, PD4 -5, PD4 -10, PD4 -11	30%
			SEMESTER TOTAL 100%	
3	Healthy, Safe and Active Communities	Health Promotion Research Task and Poster - Week 7 - 2 Periods.	PD4-1, PD4-2, PD4 -6, PD4 -7, PD4 -8	25%
4	Seeking Help	Seeking Help Examination - Week 5 - 2 Periods.	PD4 -1, PD4 -2, PD4 -6, PD4 -7, PD4-8	40%
	Target Games and International Games	Practical Assessment – Self-evaluation Due Week 9 Term 3. Practical Assessment will take place over 3 assessment lessons due week 3 Term 4.	PD4 -4, PD4 -5, PD4 -10, PD4 -11	35%
			SEMESTER TOTAL 100%	

This schedule may change

ETASC Year 8 French Assessment Schedule 2026				
Term	**Unit**	**Task Type**	**Outcomes**	**Weight**
1 Week 8	Qui je suis (Who I am)	Reading and Writing Task	ML4-INT-01, ML4-UND-01, ML4-CRT-01	40%
2 Week 4	Ma Famille (My Family)	Listening and Responding Task	ML4-INT-01, ML4-UND-01	60%
				SEMESTER TOTAL 100%
3 Week 7	Explorer la Ville: Naviguer en Français (Exploring the City)	Speaking Assessment Task	ML4-INT-01, ML4-UND-01, ML4-CRT-01	40%
4 Week 4	La Nourriture (Food)	Listening and Writing Task	ML4-INT-01, ML4-UND-01, ML4-CRT-01	60%
				SEMESTER TOTAL 100%

This schedule may change

ETASC Year 8 Music Assessment Schedule 2026

Term	Unit	Task Type	Outcomes	Weight
1 (Week 9)	Purpose and Elements of Music	Purpose and Elements of Music Assessment	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	50%
2 (Week 2)	Concepts of Music - Playing	Practical Assessment – Keyboard	4.1, 4.2, 4.3, 4.11, 4.12	50%
				SEMESTER TOTAL 100%
3 (Week 10)	Digital Composition	Digital Composition - Radio Play Task	4.4, 4.5, 4.6, 4.11, 4.12	25%
4 (Week 2)	Concepts of Music - Playing	Practical Assessment – Guitar	4.1, 4.2, 4.3, 4.11, 4.12	50%
4 (week 4)	Music Genres and the Orchestra	Knowledge Assessment	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12	25%
				SEMESTER TOTAL 100%

This schedule may change

ETASC Year 8 Technology Assessment Schedule 2026					
Term	**Unit**	**Task Type**	**Outcomes**	**Weight**	**Duration**
1 Week 9	Digital Technologies	Practical Assessment – Coding Playground Express	TE4-1DP, TE4-2DP, TE4-4DP, TE-7DI, TE4-10TS	40%	1 hours
2 Week 4	Digital Technologies	Theory Examination	TE4-1DP, TE4-2DP, TE4-10TS	60%	2 hours
					SEMESTER TOTAL 100%
3 Week 8	Engineered Systems	Practical Assessment	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4- 9MA	60%	2 hours
4 Week 5	Engineered Systems	Theory Assessment	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	40%	2 hours
					SEMESTER TOTAL 100%

This schedule may change

Version Control

Document name			
Version Number	*Purpose / Change*	*Author*	*Date*
0.1	Created	K. Wheeler	21/01/2026
1.0 APPROVED BY:			DATE: