

*- Safe, Respectful, Responsible -*

# PARKES HIGH SCHOOL



## YEAR 8

### **2022 ASSESSMENT POLICY, GUIDELINES and SCHEDULE**

*- Safe, Respectful, Responsible -*

**Parkes High School  
Year 8  
ASSESSMENT SCHEDULE 2022**

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**Parkes High School  
Year 8  
ASSESSMENT SCHEDULE 2022**

**Mission Statement and Introduction**

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**Mission Statement:**

At Parkes High School we are dedicated to providing a safe, stimulating and diverse environment where we are passionately committed to providing each student with the opportunities to acquire the skills to become successful learners, confident and creative individuals, active and informed citizens and future leaders.

**Introduction:**

This assessment handbook provides information to parents and students about the curriculum and a range of assessment and reporting matters such as:

- Subjects taught.
- The structure of classes.
- The scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 8 over the duration of the 2022 school year.
- Standards-Referenced Assessment and how grades are determined.
- Rules and regulations regarding the completion of assessment tasks.
- Details of Reporting.
- Other relevant information about assessment and reporting.
- Eligibility Requirements for the 2024 Record of School Achievement (RoSA) when one begins year 10.

**Parkes High School  
Year 8  
ASSESSMENT SCHEDULE 2022**

**Principal's Introduction**

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Dear Parents/Carers and Students,

In today's educational environment, 'assessment' cannot be separated from 'learning'. If assessment is appropriately connected to what we are learning, then we can clearly understand if learning is really taking place and to what level of success. It is said by many educational leaders that 'assessment drives learning'. Knowing where students are at with their learning assists the class teacher in their planning.

This Assessment Handbook is a valuable resource for you throughout 2022. The purpose of this document is to provide you with detailed information regarding assessment throughout the year. You will be notified for each assessment task and when tasks are required to be submitted. Specific course and assessment task requirements will be issued by individual subjects due to the nature of each task.

It is each student's responsibility to become familiar with all the requirements of each assessment and with the particular requirements of each course being undertaken. Successful learners are conscious of workloads and manage their time to ensure they complete all assessment tasks by the due date. A balanced approach to homework and study is vital to the wellbeing of all students.

Despite our best intentions in putting together this assessment program, possible changes may occur. Any change, if it does occur, is expected to be minor and ample prior written notice will be given to the relevant students.

Make sure you include sleep, have regular relaxation time, exercise and enjoy time with friends and family.

I wish each of you a successful year.

Mrs S Carter  
Principal  
Parkes High School  
2A Albert Street, Parkes, 2870

**Parkes High School  
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**List of School Contacts**

Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

<u>Senior</u>	<u>School</u>	<u>Executive</u>
Principal .....		Mrs S Carter
Deputy Principal (8 & 11).....		Mrs D Slack-Smith
Deputy Principal (9 & 12).....		Mr A Currey
Deputy Principal (7 & 10).....		Ms F Ward
Deputy Principal Inclusion .....		Ms L Tolley
Year 8 Year Advisor.....		Mrs Nicole Allen
School Counsellor .....		Mr M Ranger
Careers Advisor.....		Mrs J Morrissey

**Head Teachers**

English.....		Ms H Back
Mathematics.....		Ms L Walker
Science .....		Mr A Pigram
Human Society and its Environment (HSIE).....		Mr P Luck
Personal Development, Health and Physical Education (PDHPE) .....		Mr J Spicer
Technical & Applied Studies (TAS).....		Mrs S Hinks
Creative & Performing Arts (CAPA) .....		Ms R Mills
Special Education .....		Mrs C Quigg

**Parkes High School  
Stage 4 (Years 7/8)  
ASSESSMENT SCHEDULE 2022**

**Assessment Requirement Outline**

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This formal assessment program has been prepared in accordance with each NESA syllabus and course specific assessment and reporting materials which specify the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork, and projects.

**The Purpose of School Assessment:**

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the Year 7/8 Courses, a school-based assessment program is required to provide a summative measure of a student's achievement in relation to course outcomes based on:

- a wider range of syllabus outcomes than may be measured by examinations alone; and
- multiple measures and observations made throughout the course rather than a single assessment event and
- The final assessment in a course will measure a student's achievement relative to other students' achievements
- The assessment submitted by the school will reflect the knowledge and skills objectives of each course and related outcomes.
- Values and attitudes are not assessed.

Assessment tasks are conducted throughout Year 8 and each has a weighting determined by the school within requirements provided by NESA. Each formal task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements within an appropriate time frame of 2 weeks from submission of all tasks.

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provide opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

**Student Organisation:**

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date and time.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work that is submitted

### Principles for Assessment:

- When students receive the assessment task schedule, they should be aware of the due dates for each task, the nature of the tasks and whether there are a number of tasks due close together. If there are problems students should discuss them with their teachers well in advance of the due dates for tasks.
- Assessment tasks should be completed in a way that ensures no student gains an unfair advantage over other students.
- Students who follow the school routines and submit tasks on time will not be placed at a disadvantage by students who try to “bend the rules” or find ways around the policy.
- The procedures outlined in this document will be applied consistently across the school.
- If students are absent from class, it is their responsibility to check what work was completed, what handouts were distributed and whether any assessment task details were given. If an assessment task was issued, *it is the student's responsibility to obtain* a copy of the task from the classroom teacher. Receiving a task late cannot be used as an excuse for an extension under these circumstances.
- Where absences are *known in advance* (eg sport representation, family holiday, work placement) students *must* submit the Sickness/Absence form *before* the absence. This includes negotiating the time when the task will be completed. These should be completed at least three days before the absence occurs. Students should note that work placement commitments do not automatically entitle you to an extension.
- In certain circumstances (eg. prolonged illness or the integrity and security of an exam paper) an estimate or substitute task may be set at the discretion of the faculty concerned.
- If a pattern of absences emerges, students may be required to supply medical certificates or written records for all future absences. In these circumstances, parents will be notified in writing of the requirements. After this, zero marks may be given for tasks that are not completed or submitted by the due date. These procedures will apply to all forms of absences (eg sport, debating, illness, etc.)

### Assessment Program:

At the commencement of year 8 course each student will receive a copy of this document as well as an overall program of assessment for each subject. The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment that will be set.
- The nature of each assessment task (eg research project, practical task, exam, presentation, performance, etc.)
- The weighting of each task in relation to the total number of assessment marks for the course; and
- A due date for each assessment task

**It is expected every student will complete all assessment tasks.**

**Parkes High School  
Stage 4 (Years 7/8)  
ASSESSMENT SCHEDULE 2022**

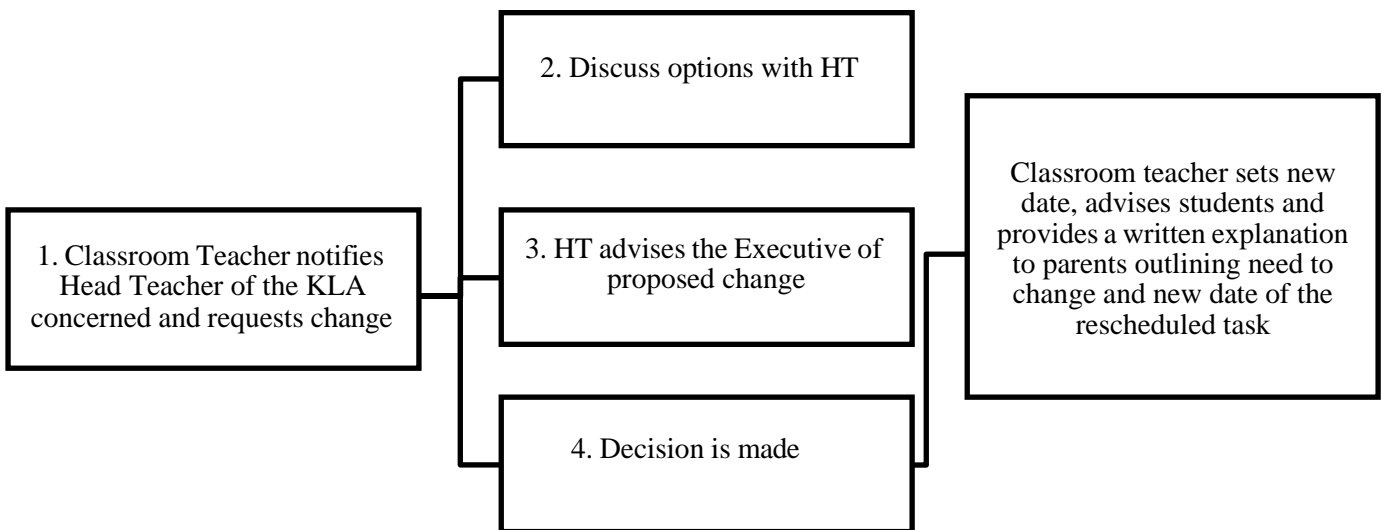
**Assessment Policy, Processes and Procedures**

The internal formal assessment program has been designed to ensure a broad range of tasks (eg examinations, research tasks, depth studies, performance pieces, etc) are completed to best support the outcomes prescribed by each NESA syllabus. Each task is designed to assess knowledge skills and understanding of the curriculum across a broad range of outcomes whilst ensuring fairness to all candidates.

**Assessment Schedules:**

At Parkes High School:

- Students will be issued with assessment schedules for all courses;
- Students will be given a minimum of two weeks' written notification of the due date of an assessment task;
- Students may have more than one assessment task due at the same time;
- If an assessment schedule needs to be altered, students will be advised in writing after the following process has been undertaken:



The timing of assessment tasks has been coordinated across subject areas to ensure that students do not have too many assessment tasks scheduled in any given week. This is to ensure that the workload for all students is manageable.

If an exam is scheduled, an assessment free block of time for that subject has been included immediately prior to the End of Year Examination period. This is to ensure that the workload for all students is manageable across the year and to provide every possible opportunity for students to achieve the best results possible.



### **Formal Assessment Notification:**

For each formal assessment task students will be provided with:

- Adequate written notification in advance of the task (minimum, two weeks);
- The format of the notification must be in the agreed school proforma and include:
  - Task number;
  - Task weighting;
  - Timing;
  - Outcomes assessed;
  - Description of the nature of the task;
  - Assessment criteria; and
  - Where appropriate, detailed marking guidelines should be provided at the time of the written notification.
  - Feedback to be provided 2 weeks following the submission of the assessment tasks

The task number, weighting, timing and outcomes must reflect the assessment schedule for a course. The nature of the task should clearly describe for students the requirements and expectations of the task. The assessment criteria for the task should outline for students what will be assessed in relation to the outcomes.

Faculty Head Teachers are required to validate each task prior to its distribution to students.

Written feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes.

### **Assessment Program:**

The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment tasks that will be set;
- The weighting of each task in relation to the total number of assessment marks for the course; and
- A time or due date for the assessment task.

**It is expected that all students will complete all assessment tasks.**

### **Notice of Due Dates:**

Students will be given a minimum of two weeks' notice in writing for each Course Assessment Task. Students will have to sign for receipt and submission of tasks on a Task Register kept by the Class Teachers and stored.

Students will be given as much notice as possible. **It is the responsibility of students who are absent from class to obtain copies of assessment tasks.** Often teachers will upload a copy of assessment tasks to Google Classroom after they have been issued. There will be no extension of the due dates unless an Appeal for Illness/Misadventure Form is completed and upheld. Schedules contained in this booklet indicate the week in which assessment tasks are due.

It is common for students to be given assessment tasks well in advance of the due date. Students are strongly advised to plan their work schedule carefully and to start work on assessment tasks as they are handed out. This planning will alleviate pressure when more than one assessment task is due in the same week.

### **How to submit Assessment Tasks:**

Assessment tasks not completed in class or during examinations must be handed to the teacher concerned, or the Head Teacher in the case of the teacher's absence. A Submission Task Register must be signed by the teacher and student. **Do not leave the task on a teacher's desk.**

### **Penalty for Late Work:**

Students are expected to submit assessment tasks by the due date and time/period.

In fairness to students who hand in assessment tasks on time, **students who fail to complete or submit a task prior to a specified deadline time eg. 3:20pm on or before the due date and time will automatically receive a mark of ZERO unless specific illness/misadventure paperwork is completed and attached to the task for consideration.**

### **Procedures for Prior known Absence when an Assessment is due:**

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement) **they must notify the Head Teacher immediately.** The student will be required to arrange to submit the work on the due date or submit it early.

If students know they will be absent from school on the date a test or examination will be held they must make arrangements with the relevant Head Teacher **before** the examination date to do the test/examination at an alternate time.

Students who fail to complete the task on or before the due date and do not make arrangements for its completion on a specified date **MUST** complete an **Illness and Misadventure form.**

### **Attendance on the Day a Task is due:**

Students must be at school and attend all timetabled classes on the day an assessment task is due or to be conducted otherwise a zero mark will be awarded.

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school, or why they could not attend lessons on time. Students who appeal on the grounds of illness and must provide a medical certificate.

If proof of illness or leave is not approved, then the student will be awarded a **zero** mark for the task.

A student who suffers an illness/misadventure on the day of an assessment task may submit an **Illness and Misadventure Application** for consideration.

## **Examination and Assessment Task Rules and Procedures:**

In many subjects the End of Course examinations form part of the assessment program.

No other assessment tasks will be due in the week leading up to the End of Course examination period for the assessed subject areas.

Students must follow the day-to-day rules of the school including

- no talking during exams or assessment tasks,
- no communication with other students once they enter the Hall or room,
- remaining in their allocated seat and
- not disturbing other students.

Students must follow the supervising teacher's instructions at all times and must behave in a polite and courteous manner towards the staff and other students.

Students must not:

- take a mobile phone into the examination or assessment room;
- take any electronic device into the examination room unless approved by NESAs;
- speak to any person other than a supervisor during an examination or assessment task;
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination or assessment task;
- attend an examination or assessment task under the influence of alcohol or illegal drugs;
- take into the examination or assessment task room any books, notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable or on the assessment task;
- smoke/vape in the examination room or assessment task;
- eat in the examination room or assessment task except as approved by the presiding officer;
- take any examination booklets, whether used or not, from the examination room.

No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations or assessment tasks.

Students will be given a copy of the Examination Rules and Procedures with the timetable for the Examinations.

## **Procedures for reviewing the policy:**

The policy is reviewed annually to ensure:

- the continued implementation of procedures which satisfy the requirements of the Stage 4 studies; &

The review includes:

- Assessment Policy
- Assessment Schedules
- Annual Faculty review and feedback from individual Tasks

## **Assessment of submitted works and practical performances:**

In subjects that require a submitted work and/or a practical performance to be submitted the Head Teacher or Principal all certify that the work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

It is therefore required that students work on their projects at school and any work that is done at home is negotiated with their teacher.

### **Invalidity of Assessment Tasks:**

Where invalid or unreliable results have been produced by an assessment task the Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration of the task.

The Head Teacher will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- Negotiation with all students affected;
- Implement an alternate task supplied for the whole or part of the original task;
- Mark adjustment to discount the invalid part of the test; or
- Other, as determined by the Head Teacher.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the faculty involved.

### **Marking of Assessment Tasks:**

Students will receive information on the quality of each task submitted and their individual progress within two weeks of submission.

- There will be written comments on the school reports issued at the mid-point of the course and following the End of Course Tasks or Examinations
- Individual students can enquire about their performance in assessment tasks.

Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account the possible effects of domestic situations or illness.

### **Documenting and Storing Student Marks:**

Marks for individual assessment tasks, and records of competency, will be recorded by the teacher responsible for marking the task. The marks will be stored electronically in Sentral Mark-books and a copy will be kept by individual class teachers in Folders (after the completion of each task). All marks need to be available so that the computations determining the final assessment mark can be checked in the case of a school review of assessments.

### **Technology and Assessment Tasks:**

Most students now use some form of technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- Continually back up all work onto an external portable storage device (USB drive) or a Cloud storage (such as Google Docs)
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school;
  - Check the compatibility of your home software with the school's technology
  - Sound files should be saved as an MP3, and Video/Digital Media should be saved as MP4 files
  - Save a copy of the final version of your task to your email address that can be accessed at school, as well as bringing it to school on a USB

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers/printers. If you are unable to print your work at home, download the task onto a USB drive and bring it to school for printing (this must be completed before the submission time).

**Parkes High School  
Stage 4 (Year 7/8)  
ASSESSMENT SCHEDULE 2022**

## **Malpractice and Unsatisfactory Progress**

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### **Malpractice:**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award in the Stage 4 Course. Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, tutor or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules or using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

In the case of suspected malpractice students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas; and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

When malpractice has been proven in a school-based assessment task the case will be reviewed by a panel consisting of a member of the senior executive, a head teacher and a classroom teacher. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Proven malpractice will limit a student's mark or result in a zero mark being given and it will impact on their overall final assessment mark and rank. Proven malpractice must be detailed in the relevant Stage 4 Course subject area files for future access.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for all or part of the assessment task;
- the student may be required to sit a substitute task with significantly different supervision.

The penalty applied will be appropriate to the seriousness of the offence.

### **Non-Completion/ Non-Attempt, Non-Serious Attempt or Non-Submission of Tasks:**

Students are expected to complete all assessment tasks set. Where the teacher determines that there is no valid reason for non-completion of an assessment task, including truancy/absence from class or school, a zero mark will be recorded for that task.

A student must still complete and submit a task even if it is to receive a zero mark.

### **Zero Mark Awarded:**

A student will be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- is absent from a task without a valid reason;
- has been involved in extensive malpractice; or
- if, in the teacher's judgement, the work is worth zero.

Parents will be advised when a student has failed to submit a task.

### **Notification to Parents:**

Breaches of the policy on malpractice, non-serious attempts and non-completion of tasks will result in parents being informed.

Students studying a Stage 4 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.

Parents of students who fail to complete or submit an assessment task in Stage 4 will receive a Faculty Warning Letter outlining the outstanding work and the steps required to ensure that relevant Course Outcomes are met. The Head Teacher and Year Advisor will also be informed.

**N.B- a zero mark will be awarded for work submitted late without a valid reason.**

### **Appeals:**

Students have the right to appeal if they feel that the process used does not comply with the set rules (see relevant form which is contained in this booklet). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process.

### **Enquiries:**

Students should direct any enquiries about assessment marks or tasks directly to their class teacher.

Concerns or complaints about any issue not resolved following discussion with the class teacher and/or the Head Teacher may be referred by either the parents or the student to the Principal or Deputy Principal. The school asks parents and students to submit significant complaints in writing. The school is committed to act on and resolve complaints to the satisfaction of all parties.

**Parkes High School  
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**Alternate Study Pathways**

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**Adjustments for Students with Special Education Needs:**

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may include:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or writer or specific technology;
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions;
- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 8. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.

Providing adjustments does not restrict a student's access to the full range of grades or marks.

**Life Skills Studies:**

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.



**Parkes High School  
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ASSESSMENT SCHEDULE 2022**

**Awarding of Marks and Grades**

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**Awarding Grades:**

Schools are responsible for awarding a grade for each student who completes a Stage 4 course (except Life Skills) to represent their achievement. Teachers make professional, on-balance judgements about a student's performance in relation to the Course Performance Descriptors or the Common Grade Scale. Teachers determine which grade best matches the standards their students have demonstrated by the end of the course. Teachers are required to ensure that the grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. To ensure judgements are consistent with state-wide standards, teachers compare their student's work with work samples on the NESA website that are aligned to the A to E grade scale.

At Parkes High School the process of determining grades requires Head Teachers and teachers to:

- Devise and administer assessment tasks that address the outcomes of the syllabus;
- Observe and record assessment judgements (marks, comments and grades);
- Use all available assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- Refer to the Course Performance Descriptors and Common Grade Scale to award a grade that most appropriately describes a student's achievement; and
- Follow a process of moderation to ensure that grades awarded are consistent with published standards.

The course grade is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the school year and on performance in tasks given in class. Thus, performance over the entire year of study is used to calculate the final grade in each course.

Teachers will interpret the Course Performance Descriptors in terms of achievement that can be demonstrated by Stage 4 students within the bounds of the syllabus. All syllabus outcomes have been taken into account in designing the teaching and learning and assessment programs in each course.

Schools must maintain a record of grades awarded for courses completed in each calendar year.

### **Grade Scale for Year 7/8 Courses:**

The Grade Scale shown below should be used to report student achievement in Years 7/8 in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels and applies to most subject areas

<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

### **Satisfactory Completion of a Year 7/8 Course:**

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

- Followed the course developed or endorsed by the Board;
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

Students can best meet these requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable; and

Complete all assessment tasks to maximise their marks.

**Procedures for providing Assessment Marks and Grades for students who transfer into the school after the commencement of stage 4 courses.**

**i. Students from Another School**

Students who transfer to Parkes High School in Term 2, 3 or 4, will have an assessment mark and grade determined at the completion of the course based on the performance of each student in all formal assessment tasks and classwork completed in common with their new course cohort. It will always be the first preference of PHS that students complete common assessment tasks with their cohort. If it is determined by the Head Teacher of a faculty that this is NOT possible then a student's final mark may be achieved by:

- Providing the student with an alternative task that measures the same outcomes;
- Providing an estimated mark for a missed task that maintains the student's overall rank order and relative difference between them and the student below and above them in the course.

Grades will be awarded by Parkes High School by following the same process as is used to award grades to all other students. (See earlier section).

**ii. Students from Interstate or overseas**

A grade determined as above.

**Assessment Marks:**

Finalised assessment marks are recorded in a half yearly and end of year reports for parents to review.

**Parkes High School  
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**Mandatory Curriculum Requirements**

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Assessment is the process of identifying, gathering and interpreting information about student achievement. A school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone; and
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Years 7 and 8 and each has a weighting determined by the school in line with advice provided by NESA. Each formal task enables teachers to collect information about the student's achievement in relation to several outcomes, to award marks in accordance with the marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

All teaching and learning activities are important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provide opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

This formal assessment program has been prepared in accordance with each NESA syllabus and incorporates the syllabus components that have been identified in each course specific syllabus document. These provide a framework for structuring the assessment program. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork and projects.

**NESA Mandatory Curriculum Requirements for the Award of the RoSA when in years 10/11**

English	Board Developed syllabus to be studied throughout Years 7 – 10. 400 hours to be completed by the end of Year 10.
Mathematics	Board Developed syllabus to be studied throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Science	Board Developed syllabus to be studied throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	Board Developed syllabuses are to be studied throughout Years 7-10. 400 hours to be completed by the end of Year 10, including 200 hours each of History and Geography in Stages 4 and 5.
Languages Other than English	100 hours to be completed on one Board Developed syllabus of Board Endorsed language course over one continuous 12-month period.
Technological and Applied Studies	Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
Creative Arts	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music.
Personal Development, Health and Physical Education	Board Developed mandatory 400-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in Years 7-10.

Schools are not required to offer additional studies. However, additional Board Developed Courses and Content Endorsed Courses can be credentialed on the RoSA if they are taught during Stage 5 and in accordance with syllabus and indicative time requirements.

**Procedures for Reviewing the Policy:**

The policy is reviewed annually to ensure:

- The continued implementation of procedures which satisfy the requirements of the Record of School Achievement;
- It meets NESA requirements

The review includes:

- Assessment policy
- Assessment schedules

**Parkes High School  
Stage 4 (Years 7/8)  
Assessment Policy 2022**

**Course Assessment Outlines**

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Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5.

Teachers will use these Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from the Board's general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

Students are expected to complete the following Core studies plus 2 Electives choices in their studies at Parkes High School to achieve the RoSA when they complete year 10.

The Parkes High School Curriculum in Year 9 is designed to provide foundational experience in courses of study which develop a systematic and self-directed approach essential for academic success in Years 10, 11 and 12. Students cannot proceed into Preliminary Courses without having completed Stage 5 satisfactorily.

All Year 9 students at Parkes High School in 2022 are required to study English, Mathematics, Science, HSIE (both Mandatory History and Mandatory Geography), Careers and Personal Development, Health and Physical Education. In addition, two elective subjects must be chosen in Year 9.

The following courses are the core study areas expected for all year 9 students.

**Stage 4 English**

**Stage 4 Mathematics**

**Stage 4 Science**

**Stage 4 HSIE (Geography and H story)**

**Stage 4 PDHPE**

**Stage 4 CAPA (Languages: Wiradjuri, German, French, Music, Visual Arts)**

**Stage 4 TAS**

## Stage 4 English – Course Assessment Outline

### Areas for Stage 4 English Assessment include:

- Reading, listening, viewing
- Writing, speaking, representing
- Communication and context
- Analysing Language
- Interpretive, imaginative and critical thinking
- Expressing views

### Course Description:

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

The English Years 7–10 course includes Life Skills outcomes and content for students with disability.

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/cpd>

## Stage 4 Mathematics – Course Assessment Outline

### Areas for Stage 4 Mathematics Assessment include:

Areas of knowledge and understanding:

- Working mathematically: develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques and reasoning
- Numbers and Algebra: develop efficient strategies for numerical calculation, recognize patterns, describe relationships and apply algebraic techniques and generalization
- Measurement and Geometry: identify, visualize 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
- Statistics and probability: collect, represent, analyse, interpret and evaluate data, assign and use probabilities and make sound judgements

### Course Description:

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

The Mathematics Years 7–10 course includes Life Skills outcomes and content for students with disability.

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/cpd>



## Stage 4 Science – Course Assessment Outline

### Areas for Stage 4 Science Assessment include:

- Knowledge and understanding
- Questioning and predicting
- Planning and conducting investigations
- Processing and analysing data and information
- Problem solving
- Communicating

### Course Description:

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

The Science Years 7–10 course includes Life Skills outcomes and content for students with disability.

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/cpd>

## Stage 4 Geography – Course Assessment Outline

### Areas for Stage 4 Geography Assessment include:

- Communication
- Geographical tools and skills
- Geographical knowledge

### Course Description:

Geography enables young people to develop an interest in and engagement with the world. Geography Elective provides opportunities to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales.

The Geography Elective Years 7–10 course includes Life Skills outcomes and content for students with disability.

### What Students Learn:

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.

The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

### In Years 7-8:

In Years 7–8, students will have the opportunity to explore geographical processes that influence the features of places and environments across a range of scales. They investigate how places are valued differently and interconnections within environments and between people, places and environments. Students learn about geographical phenomena, the liveability of places, and management strategies.

### Life Skills:

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in the Life Skills section of the syllabus.

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/course-performance-descriptors>

## Stage 4 History – Course Assessment Outline

### Areas for Stage 4 History Assessment include:

- Historical Knowledge
- Research and historical Inquiry skills
- Communication

### Course Description:

History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the History Years 7–10 syllabus.

The History Years 7–10 course includes Life Skills outcomes and content for students with disability.

### What students learn:

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

### Years 7–8:

In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage, including the heritage of Aboriginal and Torres Strait Islander Peoples. Aspects of the ancient, medieval and early modern world are studied, including daily life, beliefs and values, law and religion. The nature of colonisation and contact history may also be investigated. One ancient Asian society is a mandatory study.

### Life Skills:

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in the Life Skills section of the syllabus.

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/course-performance-descriptors>

## **Stage 4 PDHPE – Course Assessment Outline**

### **Areas for Stage 4 PDHPE (Personal Development, Health and Physical Education) Assessment include:**

- Self and relationships
- Movement skill and performance
- Individual and community health
- Lifelong physical Activity

### **Course Description:**

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

The PDHPE Years 7–10 Syllabus includes Life Skills outcomes and content for students with disability.

### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/course-performance-descriptors>

## Stage 4 Technologies Course Assessment Outline

Students will complete 4 subjects as a result of teaching specialists in stage 4 from the options below and will be prescribed at the start of the school year.

### **Agricultural Technology: Course Description:**

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019/course-performance-descriptors>

### **Design and Technology: Course Description:**

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/design-and-technology-2019>

## Stage 4 Technologies Course Assessment Outline

### **Food Technology (7-10):**

#### **Course Description:**

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

The Food Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

#### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019>

### **Graphics Technology (7-10):**

#### **Course Description:**

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

The Graphics Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

#### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

## Stage 4 Technologies Course Assessment Outline

### Information and Software Technology (7-10):

#### Course Description:

People benefit from high levels of computing and technology literacy in their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

The Information and Software Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

#### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

### Technology Mandatory (Years 7/8):

#### Course Description:

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

The Technology Mandatory Years 7–8 course includes Life Skills outcomes and content for students with disability.

#### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019/course-performance-descriptors>

### Textiles Technology (7-10):

#### Course Description:

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

The Textiles Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

#### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

## Stage 4 Creative Arts Course Assessment Outlines

### **Dance (7-10):**

#### **Course Description:**

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

Students undertaking the Dance course based on Life Skills outcomes and content are not allocated a grade.

#### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>

### **Drama (7-10):**

#### **Course Description:**

The study of drama enables young people to develop an interest in and enjoyment of investigating and enacting a wide range of theatrical forms, styles and acting methods. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas and dramatic works of others by creatively and collaboratively developing their own ideas into dramatic action for performance.

The Drama Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

#### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus/cpd>

### **Music (7-10):**

#### **Course Description:**

The study of music's forms, styles and ideas enables young people to develop an interest in appreciation and enjoyment of music. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own musical ideas, compositions and performances.

The Music Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

#### **Mandatory course:**

The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. The Mandatory course is usually studied in Years 7 and/or 8.

#### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10/cpd>



## Stage 4 Creative Arts Course Assessment Outlines

### **Photographic and Digital Media (7-10):**

#### **Course Description:**

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Students undertaking the Photographic and Digital Media course based on Life Skills outcomes and content are not allocated a grade and The Photographic and Digital Media Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

#### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>

### **Visual Arts (7-8):**

#### **Course Description:**

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world. The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses. The mandatory course is run in years 7/8.

#### **Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>

Parkes High School  
Year 8  
**ASSESSMENT SCHEDULE 2022**

**Illness/Misadventure Process**

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If a student attempts an assessment, the mark obtained in that task will stand. If a student does not attempt an assessment, he/she must contact a Deputy Principal and the respective Head Teacher of the subject as soon as possible if he/she wishes to be considered for an illness and misadventure claim. Application forms are available at the back of this booklet, from the Deputy Principals and on the school website.

**It is the student's responsibility to initiate this procedure and supply the relevant supporting documentation to the Principal on the first day they return to school and a copy to the respective Head teacher.**

- *The application form asks students to provide independent evidence of illness or misadventure.*
- *The student must return that documentation (e.g. Parkes High School illness/misadventure form filled out and/or medical certificate completed by a doctor) to the Principal or a representative Deputy Principal on the first day of their return to school.*
- *The Principal and a Deputy Principal will determine the validity of each illness/misadventure application.*

Please note the following terminology:

- **Illness or injury** – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (eg influenza, an asthma attack, a cut hand);
- **Misadventure** – refers to any event beyond the student's control which allegedly has affected their performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If the illness or misadventure is accepted by the school Principal, a new time for an alternative task must be arranged by the student through the head teacher or teacher of the course. **Every student is expected to sit for every assessment task.** Alternative tasks must be arranged as soon as possible after the student has returned to school.

Only in exceptional circumstances will a student be granted an estimate rather than completing an alternative task. In this circumstance the Principal will determine if, after consultation with the Head Teacher, the Principal believes the student is unable to complete another appropriate task. The Head Teacher will provide a mark that supports the student's current rank in that subject. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Illness/misadventure protocols apply to all assessment tasks including oral presentations, viva voces, exams, individual and group performances.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. Should a task be submitted late, without first gaining an extension from the Principal, then a mark of **zero** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after approval from the Principal).

**Illness or Misadventure Checklist:**

If a student has a valid reason for not submitting an assessment task on the due date he/she should:

- *notify the school on or before the due date in writing / in person and go to the doctor for a doctor's certificate*

**OR**

- *phone/email the school and leave a message for the Head Teacher of the subject or a Deputy Principal*

**AND**

Provide the following information:

- your name, assessment task/s details (including subject) and details of the illness/misadventure and possible return date.

**Valid Reasoning:**

Illness of the student, death or serious illness or family problem in the immediate family are valid reasons if supported by documentation (copy of a doctor's certificate or statutory declaration). Attendance at a school approved excursion or sporting visit, may also be a valid reason if the excursion is for a period greater than two days. **It is the student's responsibility to notify the teacher prior to the absence and complete an Appeal for Illness/Misadventure Form.** The Principal may grant an extension to the due date but will consider the impact of the absence on the student's chance to complete the task. An extension will not automatically be given.

It is the student's responsibility to initiate any Appeal for Illness or Misadventure and this must be done immediately on their return to school.



- Safe, Respectful, Responsible -

### Parkes High School School based Assessment Illness/Misadventure Form for Assessments and Examinations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Principal).*

I, \_\_\_\_\_ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

<input type="checkbox"/> Stage 4	<input type="checkbox"/> Year 9	<input type="checkbox"/> RoSA 10	<input type="checkbox"/> RoSA 11	<input type="checkbox"/> Higher School Certificate
Assessment Task:			Teacher:	
Scheduled date:				
Outline of Reason/s for misadventure/illness:				
Request and date for proposed completion (if applicable)				
Extension <u>with</u> Penalty <input type="checkbox"/>			Extension <u>without</u> Penalty <input type="checkbox"/>	

*Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.*

**Independent evidence of illness/misadventure:**

- Doctor's Certificate supplied: Yes/No
- Statutory Declaration by parent/guardian supplied: Yes/No
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*Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc); all relevant details of the incident; and contact details of parent/guardian.*

I consider that my examination/assessment task performance was affected by illness/unforeseen misadventure which occurred immediately before/during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Recommendation and Decision</u>	
<input type="checkbox"/> Extension granted – <b>new date</b> _____	
<input type="checkbox"/> Penalty applied	<input type="checkbox"/> No penalty
Signatures: _____ <span style="display: block; text-align: center; font-size: small;">Head Teacher <span style="margin-left: 200px;">Class Teacher</span></span>	
Principal's Signature: _____	
Head Teacher Informs student of Decision	Date _____
Signatures: _____ <span style="display: block; text-align: center; font-size: small;">Head Teacher <span style="margin-left: 200px;">Student</span></span>	
<input type="checkbox"/> Photocopy given to student	



## Parkes High School Assessment Mark/Grade Appeal Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Deputy Principal before you complete this form. If the Principal deems there are grounds for appeal, then this form will be forwarded to the Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: \_\_\_\_\_

Task Number: \_\_\_\_\_ Task Description: \_\_\_\_\_

Details of your appeal:

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Supporting documentation (list the documents that you are attaching to this appeal).

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*Office Use Only*

**Outcome of Appeal:** Declined / Upheld

Reason/s:

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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**Parkes High School  
Year 8  
ASSESSMENT SCHEDULE 2022**

**Itemised Assessment Schedules**

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All Assessment schedules listed feature course components to be assessed, weightings and the tasks used to assess the components in alphabetical order.

Numbers are used for outcomes being assessed and when students receive their written tasks the outcomes will be detailed by all faculties

## Stage 4: Year 8 English and HPGE English – Syllabus Outcomes

### SYLLABUS OUTCOMES

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

#### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

### Stage 4: Year 8 English – Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Imaginative Response</b>	<b>Analytical Response &amp; Reflection Task</b>	<b>Speech</b>	<b>Yearly Examination</b>	
<b>Timing:</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	Term 4 Week 5 Per Exam timetable	
<b>Outcomes Assessed:</b>	EN4-4B EN4-5C EN4-8D	EN4-6C EN4-7D EN4-9E	EN4-1A EN4-4B EN4-5C	EN4-2A EN4-3B EN4-7D	
<b>The Australian Context:</b>	25				
<b>Novel Study</b>		25			25
<b>Shakespeare: Imagination</b>			25		25
<b>Protest Poetry</b>				25	25
<b>% Total:</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



### Stage 4: Year 8 HPGE English – Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Narrative</b>	<b>Analytical Response &amp; Reflection Task</b>	<b>Speech</b>	<b>Yearly Examination</b>	
<b>Timing:</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	Term 4 Week 5 Per Exam timetable	
<b>Outcomes Assessed:</b>	EN4-4B EN4-5C EN4-8D	EN4-6C EN4-7D EN4-9E	EN4-1A EN4-4B EN4-5C	EN4-2A EN4-3B EN4-7D	
<b>The Australian Context</b>	25				25
<b>Representation</b>		25			25
<b>Shakespeare: Moral Dilemmas</b>			25		25
<b>Protest Poetry: Contextual Influences</b>				25	25
<b>% Total:</b>	25	25	25	25	100

## Stage 4: Year 8 Mathematics – Syllabus Outcomes

### SYLLABUS OUTCOMES

MA4-5NA	A <b>student</b> operates with fractions, decimals and percentages
MA4-6NA	A <b>student</b> solves financial problems involving purchasing goods
MA4-7NA	A <b>student</b> operates with ratios and rates, and explores their graphical representation
MA4-8NA	A <b>student</b> generalises number properties to operate with algebraic expressions
MA4-9NA	A <b>student</b> operates with positive-integer and zero indices of numerical bases
MA4-10NA	A <b>student</b> uses algebraic techniques to solve simple linear and quadratic equations
MA4-13MG	A <b>student</b> uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	A <b>student</b> uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-16MG	A <b>student</b> applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	A <b>student</b> classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	A <b>student</b> identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	A <b>student</b> collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	A <b>student</b> analyses single sets of data using measures of location, and range
MA4-1WM	A <b>student</b> communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	A <b>student</b> applies appropriate mathematical techniques to solve problems
MA4-3WM	A <b>student</b> recognises and explains mathematical relationships using reasoning

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

### Stage 4: Year 8 Mathematics – Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Algebraic Expressions and Indices In-class Assessment</b>	<b>Measurement and Fractions, Decimals and Percentages In-class Task</b>	<b>Ratios and Rates Investigative Task</b>	<b>Representing and Analysing Data In-class Task</b>	
<b>Timing:</b>	Term 1, Week 8	Term 2, Week 6	Term 3, Week 4	Term 4, Week 5 Per Exam timetable	
<b>Outcomes Assessed:</b>	MA4-8NA MA4-9NA MA4-1WM MA4-2WM	MA4-13MG MA4-14MG MA4-5NA MA4-1WM MA4-2WM	MA4-6NA MA4-7NA MA4-1WM MA4-3WM	MA4-19SP MA4-20SP MA4-1WM MA4-2WM	
<b>Mathematical Knowledge</b>	15	15	5	15	<b>50</b>
<b>Working Mathematically</b>	10	10	20	10	<b>50</b>
<b>% Total:</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Further Reference:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

## Stage 4: Year 8 Science – Syllabus Outcomes

SYLLABUS OUTCOMES	
SC4-1VA	<b>A student</b> appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	<b>A student</b> shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA	<b>A student</b> demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4WS	<b>A student</b> identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	<b>A student</b> collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	<b>A student</b> follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	<b>A student</b> processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	<b>A student</b> selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	<b>A student</b> presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	<b>A student</b> describes the action of unbalanced forces in everyday situations
SC4-11PW	<b>A student</b> discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	<b>A student</b> describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	<b>A student</b> explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	<b>A student</b> relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	<b>A student</b> explains how new biological evidence changes people's understanding of the world
SC4-16CW	<b>A student</b> describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	<b>A student</b> explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science>

### Stage 4: Year 8 Science – Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	Science in the Kitchen Research Task	Science In The Yard Practical Test	Science in the Shed SRP	Science of Camping Topic Test	
<b>Timing:</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9	Term 4 Week 4	
<b>Outcomes Assessed:</b>	SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW, SC4-17CW	SC4-8WS,	SC4-9WS, SC4-11WS, SC4-14LW, SC4-12ES, SC4-10CW, SC4-10PW	SC4-6WS, SC4-7WS, SC4-14LW3	
<b>Knowing and Understanding</b>	10	10	5	5	<b>30</b>
<b>Questioning and Predicting</b>		5	5	5	<b>15</b>
<b>Planning and Conducting Investigations</b>			10	5	<b>15</b>
<b>Processing and Analysing Data and Information</b>	5	5	5	5	<b>20</b>
<b>Communicating</b>	5	5	5	5	<b>20</b>
<b>% Total:</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Stage 4: Year 8 Geography – Syllabus Outcomes

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

## Stage 4: Year 8 History – Syllabus Outcomes

SYLLABUS OUTCOMES	
<b>HT4-1</b>	<b>A student</b> describes the nature of history and archaeology and explains their contribution to an understanding of the past
<b>HT4-2</b>	<b>A student</b> describes major periods of historical time and sequences events, people and societies from the past
<b>HT4-3</b>	<b>A student</b> describes and assesses the motives and actions of past individuals and groups in the context of past societies
<b>HT4-4</b>	<b>A student</b> describes and explains the causes and effects of events and developments of past societies over time
<b>HT4-5</b>	<b>A student</b> identifies the meaning, purpose and context of historical sources
<b>HT4-6</b>	<b>A student</b> uses evidence from sources to support historical narratives and explanations
<b>HT4-7</b>	<b>A student</b> identifies and describes different contexts, perspectives and interpretations of the past
<b>HT4-8</b>	<b>A student</b> locates, selects and organises information from sources to develop an historical inquiry
<b>HT4-9</b>	<b>A student</b> uses a range of historical terms and concepts when communicating an understanding of the past
<b>Ht4-10</b>	<b>A student</b> selects and uses appropriate oral, written, visual and digital forms to communicate about the past

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>

### Stage 4: Year 8 HSIE – Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Geography Tasks</b>		<b>History Tasks</b>		
<b>Nature of Task:</b>	<b>Water in the World</b>  <b>Stimulus-based Responses</b>	<b>Inter-connections</b>  <b>In-class test</b>	<b>Western &amp; Islamic World</b>  <b>Source-based Responses</b>	<b>The Asia-Pacific World</b>  <b>In-class task</b>	
<b>Timing:</b>	Term 1, Week 10	Term 2, Week 5	Term 3, Week 9	Term 4 Week 4	
<b>Outcomes Assessed:</b>	GE4-1 GE4-2 GE4-5 GE4-7 GE4-8	GE4-2 GE4-3 GE4-4 GE4-5 GE4-8	HT4-3 HT4-5 HT4-7 HT4-8 HT4-9 HT4-10	HT4-2 HT4-4 HT4-6 HT4-9 HT4-10	
<b>Knowledge and Understanding of Course content</b>	10	10	10	10	
<b>Source Interpretation and Analysis/ Skills</b>	5	5	5	5	<b>20</b>
<b>Inquiry and Research</b>	5	5	5	5	<b>20</b>
<b>Communication of Ideas</b>	5	5	5	5	<b>20</b>
<b>% Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



## Stage 4: Year 8 PDHPE and HPGE PDHPE – Syllabus Outcomes

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe>

### Stage 4: Year 8 PDHPE- Assessment Schedule

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Risk Taking Research Assessment</b>	<b>Diversity and Inclusivity In Class Task</b>	<b>Coaching and Teamwork</b>	<b>Practical Assessment</b>	<b>Yearly Examination</b>	
<b>Timing:</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 10	Term 4 Week 2	Term 4 Week 6	
<b>Outcomes Assessed:</b>	PD4-1	PD4-3 PD4-10	PD4-8 PD4-10	PD4-4 PD4-5 PD4-8 PD4-11	All outcomes assessed	
<b>Health, Wellbeing and Relationships</b>		15			10	<b>25</b>
<b>Healthy, Safe and Active Lifestyles</b>	15				10	<b>25</b>
<b>Movement Skill and Performance</b>			15	35		<b>50</b>
<b>% Total:</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>35</b>	<b>20</b>	<b>100</b>

## Stage 4: Year 8 Music – Syllabus Outcomes

### SYLLABUS OUTCOMES

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

## Stage 4: Year 8 Visual Arts– Syllabus Outcomes

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

### Further Reference:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

## Stage 4: Year 8 Music and Visual Arts - Assessment Schedule

Student will either complete Music in the first semester or Visual Arts then switch electives in the second semester.

All pupils will complete a semester of Music and a semester of Visual Arts in Year 8.

Each student will be awarded a score out of a total of 100% for one subject each semester.

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>Music Tasks</b>		<b>Visual Arts Tasks</b>			
<b>Nature of Task:</b>	<b>Musical Arrangement</b>	<b>Aural</b>	<b>Portfolio:</b> Exploration of Materials and Techniques Recorded in VAD	<b>Portfolio:</b> Critical & Historical Investigations of Artworks Describing & Evaluation Artworks using the Frames and Conceptual Frameworks	<b>Portfolio:</b> Making images & Objects informed by Frames & Conceptual Framework	<b>Weighting %</b>
<b>Timing:</b> <b>OR</b>	Term 1, Week 8	Term 2, Week 4	Term 1 Week 7	Term 1 Week 11	Term 2 Week 6	
<b>Timing:</b>	Term 3 Week 8	Term 4 Week 4	Term 3 Week 7	Term 3 Week 10	Term 4 Week 6	
<b>Outcomes Assessed:</b>	4.1 4.3 4.4 4.11 4.12	4.7 4.8 4.9 4.10 4.11 4.12	4.1 4.2 4.3 4.4 4.5 4.6	4.7 4.8 4.9 4.10	4.1 4.2 4.3 4.4 4.5 4.6	
<b>Composition</b>		60				<b>60</b>
<b>Performance</b>	40					<b>40</b>
<b>Art Making</b>			20		50	<b>70</b>
<b>Critical &amp; Historical Interpretations</b>				30		<b>30</b>
<b>% Total</b>	<b>40</b>	<b>60</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>200</b>

## Stage 4: Year 8 Technology Mandatory – Syllabus Outcomes

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

## Stage 4: Year 8 Technology Mandatory- Assessment Schedule

The outcomes assessed in each task will be determined by the context being undertaken – students are advised to refer to their assessment task notifications carefully to identify which outcomes are being addressed in each task.

Students will complete assessment tasks across years 7 and 8 depending on their class groupings.

<b>Component:</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
<b>Nature of Task:</b>	<b>Practical and portfolio</b>	<b>Practical and portfolio</b>	<b>Practical and portfolio</b>	<b>Practical and portfolio</b>	
<b>Timing:</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 6	
<b>Outcomes Assessed:</b>	Refer to Assessment notification	Refer to Assessment notification	Refer to Assessment notification	Refer to Assessment notification	
<b>Skills</b>	15	15	15	15	<b>60</b>
<b>Knowledge and Understanding</b>	10	10	10	10	<b>40</b>
<b>% Total:</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## YEAR 8 ASSESSMENT CALENDAR 2022

### TERM 1

WEEK	SUBJECT	TASK	WEIGHT
5			
6			
7	Visual Arts	Portfolio: Exploration of Materials & techniques	20
8	Mathematics	Algebraic Expressions & Indices Class Assessment	25
8	PDHPE	Rick Taking Research Assessment	15
9	English	Imaginative Response	25
9	HPGE English	Narrative	25
9	Music	Musical Arrangement	40
10	Science	Science In the Kitchen research Task	20
10	Geography	Water in the World: Stimulus based Responses	25
10	Technology Mandatory	Practical Portfolio	25
11	Visual Arts	Portfolio: Critical & Historical Investigations	30



## YEAR 8 ASSESSMENT CALENDAR 2022

### TERM 2

WEEK	SUBJECT	TASK	WEIGHT
4	Music	Aural	60
5	Geography	Interconnections	25
6	Mathematics	Measurement & Fractions, Decimals & Percentages In Class Assessment	25
6	Visual Arts	Portfolio: Making Images and Objects	50
7			
8	PDHPE	Diversity and Inclusivity In Class Task	15
9	English	Analytical Response and reflection Task	25
9	HPGE English	Analytical Response and reflection Task	25
10	Science	Science in the Yard Practical Task	25
10	Technology Mandatory	Practical Portfolio	25

## YEAR 8 ASSESSMENT CALENDAR 2022

### TERM 3

WEEK	SUBJECT	TASK	WEIGHT
3			
4	Mathematics	Ratios & Rates Investigative Task	25
5			
6			
7	Visual Arts	Portfolio: Exploration of Materials & Techniques	20
8	English	Speech	25
8	HPGE English	Speech	25
8	Music	Musical Arrangement	40
9	Science	Science Research Project (SRP)	30
9	History	Western & Islamic Worlds: Source Based Responses	25
10	PDHPE	Coaching and Team Work Task	15
10	Visual Arts	Portfolio: Critical & Historical Investigations	30
10	Technology Mandatory	Practical Portfolio	25

## YEAR 8 ASSESSMENT CALENDAR 2022

### TERM 4

WEEK	SUBJECT	TASK	WEIGHT
2	PDHPE	Practical Assessment	35
3			
4	History	The Asia Pacific World: In Class Task	25
4	Science	The Science of Camping Topic Test	25
4	Music	Aural	60
5	English	Yearly Examination	25
5	HPGE English	Yearly Examination	25
5	Mathematics	Yearly Examination	25
6	PDHPE	Yearly Examination	20
6	Visual Arts	Portfolio: Making Images and Objects	50
6	Technology Mandatory	Practical Portfolio	25

*- Safe, Respectful, Responsible -*



**I acknowledge that I have received the  
2022 Year 8 Assessment Information Booklet and Assessment Schedule**

Student First and Last Name:.....

Roll Call:..... Roll Call Teacher:.....

Student Signature:.....

Date:.....

**Please also sign the roll class register once you have received the 2022 year 8 Assessment schedule.**

*- Safe, Respectful, Responsible -*