

ASSESSMENT BOOKLET
YEAR 8



COLYTON HIGH SCHOOL

2023

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Record of School Achievement Assessment Policy

NESA Requirements

Requirements for the award of the Record of School Achievement

To qualify for the Record of School Achievement, a student must:

- satisfactorily complete the mandatory curriculum requirements of NESA;
- attend school until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools.

Note 1: Where a principal determines that a student is in danger of not satisfactorily completing any course over Years 7–10 that is part of the mandatory curriculum requirements, the student must be given warning of the consequences in sufficient time for the student to meet the mandatory course requirements to retain Record of School Achievement eligibility.

Note 2: Where a student has not met all mandatory requirements by the end of Year 10, the student will not receive a Record of School Achievement in that year. The student may receive a Statement of Attainment showing all grades awarded, including 'N' determinations, for courses studied in Stage 5.

Pattern of Study

The Board's mandatory curriculum requirements for the award of a Record of School Achievement are listed below. This core curriculum for the Record of School Achievement is mandatory for all government schools, accredited non-government schools, schools outside NSW recognised by NESA.

All time allocations are indicative. Indicative time is the time expected for a typical student to achieve the objectives and outcomes of the course. The indicative time for a course is therefore directly related to that course's objectives and outcomes. Students undertaking Life Skills outcomes and content in one or more courses must meet mandatory curriculum requirements in each key learning area.

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Art and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

In addition, a minimum of 2 x 200 hrs elective courses studied in Years 9 and 10.

Satisfactory Course Completion

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESAs; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate to the student's absence to the non-completion of the course requirements.

School Assessment Procedures

Rights and Responsibilities

The school has the responsibility for providing:

- Guidelines for assessment in each course.
- An assessment schedule and course requirements for each course.
- At least two weeks written notification that an assessment task will take place or be due on a particular date. Where appropriate this will include details of the specific nature of the task e.g. an essay question for a hand-in task.
- At least two weeks notice of a change to a previously notified assessment task.
- Prompt feedback on each assessment task. If students have concerns about a mark or rank on a particular task, they should speak to their teacher as soon as possible after the issue of results.
- Advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination.
- Advice on the procedures and consequences which flow from failure to maintain satisfactory progress in coursework or assessment.

As a student, you are responsible for:

- Meeting all course requirements.
- Applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course.
- Making a serious attempt at all assessment tasks.
- Your personal honesty - work submitted must be your own work and sources consulted or quoted must be acknowledged.
- Submitting all tasks on or before the due date.

Submitted Assessment Task

There are many types of assessment tasks. Some tasks will be completed in class; others will need to be completed during study periods and at home, while other tasks will need to be completed both in class and at home, or be an examination.

You cannot take time off any class to complete an assessment task.

- On the due date, tasks must be submitted as per submission instructions.
- Students who do not submit their own work can expect to receive zero marks for the task. The task will be recorded as a non-attempt and an 'Unsatisfactory Completion of Task' letter will be issued.
- Assessment tasks must be submitted in the format specified on the assessment notification and/or approved by the course teacher. Digital submissions must be able to be viewed by teachers for marking on a standard DoE device.

Absence from or Non-Completion of Assessment Tasks

- a) If the student is on work placement, other VET requirements or representing the school at an approved function, the task must be submitted on the first day of expected return. Students should give the class teachers prior notice of this absence.
- b) Other leave is applied for prior to the assessment due date through written application on an exemption form. Leave cannot be taken without the approval of the Principal. An extended period of leave may prevent the student from meeting NESAs course requirements and this may result in the student having to repeat the year.
- c) The absence was genuinely unforeseeable (e.g. illness) and immediate contact is made by the parent on the day of the task, confirmed subsequently in writing, between parent and the teacher, Head Teacher or Deputy Principal. A doctor's certificate must be supplied to the Teacher and Head Teacher immediately on return to school as part of a Misadventure Appeal. If required, an alternative task can be set that will not be the subject of appeal on the grounds of fairness by other students.

Note:

- i. Students who are continually absent on the days of scheduled assessment tasks may fail to meet NESAs requirements for the completion of tasks.
- ii. An assessment task mark of zero will be recorded following verbal contact from parents for formal examinations if documentation (see point (c) above) is not provided to the teacher and Deputy Principal immediately on return to school.

In the case of approved absence, the school will expect the student to sit for the task or an equivalent prior to or on the day of return. If the absence is a prolonged one, students may receive an estimate that will be determined at the end of the assessment process and following receipt of a doctor's certificate as part of a misadventure appeal.

Failure to complete any assessment task will automatically result in the task being recorded as a non-attempt and an Unsatisfactory Completion of Task letter will be issued.

Serious Attempts

Students will be considered as having made a serious attempt at a task if there is evidence that the student has made reasonable efforts (includes making serious attempt of all sections of the Assessment and/or Examination) and/or has tried to use the available resources to complete the requirements of the task. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.

Illness / Misadventure Appeals

Students are advised to complete all assessment tasks to the best of their ability and to advise the school immediately if circumstances will prevent them from doing so. Students who believe that special circumstances adversely affected their performance may submit an Illness / Misadventure Appeal Form (These forms are available from the Teacher, Head Teacher and Deputy Principals).

It is the student's responsibility to:

- submit the misadventure form to your relevant class teacher or the school office immediately upon return to school; and
- provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate certifying the illness at the time in question. Certificates obtained after the event will not be accepted.

If you are absent due to illness or misadventure on the day a task is due to be handed in, you should immediately contact your teacher and make all reasonable efforts to have the work delivered as negotiated by your teacher.

If your appeal is upheld, you will receive either the mark you actually gained on the task or a predicted mark, whichever is the higher. Since students frequently perform better in stressful circumstances than they expect, it is important to complete the task if possible rather than rely on predictions or estimations.

Malpractice in Examinations and Assessment Tasks

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned).

- Cheating in any task will result in an award of zero marks. Parents will be notified.
- Plagiarism is a serious offence. Students who submit the work of others without recognition may be given a mark of zero. The term "work of others" applies to all forms of information sources, whether it is copied, for example, from another student, a textbook, or from the internet.

Plagiarism is the use of somebody else's ideas or words as if they are your own. Any of the following, without fully acknowledging the original source, counts as plagiarism or academic dishonesty:

- Direct duplication in any assessment task or assignment, by using another's work or allowing it to be copied, whether from a book, article, website, another student's assignment or any other work.
- Paraphrasing of another's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained.
- Piecing together sections of the work of others as if it was all your own original work.
- Handing in your own work to a teacher which you have already handed in for assessment purposes in another subject.
- Producing assignments with the help of other people (e.g. another student or a tutor when independent work is required.)

In extended response answers and assignments it is appropriate to reference or footnote the following:

- The source of all quotations, statistics, etc.
- All material put in your own words or summarised from other sources such as books, articles and websites.
- Factual information not commonly known and accepted in the subject you are studying.
- A line of thinking borrowed from someone else.
- Tables, diagrams, maps and illustrations that are taken from other sources

If you are unsure of how to correctly reference or footnote an extended response or assignment in a given subject, you should consult your teacher before the assessment task is due. The school reserves the right for all assessment tasks submitted by students to be subject to tests for plagiarism.

Where a teacher suspects a student of plagiarism or other academic dishonesty, the following procedures will apply:

- a) The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
- b) The Head Teacher and the teacher together will, if necessary, further interview the student in order to establish the student's response to the alleged plagiarism.
- c) Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal.

Should a case of plagiarism or other academic dishonesty be established, the class teacher on advice given from the Deputy Principal, may do one or more of the following:

- i. require the student to undertake additional assessment in that subject.
- ii. return a mark of zero for the assessment.
- iii. record the task as a non-attempt.
- iv. issue an Unsatisfactory Completion of Task letter

Examinations will be conducted as far as possible in accordance with NESAs procedures for the particular subject. These procedures cover such things as materials and equipment that may be taken into and used during examination.

In particular, it is an offence to take into or out of the examination room any material, including paper, blank or otherwise, that is not specifically authorised.

School Examination rules

Special examination provisions for students with special needs

Disability provisions in Year 8 are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. Special examination provisions may be approved if you have an approved special need that would, in a normal examination situation, prevent you from:

- reading the examination questions and/or
- communicating responses, in the standard amount of time

Students may be eligible for adjusted exam conditions or modified equipment eg extra time, separate space, modified seating or desk, computer.

Additionally, emergency provisions can be arranged if you have an accident / illness or misadventure just before the examination. You should immediately notify your Deputy Principal or Head Teacher Learning Support, in such a case.

Special examination provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination
- for lack of familiarity with the English language.

Certain special examination provisions may not be available for oral/speaking examinations, performances and projects.

Generally the school will provide conditions close to those that NESAs would approve for external exams such as the HSC.

Please discuss your special needs with the Deputy Principal or Head Teacher Learning Support as early as possible to allow for time to discuss your request and follow an approval process, which will allow sufficient time for the school to implement plans for successful applicants.

Examination attendance rules

If illness or misadventure occurs before the examination and you are still able to attend, notify your teacher before entering the examination. If a problem occurs during an examination, you should notify a supervising staff member at once.

You must notify your teacher at every examination session in which you consider your performances may have been affected by illness or misadventure.

If you are absent from an examination and lodge an illness/misadventure appeal that is declined by the school, you will not receive an examination result in that course.

Equipment for the examinations

The examination timetable contains a list of:

- a) equipment that you are expected to provide,
- b) optional items that you may bring if you wish.

It is your responsibility to make sure you obtain this list:

- Before the examination begins, the Examination Coordinator and examination supervisors will inspect any equipment brought into the examination room.
- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an illness/misadventure appeal on the grounds that your examination equipment did not work correctly.
- For the examinations in which scientific calculators are permitted, you may only use those calculators that appear on NESAs list of approved scientific calculators. Well before the examination, you should check that your calculator is approved.
- The list of approved scientific calculators, as well as the separate criteria for calculators in the Mathematics examination, can be found on NESAs website at:
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- Where students are permitted to take dictionaries into a Language examination, they must be monolingual and/or bilingual print dictionaries. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.
- You are not permitted to borrow equipment during examinations.
- Teachers and supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile telephones or other electronic devices.

Examination room procedures

You must sit at the desk with the place card or examination paper showing your name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.

You must remove your watch and place it in clear view on the examination desk. It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check examination papers to make sure that there are no pages missing.

For Year 8 examinations each subject may require specific conditions which is notes on the front page of the examination. During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations where dictionaries are permitted, you may consult your dictionary during reading time.

During written examinations, you must:

- read the instructions on the examination paper carefully as well as all questions. The Examination Coordinator and supervisors are not permitted to interpret examination questions or instructions relating to questions.
- write your name on all writing booklets, special answer books and answer sheets, unless that information is pre-printed.
- write preferably with black pen but blue pen is also acceptable. Pencils may be used only where instructed.
- make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets that an answer has been written in the wrong booklet. Do not rewrite your answers.
- stop writing immediately when told to do so by the supervisor.
- arrange completed papers according to the supervisor's instructions and wait for them to be collected.

You must not:

- begin writing until instructed to do so by the Examination Coordinator or supervisor;
- leave the examination room (except in an emergency). If you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room;
- Disturb the examination, you must remain seated and quiet;
- remove an examination paper from the examination room.

Conduct during the examinations

You must follow the day to day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course.

The Examination Coordinator and examination supervisors are in charge of students:

- when assembling before an examination;
- during the examination; and
- after the examination until all students have left.

You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.

You must not:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device including a digital media player into the examination room, unless approved by NESAs
- speak to any person other than a supervisor during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- attend an examination while under the influence of alcohol or illegal drugs
- take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- smoke in the examination room
- eat in the examination room except as approved by the Examination Coordinator, e.g. for diabetic students
- take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.
- dictionaries (except in language exams, if allowed)
- have correction fluid or correction tape in the examination room.

If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to the Head Teacher.

If you do not make a serious attempt at an examination, you may not receive a result in that course. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Teachers will bring to the Head Teacher's attention examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

Actions that breach the examination rules and may also be illegal will be reported to the police

Illness/misadventure appeals for Year 8 Examinations

If you believe that your performance in the examination was diminished because of circumstances beyond your control, you can lodge an illness/misadventure appeal.

If you were prevented from attending an examination, or you consider that your performance was affected by illness or misadventure immediately before or during the examination, it is your right and responsibility to lodge an appeal.

Appeal forms and the Illness/Misadventure Information Guide for Students are available from your Class Teacher/Head Teacher/Deputy Principal. These documents provide further details of appeal procedures, and it is important that you follow the instructions provided.

The illness/misadventure appeals process does not cover:

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in teaching;
- loss of study time or facilities prior to the formal study vacation;
- misreading of the timetable;
- misreading of examination instructions;
- failure to enter for the examination in the correct course;
- long-term illness such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination; and
- courses that are undertaken as a self-tuition student

If you have been granted special examination provisions such as extra time, you are generally not eligible for an illness/misadventure appeal unless you experience additional difficulties during the examinations.

It is important that you attend the examinations where possible, even in the case of illness/misadventure. The school will not uphold an illness/misadventure appeal if the reason for your absence is not considered to be sufficiently serious. You should consult the Head Teacher before deciding not to attend an examination. Advice from a relevant independent expert, such as a **doctor or a police officer, must** also be provided with your appeal, indicating why you were unable to attend the examination.

If your appeal is upheld, you will be given:

- an opportunity to catch up the examination, or
- an estimate based on your assessment and in-class results.

You must lodge any illness/misadventure appeals for Year 8 written examinations with your Head Teacher shortly after the examination in question. Appeals must be lodged within one week of the date of the examination, performance or submission. Late appeals will be considered only in exceptional circumstances. You will be notified of the results of your appeal on the same day as the release of your examination results.

Glossary of Key Terms

The following terms are used by NESA in the syllabus documents for your courses. They are also used in the HSC examinations. It is important that you develop an understanding of the meaning of these terms. You should talk to your teachers about them.

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 judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results of 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 (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/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 judgment 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 a 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

English – Year 8

Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Close Study of a Novel: Essay	Half Yearly Examination	Short Stories: Creative Writing	Coraline: Visual Design	Yearly Examination	
Term 1, Week 10	Term 2, Week 5-6	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4-5	
Outcomes assessed EN4-1A, EN4-3B, EN4-4B, EN4-5C	Outcomes assessed EN4-1A, EN4-2A, EN4-3B, EN4-5C	Outcomes assessed EN4-1A, EN4-3B, EN4-4B, EN4-5C	Outcomes assessed EN4-1A, EN4-2A, EN4-4B, EN4-6C	Outcomes assessed EN4-1A, EN4-2A, EN4-5C, EN4-8D	
20%	20%	20%	20%	20%	100

Course Outcomes:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning
EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-6C identifies and explains connections between and among texts
EN4-8D identifies, considers and appreciates cultural expression in texts

Mathematics – Year 8

Task 1	Task 2	Task 3	Task 4	Task 6	Weighting %
Open Book Test	Non Calculator Test	Half Yearly Examination	Assignment/ Technology Task	Yearly Examination	
Term 1, Week 6	Term 1, Week 9	Term 2, Week 5-6	Term 3, Week 6	Term 4, Week 5	
MA4-5NA, MA4-6NA	MA4-1WWM, MA4-2WWM, MA4-3WWM	MA4-9NA, MA4-16MG, MA4-13MG, MA4-11NA	MA4-19SP, MA4-20SP, MA4-14MG	MA4-7NA, MA4-8NA, MA4-10NA, MA4-21SP	
25%	0%	25%	25%	25%	100

Course Outcomes:

<p>MA4-5NA operates with fractions, decimals and percentages</p> <p>MA4-6NA solves financial problems involving purchasing goods</p> <p>MA4-9NA operates with positive-integer and zero indices of numerical bases</p> <p>MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems</p> <p>MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</p> <p>MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane</p> <p>MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations</p>	<p>MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays</p> <p>MA4-20SP analyses single sets of data using measures of location, and range represents probabilities of simple and compound events</p> <p>MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume</p> <p>MA4-7NA operates with ratios and rates, and explores their graphical representation</p> <p>MA4-8NA generalises number properties to operate with algebraic expression</p> <p>MA4-21SP represents probabilities of simple and compound events</p> <p>MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles</p>
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Science – Year 8

Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Topic Test	Depth Study	Half Yearly Examination	Practical Test	Yearly Examination	
Term 1, Week 5-6	Term 1, Week 9/10	Term 2, Week 5-6	Term 3, Week 6	Term 4, Week 4-5	
Outcomes assessed SC4-8WS, SC4-9WS SC4-14LW	Outcomes assessed SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Outcomes assessed SC4-9WS, SC4-11PW, SC4-14LW, SC4-15LW	Outcomes assessed SC4-5WS, SC4-6WS, SC4-7WS, SC4-16CW	Outcomes assessed SC4-8WS, SC4-9WS, SC4-11PW, SC4-12ES, SC4-13ES, SC4-16CW SC4-17CW	
20%	20%	20%	20%	20%	100

Course Outcomes:

<p>Working Scientifically</p> <p>SC4-4WS Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</p> <p>SC4-5WS Collaboratively and individually produces a plan to investigate questions and problems</p> <p>SC4-6WS Follows a sequence of instructions to safely undertake a range of investigation types collaboratively and individually</p> <p>SC4-7WS Processes and analyses data from firsthand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-8WS Selects and uses appropriate strategies, understanding and skill to produce creative and plausible solutions to identified problems</p> <p>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</p> <p>SC4-11PW Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations</p> <p>SC4-12ES Describes the dynamic nature of models theories and laws in developing scientific understanding of the Earth and solar system</p> <p>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</p> <p>SC4-14LW Relates the structure and function of living things to their classification, survival and reproduction</p> <p>SC4-15LW explains how new biological evidence changes people's understanding of the world</p> <p>SC4-16CW Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles</p> <p>SC4-17CW Explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life</p>
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PDHPE – Year 8

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
Striking Games	Half Yearly Examination	Invasion Games	Diversity and Inclusivity Task	Court Games	Yearly Examination	
Ongoing - Term 1	Term 2, Week 5-6	Ongoing – Term 2	Term 3, Week 3	Ongoing – Term 3	Term 4, Week 4-5	
Outcomes assessed PD4-5	Outcomes assessed PD4-6, PD4-7	Outcomes assessed PD4-9	Outcomes assessed PD4-3	Outcomes assessed PD4-11	Outcomes assessed PD4-1, PD4-2	
15%	20%	20%	10%	15%	20%	

Course Outcomes:

<p>Knowledge and Understanding – 50%</p> <p>PD4-1 Examines and evaluates strategies to manage current and future challenges</p> <p>PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others</p> <p>PD4-3 Investigates effective strategies to promote inclusivity, equality and respectful relationships</p> <p>PD4-6 Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity</p> <p>PD4-7 Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities</p>	<p>Skills – 50%</p> <p>PD4-5 Transfers and adapts solutions to complex movement challenges</p> <p>PD4-9 Demonstrates self-management skills to effectively manage complex situations</p> <p>PD4-11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences</p>
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Geography – Year 8

Task 1	Task 2	Task 3	Weighting %
Interconnections Report	Multiple Choice Task	Semester Examination	
Term 3, Week 5	Term 3, Week 9	Term 4, Week 4-5	
Outcomes assessed GE4-3, GE4-7	Outcomes assessed GE4-2, GE4-4	Outcomes assessed GE4-1, GE4-8	
40%	20%	40%	100

Course Outcomes:

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

Task 1	Task 2	Task 3	Weighting %
Source Task	Multiple Choice Task	Semester Examination	
Term 1, Week 5	Term 1, Week 8	Term 2, Week 5-6	
Outcomes assessed HT4-3, HT4-8	Outcomes assessed HT4-7, HT4-9	Outcomes assessed HT4-2, HT4-4	
40%	20%	40%	100

Course Outcomes:

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

Task 1	Task 2	Task 3	Task 4	Weighting %
Safety in TAS training room	Research Task	Practical Task completion and presentation	Folio complete and present (hardcopy)	
Term 1 or 3, Week 5	Term 1 or 3, Week 8	Term 2 or 4, Week 6	Term 2 or 4, Week 6	
Outcomes assessed TE4-3DP	Outcomes assessed TE4-1DP, TE4-2DP, TE4-3DP	Outcomes assessed TE4-1DP, TE4-2DP, TE4-3DP	Outcomes assessed TE4-1DP, TE4-2DP,	
20%	20%	30%	30%	

Course Outcomes:

TE4-1DP designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP plans and manages the production of designed solutions
TE4-3DP selects and safely applies a broad range of tools, materials, and processes in the production of quality projects
TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG investigates how food and fibre are produced in managed environments
TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI explains how data is represented in digital systems and transmitted in networks
TE4-8EN explains how force motion and energy are used in engineered systems
TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS explains how people in technology related professions contribute to society now and into the future

Music – Year 8

Task 1	Task 2	Task 3	Task 4	Weighting %
Australian Music Composition	Popular Music Performance	Music of a Culture Musicology	Orchestral Music Composition	
Term 1, Week 8	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4	
Outcomes assessed: 4.1, 4.2, 4.5, 4.8	Outcomes assessed: 4.1, 4.3, 4.7, 4.10	Outcomes assessed: 4.1, 4.6, 4.9, 4.10	Outcomes assessed: 4.2, 4.4, 4.7, 4.8	
25%	15%	30%	30%	100%

Course Outcomes:

<p>Performance</p> <p>4.1 performs in a range of musical styles demonstrating an understanding of musical concepts</p> <p>4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles</p> <p>4.3 performs music demonstrating solo and/or ensemble awareness</p>	<p>Composition</p> <p>4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing</p> <p>4.5 notates compositions using traditional and/or non- traditional notation</p> <p>4.6 experiments with different forms of technology in the composition process</p>
<p>Listening</p> <p>4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas</p> <p>4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire</p> <p>4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study</p> <p>4.10 identifies the use of technology in the music selected for study, appropriate to the musical context</p>	<p>Music Aesthetics</p> <p>4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform</p> <p>4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</p>

Visual Arts – Year 8

Task 1	Task 2	Task 3	Task 4	Weighting %
Art Making	Art Making and Visual Arts Process Diary	Art Making and Written Task	Art Making	
Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	Term 4, Week 5	
Outcomes assessed 4.1, 4.4, 4.7	Outcomes assessed 4.3, 4.5, 4.8	Outcomes assessed 4.7, 4.9, 4.10	Outcomes assessed 4.2, 4.4, 4.6	
25%	25%	25%	25%	

Course Outcomes:

- 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


Notification, Submission and Variation Request of an Assessment Task

Notification:

Students MUST be provided with two weeks written notice prior to an Assessment Task.

This booklet gives the mandatory two weeks notice as required by the NESA unless a variation to the due date is arranged and notified by the teacher. This notification is generally provided through the use of the Notification of Assessment Task (Figure 1) shown below.

Figure 1



Colyton High School
A Community Building Pathways to Success

Assessment Task Notice for Examination

Subject:	Year Group:
Assessment Task No:	Weighting:
Date of Notification:	Date of Task:
Teacher:	Student:


Assessment Outcomes

Task Outline and Topics assessed

Variation of Due Date:

If you need to vary the due date for the task you will need to complete the Variation Form (Figure 2) below. You will need to provide any relevant evidence with the application. This is submitted to your Deputy Principal.

Figure 2



Colyton High School – Year 8 Assessment Variation Form

Student name: _____

Course: _____ Class: _____ Teacher: _____

Assessment task number: _____ Date due: _____

Variation (circle) <ul style="list-style-type: none"> • Late • <u>Non-Submission</u> • Inadequately completed 	Reason for Variation <ul style="list-style-type: none"> • Illness • Approved Leave • School commitment (eg. School activity or excursion) • Misadventure • <u>Other:</u> _____
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Explanation: _____

Supporting documentation (this needs to be attached)

• Medical Certificate	Yes / No
• Letter from parent/guardian	Yes / No
• Other (Eg Funeral)	Yes / No

Student signature: _____ Date: _____

To be handed into the Head Teacher (of the course involved) the first day of you returning to school.

Head Teacher to complete

Decision: _____

Signature of Head Teacher: _____ Date: _____


N Award letter sent: Yes No

Referred to review panel Yes / No

Once completed student to be informed of decision. Original to be placed into the students file at the front office and a copy in faculty file.

Notification of a Non Completed Task

Students who fail to submit a Task prior to or on the due date will receive a Unsatisfactory Completion of Task letter. The letter below is a sample letter that would be sent in the event that a student fails to submit a task prior to or on the due date.



Colyton High School
 37-53 Carpenter St
 Colyton NSW 2760
 Ph: 02 9823-2789
 Fax: 02 9833-1165
 Email: colyton-h.school@det.nsw.edu.au

Address _____ Date _____
 Ref #00001

Dear (Parent/Caregivers Name),

Re: Unsatisfactory Completion of Task Notice

I am writing to advise that (student name) of Year (number) has not satisfactorily completed the (task name) assessment task, weighing (%) of the (subject name) course. This task was due on (date) and (student name) has not provided evidence of a valid reason for not submitting/completing this task.

Could you please discuss this matter with (student name) in order to have the task completed satisfactorily.

Please feel free to contact myself should you wish to discuss the matter further and I thank you for your support in assisting to help (student name) achieve their best at Colyton High School.

Please complete the receipt below indicating that you have read this letter and return it to the school.

Yours sincerely,

(Teacher Name)
Class Teacher

(Head Teacher Name)
(Head Teacher)

Task Name/Course Requirement/Course Outcome (Name of Task)	Percentage Weighting (%)	Date Task Initially Due (Date)	Action Required by Student (Description of what student needs to do to satisfactorily complete task)

Please detach and return to school

Student Name: (student name)
 Student Year: (number)
 Teacher: (Teacher name)

I have noted the letter about (student name) non satisfactory completion of task in (subject name)

Signature of parent/caregiver's _____ Date _____

Colyton – A community building pathways to success

MY ASSESSMENT SCHEDULE

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				Yearly Examinations
5		Half Yearly Examinations		Yearly Examinations

6		Half Yearly Examinations		
7				
8				
9				
10				
11	No Week 11	No Week 11	No Week 11	