



Assessment Handbook 2024

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Purpose of the Assessment Handbook

This booklet will assist you to keep track of when your major assessments and examinations are due for all your courses.

Completing assessments and examinations is a compulsory part of your studies in High School.

Your course assessment schedule outlines the nature and components of the assessment, including task details, its weighting, the outcomes and marking criteria you are being assessed against in the task.

Issuing Assessment Tasks

You will be given a **written Assessment Task notification** via Google Classroom outlining the details of the task and the due date for all components of the task. This will be received at least **2 weeks** before the due date listed in the assessment schedule.

A hard copy of the written notification may also be issued for some subjects.

Assistance with Assessment Tasks

If you need support with your assessment tasks, please speak to your class teacher for the course, the Head Teacher of the subject, Head Teacher Learning and Support, a member of the Learning and Support Team, or the Librarian. You may also speak with your mentor (SP teacher) or another teacher you feel comfortable talking to.

Completing and backing up copies of Assessment Tasks

Students should only use the free Office 365 or the apps in G-Suite located on their portal to ensure the teacher can access the documents for marking.

Students should keep a copy of all tasks on their desktop or in hard copy in case there is an issue later.

Disability provisions

Students with additional needs or temporary disabilities like an injury, may require support with their assessment tasks. Suitable modifications may be made prior to tasks being issued to support the student to ensure the student has equitable access to the assessment task.

At times, students may need to apply for Disability Provisions to be eligible to receive additional support during examinations and in-class assessments. The Disability Provisions Policy and application are located on the school website.

Students need to complete the current Disability Provisions application at least three weeks prior to the assessment due date. Approval is granted by the principal in consultation with the Head Teacher Learning and Support. Approval must be in place before students access provisions.

These provisions may include but are not limited to assistive technology (not including computers or laptops unless under exceptional circumstances), reader or writer, additional time, coloured paper and different sized font.

Unsuccessful applicants may speak to their Learning and Support Teacher to lodge an appeal.

Extensions for Assessment Tasks

To seek an extension of your due date, your parents need to complete an Extension Request form and submit it to the faculty Head Teacher for consideration at least one week in advance of the due date of the task.

Each extension request is judged on an individual basis and approval is at the Head Teacher's discretion.

Extension applications are available from the Front Office or located on the school's website under the Assessment and Reporting Tab. A sample is located at the end of the assessment handbook.

Submitting Assessment Tasks

You **must submit tasks on the due date** established for each task. Please talk to your teacher early if you are having problems with the task so they can assist you.

Hard copies of assessments are to be handed to your teacher **during class time** on the day it is due to support the teachers marking the task. Printing facilities are available in the library at recess and lunch.

If the task states you can submit a soft copy, this is to be completed via your Google Classroom page only. USBs will not be accepted by your teacher.

Technology issues including printing, file corruption or empty document files, email issues do not constitute a reason for an Extension or Illness/Misadventure request.

Students who cannot submit their task during class time, need to discuss this with their teacher to negotiate a time for when this is to be submitted without penalty.

You will be required to sign a register to indicate you have submitted the task on the due date.

Very rarely, issues arise where a student's assessment task or digital copy has been lost or corrupted. Students will be asked to submit another copy of their assessment task in the appropriate format.

If a copy cannot be provided and there is clear evidence on the assessment register that the student submitted the assessment task on time, the student will receive an estimate for the task based on their average performance on the rest of their assessment tasks.

Students are reminded to keep a copy of the assessment task.

Late policy

Year 7-9 students will **lose 10%** of the final assessment mark **each day from the due date for 3 consecutive school days**.

On the **4th** school day, students will receive a **zero** for the assessment. **Students will still be required to submit a satisfactory attempt at the task, even if they are given a zero.**

If you are absent on the due date, you must submit the assessment task with a completed Illness/Misadventure Form and a doctor's certificate on the first day that you return to school, whether you have the class or not. Failure to supply a doctor's certificate may result in a zero being awarded for the task.

A Letter of Concern will be sent home for every missed assessment task to indicate the penalty incurred by missing the due date, and the new due date.

Students may also be placed on the Loss of Privilege list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.

Illness and Misadventure Applications

It is important you attempt to meet your deadlines. If you know you are going to be away, submit your task the day before it is due or negotiate with your teacher to have it submitted online by the due date.

If you are absent on the due date, you must complete an Illness/Misadventure application and submit it with the completed task on the first day you return to school to your teacher, even if you do not have their class that day.

Failure to do this may result in you receiving a late penalty.

Illness/Misadventure applications are available from the Front Office or located on the school's website under the Assessment and Reporting Tab. A sample is located at the end of the assessment handbook.

Receiving an estimate for an assessment task

Due to extenuating circumstances listed in an Illness/Misadventure application, Head Teachers, in consultation with the Senior Executive, may deem it appropriate to issue an estimate for a missed assessment task.

An estimate will be calculated at the end of the course and will be based on the student's average performance across their other assessment tasks. An estimate can ordinarily be given only once during an academic year for each course.

Malpractice in Assessment Tasks

Students must demonstrate ethical scholarship and complete their own assessment tasks.

Malpractice may include plagiarism, cheating and collusion. Students will receive marks on their own work and not the sections that have been plagiarised or where there is evidence that someone else has completed the task.

Students who have completely plagiarised their assessment may receive a zero.

Students engaging in malpractice will have a Letter of Concern sent home indicating the penalty incurred.

Electronic devices during examinations and in class assessment tasks

Students are not to bring or access electronic devices during examinations and in-class assessment tasks, unless with prior approval from the class teacher, or the Learning and Support Team in consultation with the faculty Head Teacher or prescribed in the assessment. At times, this may include calculators.

Misbehaviour during in-class assessment tasks

All students have the right to a quiet classroom during in-class assessments to allow them to do their best.

Students need to manage their behaviour for the duration of the task. Spending time reviewing and editing responses will assist students to do this. Ask for some scrap paper as a distraction or bring something to read you are interested in (note that this may not be permitted in all subjects; you will need to confirm with your teachers). Students disrupting assessment tasks will receive appropriate consequences.

Misbehaving students may be ejected from the classroom and not be given an opportunity to finish their task.

Non-serious or unsatisfactory attempts at assessment tasks

All assessment tasks are designed so that all students should be able to achieve at least 50% of the marks assigned in the assessment task.

Modifications are also made for students with additional needs to ensure they can complete the assessment.

If a submission is deemed to be a non-serious or unsatisfactory attempt, the teacher will issue you with a penalty which may include receiving a zero. You will be expected to make a satisfactory attempt at the assessment.

Examination or in-class assessment Rules

Examination may occur in the classroom, computer labs or the hall. Students must ensure they follow the rules set out for examinations or in-class assessment tasks. See the Misbehaviour during an assessment task section.

For formal examinations and in-class assessments:

- you must be in complete school uniform – dress appropriately for the weather and the space your examination will be held in.
- Be on time for the examination or assessment– go to the toilet before the examination commences.
- Inform the Head Teacher of the subject if you will be absent by submitting an Extension request at least one week in advance to arrange an alternative time to complete the task.
- Inform the Head Teacher of the subject if you are away on the morning of an examination. Submit an Illness/Misadventure form to justify all absences from scheduled examinations on the first day you return to school to avoid a possible penalty.
- For examinations in the hall, assemble ten minutes before the commencement of the examination.
- Follow all instructions both inside and outside the examination area.
- Leave bags and personal belongings in the allocated space for the examination.
- Turn off unapproved electronic devices and put away all study notes.
- Do not talk once you enter the examination space.
- Have approved materials including your writing equipment visible on your desk for the examiners to review. This includes approved ALARM scaffolds and a clear unlabelled bottle of water.
- At all times, respect the rights of others by behaving appropriately.
- You will be expected to stay in the examination room until the end of the scheduled period for your assessment.

Invalidating Assessment Task

An assessment task may be declared invalid if it can be clearly demonstrated that one or more students were given an unfair advantage; a task was disrupted due to an unforeseen circumstance with an emergency evacuation or network malfunction; or the task produced results that are significantly different to those to be expected to be produced by the cohort.

Students or parents who feel that an assessment task meets one or more of these criteria to be considered an invalid assessment need to raise the issue with the class teacher and the faculty Head Teacher.

The faculty Head Teacher will investigate the claim and in consultation with the Senior Executive will make a final determination on the validity of the claim.

In the event the assessment task was deemed invalid, all students affected will be issued with a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.

School based appeal requests

Appeal requests may be submitted when you have sought and been denied an Illness/Misadventure Request, an Extension Request, a Disability Provisions application, issued a Letter of Concern, or N Award, N Determination Warning or N Determination notification or failed to complete a Program of Improvement.

Appeal request forms are found on the school website and must be submitted to the principal within 48 hours of receiving a rejection, letter, or notification. You must include a copy of your completed Illness/Misadventure or Extension Request form, your Disability Provisions application, or relevant notification documentation.

Appeal requests should only be made in circumstances where you truly believe the Head Teacher or Deputy Principal has not considered all facts in your case. The principal reserves the right to uphold or reject your appeal after careful consideration of all the circumstances of your situation.

Glossary of Key Terms

HSC 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 Term	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

Year 8 2024 Assessment Calendar

Term 1	Semester One
Week 1-5	
Week 6	Science Task 1
Week 7	
Week 8	Mathematics Task 1, PDHPE Task 1, Technology Task 1, English Task 1
Week 9	Geography Task 1
Week 10	
Week 11	Visual Arts Task 1
Term 2	
Week 1	Geography Task 2
Week 2	Assessment Free Week
Week 3-4	Examination Week 3-4 English Task 2, Geography Task 3, LOTE Task 2, Mathematics Task 2, PDHPE Task 2, Science Task 2
Week 5	
Week 6	
Week 7	
Week 8	Technology Task 2
Week 9	
Week 10	Visual Arts Task 2
Term 3	Semester Two
Weeks 1-4	
Week 5	
Week 6	LOTE Task 3
Week 7	Mathematics Task 3, Science Task 3
Week 8	PDHPE Task 3, Technology Task 3
Week 9	History Task 1
Week 10	English Task 3, Visual Arts Task 3
Term 4	
Week 1	History Task 2
Week 2	Assessment Free Week
Week 3-4	Examination week – Week 3-4 for some subjects only YEAR 8 VALID EXAMINATION English Task 4, History Task 3, LOTE Task 4, Mathematics Task 4, PDHPE Task 4, Science Task 4, Visual Arts Task 4
Week 5-10	Assessment Free Weeks

My 2024 Assessment Calendar

Term 1	Semester One
Week 1-5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Term 2	
Week 1	
Week 2	Assessment Free Week
Week 3-4	Examination Week 3-4
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 3	Semester Two
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 4	
Week 1	
Week 2	Assessment Free Week
Week 3-4	Examination week – Week 3-4 for some subjects only YEAR 8 VALID EXAMINATION
Week 5-10	Assessment Free Weeks

FOCUS AREA	OUTCOMES
Reading, viewing and listening to texts	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
Understanding and responding to texts.	A student: 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
Expressing ideas and composing texts	A student: 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

YEAR 8 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 8	Term 2 Weeks 3-4	Term 3 Week 10	Term 4 Weeks 3-4
OUTCOMES		EN4-ECA-01, EN4- ECB 01	EN4-URA-01	EN4-URB-01, EN4- URC-01	EN4-RVL-01
Syllabus Components	Component Weighting	Detective Fiction	Half Yearly Examination	Novel Study	Yearly Examination
TOTAL	100%	25%	25%	25%	25%

Year 8 Geography

Head Teacher: Mr Lester

This is a semester-based course.

OBJECTIVES	OUTCOMES
Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales	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.
develop knowledge and understanding of interactions between people, 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.
apply geographical tools for geographical inquiry	GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
develop skills to acquire, process and communicate geographical information	GE4-8 communicates geographical information using a variety of strategies

YEAR 8 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 9	Term 2 Weeks 3-4	Term 2 Week 4
OUTCOMES		4-3, 4-7	4-3, 4-4, 4-7, 4-8	4-5, 4-7
Syllabus component	Component Weighting	Impact of Tourism Task	Portfolio	Semester Test
Acquiring geographical information	30%	10%	10%	10%
Processing Geographical information	35%	15%	5%	15%
Communicating geographical information	35%	15%	5%	15%
TOTAL	100%	40%	20%	40%

This is a semester-based course.

OBJECTIVES	OUTCOMES
<p><i>Students:</i> develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia.</p> <p>develop knowledge and understanding of ideas, movements, people, and events that shaped past civilisations, the modern world and Australia.</p>	<p>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 over time.</p>
<p>develop skills to undertake the process of historical inquiry.</p>	<p>HT4-5 identifies the meaning, purpose, and context of historical sources. HT4-6 uses evidence from sources to support historical narratives, 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.</p>
<p>develop skills to communicate their understanding of history.</p>	<p>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.</p>

YEAR 8 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 3 Week 9	Term 3 Week 3	Term 3 Weeks 3-4
OUTCOMES		4-2, 4-3, 4-6, 4-8, 4-9, 4-10	4-4, 4-5, 4-6, 4-7	4-2, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9
Syllabus Components	Component Weighting	Empathy Task	Portfolio	Semester Examination
Historical Tools	25%	10%	5%	10%
Source Material	25%	10%	5%	10%
Collecting, analysing, and organising historical information	25%	10%	5%	10%
Communication	25%	10%	5%	10%
TOTAL	100%	40%	20%	40%

OBJECTIVES	OUTCOMES
Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating	A student: LIT/SP4-1C uses Italian/Spanish to interact with others to exchange information, ideas and opinions, and make plans
Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts	LIT/SP4-2C identifies main ideas in, and obtains information from texts LIT/SP4-3C organises and responds to information and ideas in texts for different audiences
Composing – creating spoken, written, bilingual, digital and/or multimodal texts	LIT/SP4-4C applies a range of linguistic structures to compose texts in Italian/Spanish, using a range of formats for different audiences
Systems of language – understanding the language system, including sound, writing, grammar, text structure; and how language changes over time and place	LIT/SP4-5U applies Italian/Spanish pronunciation and intonation patterns LIT/SP4-6U applies features of Italian/Spanish grammatical structures and sentence patterns to convey information and ideas LIT/SP4-7U identifies variations in linguistic and structural features of texts
The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity	LIT/SP4-8U identifies that language use reflects cultural ideas, values and beliefs

YEAR 8 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		PROGRESSIVE	Term 2 Weeks 3-4	Term 3 Week 6	Term 4 Weeks 3-4
OUTCOMES		LIT/SP4-1C LIT/SP4-3C LIT/SP4-5U	LIT/SP4-1C LIT/SP4-2C LIT/SP4-4C LIT/SP4-6U LIT/SP4-7U LIT/SP4-8U	LIT/SP4-1C LIT/SP4-2C LIT/SP4-7U LIT/SP4-8U	LIT/SP4-1C LIT/SP4-2C LIT/SP4-3C LIT/SP4-4C LIT/SP4-6U LIT/SP4-7U LIT/SP4-8U
Syllabus Components	Component Weighting	In Class Vocabulary Acquisition	Topic Test	Listening Task	Yearly Examination
Listening and responding	25%	5%		20%	
Reading and responding	35%		15%		20%
Speaking	20%	20 %			
Writing	20%		10%		10%
TOTAL	100%	25%	25%	20%	30%

OBJECTIVES		OUTCOMES
<p><i>Students will:</i> Working Mathematically develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematics concepts, choosing and applying problem solving skills and mathematical techniques, communication and reasoning</p>	<p>Communicating</p> <p>Problem Solving</p> <p>Reasoning</p>	<p><i>A student:</i> MA4-1WM: communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols MA4.2WM: applies appropriate mathematical techniques to solve problems MA4-3WM: recognises and explains mathematical relationships using reasoning</p>
<p>Number and Algebra Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisations</p>	<p>Computation</p> <p>Place Value, Decimals and Fractions</p> <p>Algebraic Techniques</p> <p>Equations</p> <p>Indices</p>	<p>MA3-4NA: orders, reads and represents integers of any size and describes properties of whole numbers MA3-5NA: selects and applies appropriate strategies for addition and subtraction with counting numbers of any size MA3-6NA: selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation MA4-4NA: compares, orders and calculates with integers, applying a range of strategies to aid computation MA3-7NA: compares, orders and calculates with fractions, decimals and percentages MA4-5NA: operates with fractions, decimals and percentages MA3-8NA: analyses and creates geometric and number patterns and locates points on the Cartesian plane MA4-8NA: generalises number properties to operate with algebraic expressions MA4-11NA: creates and displays number patterns; graphs and analyses linear relationships MA3-8NA: analyses and creates geometric and number patterns, constructs and completes number sentences MA4-10NA: uses algebraic techniques to solve simple linear equations MA4-9NA: operates with positive-integer and zero indices of numerical bases</p>
<p>Measurement and Geometry Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems</p>	<p>Angles</p> <p>Length, Perimeter and Area</p>	<p>MA3-16MG: measures and constructs angles, and applies angle relationships to find unknown angles MA4-18MG: identifies and uses angle relationships, including those related to transversals on sets of parallel lines MA3-9MG: selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length MA3-10MG: selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles MA4-12MG: calculates the perimeters of plane shapes and the circumferences of circles MA4-13MG: uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</p>
<p>Statistics and Probability Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgments</p>	<p>Probability</p>	<p>MA3-19SP: conducts chance experiments and assigns probabilities as values between 0 and 1 to describe their outcomes. MA4-21SP: represents probabilities of simple and compound events</p>

YEAR 8 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 8	Term 2 Weeks 3-4	Term 3 Week 7	Term 4 Weeks 3-4
OUTCOMES		MA4-8NA, MA4-9NA	MA4-8NA, MA4-9NA, MA4-10NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG	MA4-5NA, MA4-6NA, MA4-7NA, MA4-10NA	All outcomes may be assessed
Syllabus Components	Weighting	Class Test	Half Yearly Examination	Released Test	Yearly Examination
TOTAL	100%	15%	30%	25%	35%

OBJECTIVES	OUTCOMES
Knowledge and understanding	PD4-1 examines and evaluates strategies to manage current 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 resource sot 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
Skills	PDe-9 practises self-management skills in familiar and unfamiliar scenario PDe-10 use interpersonal skills to effectively interact with others PDe11 demonstrates how the body moves in relation to space, time, objects, effort and people

YEAR 8 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	PROGRESSIVE
DATE DUE		Term 1 Week 8	Term 2 Weeks 3-4	Term 3 Week 8	Term 4 Weeks 3-4	Ongoing
OUTCOMES		All	All	All	All	All
Syllabus Components	Component Weighting	Task 1	Task 2	Task 3	Task 4	Ongoing
TOTAL	100%	20%	20%	20%	20%	20%

OBJECTIVES	OUTCOMES
<p>Students will Values and Attitudes develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.</p> <p>develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.</p>	<p><i>A student:</i> SC4-1VA appreciates the importance of science in their lives and the role of scientific enquiry in increasing understanding of the world around them. SC4-2VA shows a willingness to engage in finding solutions to science- related personal, social, and global issues, including shaping sustainable futures. SC4-3VA demonstrates confidence in making reasonable, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.</p>
<p>Skills develop knowledge, understanding of and skills in applying the processes of Working Scientifically</p>	<p>SC4-4WS identifies questions and problems that can be tested scientifically and make predictions based on scientific knowledge. SC4-5WS follows a sequence of instructions to safely undertake a range of investigation types, individually and collaboratively. SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, individually or collaboratively. SC5-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends and relationships and draw conclusions. SC4-8WS selects and uses appropriate strategies and skills to produce creative and plausible solutions to problems. SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.</p>
<p>Knowledge and Understanding develop knowledge of the Physical World, Earth and Space, Living World and Chemical</p>	<p>SC4-10PW describes the action of unbalanced forces. SC4-11PW discusses how scientific knowledge and developments help find solutions to problems involving energy transformations. SC4-12ES describes the dynamic nature of models, theories, and laws in understanding the Earth and Solar System.</p>
<p>World, and understanding about the nature, development, use and influence of science</p>	<p>SC4-13ES explains advances in scientific understanding of processes that occur within the Earth, influencing the choices people make upon resources. 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 particles. SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds, mixtures relate to their uses in everyday life.</p>

YEAR 8 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 6	Term 2 Weeks 3-4	Term 3 Week 7	Term 4 Weeks 3-4
OUTCOMES		SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-10PW	SC4-7WS SC4-9WS SC4-14LW	SC4-7WS SC4-9WS SC4-17CW	SC4-7WS SC4-11PW SC4-14LW SC4-17CW
Syllabus Components	Component Weighting	Research Task	Half-Yearly Examination	Group Research Task	Yearly Examination
Working Scientifically	50%	20%	5%	15%	10%
Knowledge and understanding	50%	5%	20%	5%	20%
TOTAL	100%	25%	25%	20%	30%

OBJECTIVES	OUTCOMES
<p>Students develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ● practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects ● thinking skills when designing and producing digital and non-digital solutions ● skills in project management and evaluation when designing and producing solutions ● how traditional, contemporary and advancing technologies are used when designing sustainable products and solutions ● how data is used in the development and automation of digital solutions ● the role of people and technologies in developing innovative solutions for preferred futures 	<p>Design and Production Skills</p> <p>A student:</p> <p>TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</p> <p>TE4-2DP plans and manages the production of designed solutions</p> <p>TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects</p> <p>TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language</p> <p>TE4-5AG investigates how food and fibre are produced in managed environments</p> <p>TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating</p> <p>TE4-7DI explains how data is represented in digital systems and transmitted in networks</p> <p>TE4-8EN explains how force, motion and energy are used in engineered systems</p> <p>TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</p> <p>TE4-10TS explains how people in technology related professions contribute to society now and into the future</p>

YEAR 8 ASSESSMENT	TASK 1	TASK 2	TASK 1
DATE DUE	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
OUTCOMES	TE4-8EN TE4-9MA	TE4-7DI TE4-10TS	TE4-4DP TE4-2DP
Syllabus Component	Materials Technology – Practical Project	Digital Technologies Portfolio	Digital Technologies Coding Product
TOTAL	30%	30%	40%

OBJECTIVES	Area of Content	OUTCOMES
<i>Students will:</i> 1. develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames	Practice	<i>A student:</i> 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
	Conceptual framework	4.2 explores the function of and relationships between artist – artwork – world – audience
	Frames	4.3 makes artworks that involve some understanding of the Frames
	Representation	4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
	Conceptual strength and meaning	4.5 investigates ways to develop meaning in their artworks
	Resolution	4.6 selects different materials and techniques to make artworks

Critical and historical studies

OBJECTIVES	Area of Content	OUTCOMES
<i>Students will:</i> 2. develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames	Practice	<i>A student:</i> 4.7 explores aspects of practice in critical and historical interpretations of art
	Conceptual framework	4.8 explores the function of and relationships between the artist – artwork – world – audience
	Frames	4.9 begins to acknowledge that art can be interpreted from different points of view
	Representation	4.10 recognises that art criticism and art history construct meanings

YEAR 8 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	Term 4 Weeks 3-4
OUTCOMES		4.1-4.8	4.1-4.9	4.1-4.8	4.1-4.10
Syllabus Components	Component Weighting	Task 1	Task 2	Task 3	Task 4
Practice	80%	20%	20%	20%	20%
Critical/ Historical study	20%	5%	5%	5%	5%
TOTAL	100%	25%	25%	25%	25%

GLENMORE PARK HIGH SCHOOL: N-AWARDS FLOWCHART

YEAR 7, 8, 9

REASON #A
LACK OF DILIGENCE & SUSTAINED EFFORT

INCLUDES: Extensive unexplained absence (under 85% attendance), classwork,

A: NOT followed the course developed or endorsed by the Board)

B: NOT applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school)

C: NOT achieved some/all of course outcomes

REASON #B
NON-COMPLETION OF ASSESSMENT TASK

INCLUDES: Can include plagiarism, non-serious attempt, or continued/deliberate avoidance of exams.

A: NOT followed the course developed or endorsed by the Board

B: NOT applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school

C: NOT achieved some/all of course outcomes

TEACHER TO ISSUE:	N AWARD: NON-COMPLETION 7-9 LETTER		
<ul style="list-style-type: none"> <input type="checkbox"/> CREATE a Sentral entry under Wellbeing: N Award: Non completion tab <input type="checkbox"/> COMPLETE all boxes. Include task number, title, and weighting <input type="checkbox"/> MARK entry as 'Further Action Required'. <input type="checkbox"/> ATTACH/OUTLINE work to be completed AND/OR assessment task AND/OR notification of exam catch-up 	<ul style="list-style-type: none"> <input type="checkbox"/> SET date for work/task to be completed to <u>at least</u> 3 weeks later (based on outcomes) OR set exam catch-up for nearest available opportunity. <input type="checkbox"/> RECORD zero in Sentral mark book 	<ul style="list-style-type: none"> <input type="checkbox"/> SELECT and EDIT the N Award Non-Completion 7-9 letter <input type="checkbox"/> PRINT three copies and have them signed by HT and DP: <input type="checkbox"/> GIVE copy 1 to student. <input type="checkbox"/> MAIL copy 2 to parent/carer. <input type="checkbox"/> FILE copy 3 in office for school records. 	<ul style="list-style-type: none"> <input type="checkbox"/> TELEPHONE parent/carer to discuss <input type="checkbox"/> MEETING with student to discuss <input type="checkbox"/> ANNOTATE Sentral entry with conversation details

NON-ATTEMPT
 WORK/TASK NOT COMPLETED
 (Within 2 weeks)

2 WEEKS LATER
 DETERMINE IF WORK/TASK HAS BEEN COMPLETED

COMPLETED
 WORK/TASK COMPLETED
 (Within 2 weeks)

TEACHER TO REPEAT CONTACT PHASE

- USE a **COURSE COUNT** for numbering letters. **DO NOT** use a task count.
- REFER to Head Teacher if assessment remains outstanding.

TEACHER

- CHANGE status of Sentral record for N-Award Warning to 'Completed' and 'Resolved'.

HEAD TEACHERS REVIEW SENTRAL N-AWARD NON-COMPLETION WARNINGS	DEPUTY PRINCIPAL
<ul style="list-style-type: none"> <input type="checkbox"/> CHECK N-Award Warnings for faculty each term, Weeks 5 and 10. <input type="checkbox"/> CHECK that teachers in faculty have redeemed / referred on N-Award Warnings for students. <input type="checkbox"/> Once a student has failed to redeem (combined) assessment tasks over 50%, coordinate a parent meeting to discuss the student's lack of progress in the course. <input type="checkbox"/> SET up meeting with parents/carers, and student <input type="checkbox"/> CREATE a plan to resolve the N Award Non-Completion letter(s) <input type="checkbox"/> ANNOTATE Sentral entry with conversation details <input type="checkbox"/> CHANGE status of Sentral Entry to RESOLVED <input type="checkbox"/> REFER students with unresolved N Award Non-Completion Warning to the Deputy Principal for disciplinary action 	<ul style="list-style-type: none"> <input type="checkbox"/> DISCUSS concerns about student's progress with parents/carers, and student. <input type="checkbox"/> ISSUE consequence for failing to meet course requirements. <p style="text-align: right;">Year 8 2024 Assessment Handbook v1</p>



Glenmore Park High School

Glenmore Parkway
Glenmore Park NSW 2745
Ph: 02 4733 0155
Fax: 02 4733 0984

Email: glenmore-h.school@det.nsw.edu.au

Application for school-based Illness-Misadventure

If you are unable to complete an assessment task due to an illness or misadventure on or before the due date the school must be advised immediately. Where possible, it is best the school is notified before the due date.

Students seeking an extension or special consideration on the grounds of illness and/or misadventure must submit this completed application with a copy of the relevant documentation (e.g. Doctor's certificate) **on the first day of returning to school.**

PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: _____ Year: _____

Course Name: _____ Class Teacher: _____

Task: _____

Date Set: _____ Date Due: _____

Date school advised of illness/misadventure: _____ Person advised: _____

Student signature: _____

Parent Signature: _____ Date: _____

PART B: Class teacher section

This section must be completed by the class teacher **BEFORE** presenting this form to the subject Head Teacher.

Class Teacher Recommendation (Tick one)

I recommend this application be upheld: I recommend this application not be upheld:

Comment:

Signature of Class Teacher: _____ Date: _____

PART C: Head Teacher section

Action to be taken by the class teachers.

Provide an estimate based on all other assessment task Student required to complete an alternate task

Extension granted until _____ Zero mark to be awarded for late submission

Other action: _____

Signature of Head Teacher: _____ Date: _____



Glenmore Park High School

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Fax: 02 4733 0984

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Application for an Extension

Students seeking an extension must submit this completed application with a copy of the relevant documentation, a minimum of one week prior to the due date to the Head Teacher of the relevant faculty.

PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: _____ Year: _____

Course Name: _____ Class Teacher: _____

Task: _____

Date Set: _____ Date Due: _____

Date school advised of extension request: _____ Person advised: _____

Student signature: _____

Parent Signature: _____ Date: _____

Reason for the extension request:

PART B: Head Teacher section

This section must be completed by the class teacher **BEFORE** presenting this form to the subject Head Teacher.

Head Teacher Recommendation

I recommend this application be upheld I recommend this application not be upheld

Comment:

Signature of Class Teacher: _____ Date: _____

PART C: Class Teacher Action

Action to be taken by the class teachers.

Provide an estimate based on all other assessment task Student required to complete an alternate task

Extension granted until _____

Other action: _____

Signature of Head Teacher: _____ Date: _____



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Application for an Appeal

This form must be submitted within **48 hours** of receiving a denial for an Illness-Misadventure or after receiving an N Determination Warning letter. Attach a copy of your original Illness-Misadventure request form and supporting documentation.

PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: _____ Year: _____

Course Name: _____ Class Teacher: _____

Task: _____

Date Set: _____ Date Due: _____

Grounds for an Appeal: Tick the appropriate category

- Denied an Illness-Misadventure Request
- Issued with a N Determination Warning letter
- Issued with a final N Determination in Course letter

Clearly state the reasons for seeking an appeal:

PART B: Deputy Principal/Principal section

Things to consider: (Tick all that apply)

- Has the student submitted the appeal within 48 hours?
- Student has a pattern of not meeting deadlines.
- Documentation to support application is attached
- There were reasonable grounds for request denial

Decision

- Uphold the appeal
- Reject the appeal

Reason:

Signature of Deputy Principal/Principal: _____

Date: _____
Year 8 2024 Assessment Handbook v1