



# Year 8 Stage 4

## Assessment Policy & Schedules 2024



This booklet contains essential information for students attempting courses in Year 8 2024. This booklet:

- Specifies the assessment tasks and the weighting for each task
- Provides a schedule of the tasks for each course
- Outlines the school's assessment policies and procedures

Please become familiar with this document and retain it for future reference.

## Contents

<b>Assessment Policy &amp; Schedules 2024</b>	<b>1</b>
A message from the Principal	5
<b>SATISFACTORY COMPLETION OF A COURSE</b>	<b>6</b>
<b>NESA STAGE 4 MANDATORY STUDY REQUIREMENTS</b>	<b>6</b>
<b>ASSESSMENT POLICY AND PROCEDURES</b>	<b>7</b>
PRINCIPLES OF EFFECTIVE ASSESSMENT	7
Assessment for, assessment as, assessment of learning	8
Assessment for Learning	8
Assessment as Learning	8
Assessment of Learning	8
Using these principles	9
Satisfactory completion of a course	9
SCHOOL ASSESSMENT PROCEDURES	9
THE SCHOOL'S RESPONSIBILITIES	9
STUDENT'S RESPONSIBILITIES	10
ASSESSMENT SCHEDULE BOOKLET AND TIMEFRAME	12
NOTIFICATION OF ASSESSMENT TASKS	12
ABSENCE WHEN A TASK IS NOTIFIED	12
EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION	13
PRIOR KNOWLEDGE OF ABSENCE	13
ABSENCE DUE TO ILLNESS OR MISADVENTURE	13
Absence on the day an assessment task is to be SUBMITTED	14
Absence on the day of an assessment task is to be CONDUCTED i.e. exam, practical task, oral, test	15
Misadventure	15
Limitations on Assessment Applications	16
LATE SUBMISSION OF TASKS	16
SUPPORTING AN ASSESSMENT TASK APPLICATION	16
TECHNOLOGY AND ASSESSMENT TASKS	16
FEEDBACK	17
ORAL/PERFORMANCE/PRACTICAL TASKS	18
ZERO MARKS	18
MALPRACTICE IN ASSESSMENT TASKS	18
INVALIDITY OF ASSESSMENT TASKS	19
QUERYING THE RESULT OF AN ASSESSMENT TASK	19
ASSESSMENT TASK APPLICATIONS BASED ON SPECIAL CONSIDERATION	20
ASSESSMENT CONCERNS	21
LEARNING ADJUSTMENTS	21
PROCEDURES FOR TASK ADMINISTRATION	21
CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS	21

REPORTING	22
Tips for Being a Successful Student	24
SUBJECT OUTCOMES AND ASSESSMENT SCHEDULES	26
ENGLISH Course Outcomes	26
ENGLISH	27
FRENCH Course Outcomes	28
FRENCH	29
GEOGRAPHY Course Outcomes	30
GEOGRAPHY	31
JAPANESE Course Outcomes	32
JAPANESE	33
MATHEMATICS Course Outcomes	34
MATHEMATICS	35
MUSIC Course Outcomes	36
MUSIC	37
PDHPE Course Outcomes	38
PDHPE	39
SCIENCE Course Outcomes	40
SCIENCE	41
TECHNOLOGY Course Outcomes	42
ENGINEERING SYSTEMS	42
TECHNOLOGY	43
ENGINEERING SYSTEMS	43
TECHNOLOGY Course Outcomes	44
MATERIALS TECHNOLOGY	44
TECHNOLOGY	45
MATERIALS TECHNOLOGY	45
VISUAL ARTS Course Outcomes	46
VISUAL ARTS	47
<b>ASSESSMENT FLOW CHART</b>	<b>48</b>
<b>APPENDICES</b>	<b>49</b>
ABSENCE DUE TO ILLNESS OR MISADVENTURE	49
Appendix 1 – ILLNESS MISADVENTURE APPLICATION – Stage 4	50
STEPS TO COMPLETE APPENDIX 1 (Illness Misadventure Application)	50
Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET	52
Appendix 5: Stage 4 ASSESSMENT BOOKLET ACKNOWLEDGEMENT	53



## **A message from the Principal**

Assessment is the process of identifying, gathering and interpreting information about student learning. At Willoughby Girls High School, assessment is designed to provide information to students, parents and teachers on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached.

Throughout the year students will be given formal and informal assessment and learning tasks to complete in each course. A formal task is recognised due to the fact that its results will contribute to the student's final achievement grade in the subject. Formal tasks are also categorised by their formal notification process, where the mode, weighting, marking criteria and task description are given to students before the due date. Information gathered from both formal and informal tasks will be used to determine the extent to which students have achieved the outcomes of the course and the level of achievement that will be recorded on school reports.

Yours in education,

Adrienne Scalese  
Principal

## SATISFACTORY COMPLETION OF A COURSE

When students enter Stage 4 they are commencing a pattern of study that eventually will result in the student being eligible for a Record of Student Achievement (ROSA). A student will be considered to have satisfactorily completed a course if in the Principal's view there is sufficient evidence that the student has:

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

Attendance at school is considered to be an important component for the satisfactory completion of a course. As a guide, if a student's pattern of attendance does become an issue, the Principal may determine that, as a result of frequent absence, the above criteria may not be met. Clearly, absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

## NESA STAGE 4 MANDATORY STUDY REQUIREMENTS

Based on the Education Act requirements, NESA has determined that for students to be eligible for a Record of Student Achievement they are required to study the following subjects:

- English, in each of Years 7 to 10
- Mathematics, in each of Years 7 to 10
- Science, in each of Years 7 to 10
- Geography and/or History in each of Years 7 to 10
- PDHPE, in each of Years 7 to 10
- Technology (Mandatory) in Years 7 and 8
- Visual Arts in Year 7 or 8
- Music in Years 7 or 8
- Languages in either Years 7 or 8

## ASSESSMENT POLICY AND PROCEDURES

The Willoughby Girls High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Assessment programs are designed for each course. These:

- Identify the student tasks which best measure each component.
- Specify values to be applied to each of the tasks to maintain the relative importance of each of the components.
- Schedule the various tasks throughout the course.

An assessment schedule for students is included in this booklet. This schedule includes:

- The components and weights for each course, and the week the tasks are due.
- Any changes to assessment dates must be given in writing and with three weeks' notice approved by the Deputy Principal except where an extension of time is notified.

### PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students' what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

## **Assessment *for*, assessment *as*, assessment *of* learning**

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

### **Assessment for Learning**

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

### **Assessment as Learning**

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

### **Assessment of Learning**

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

### Using these principles

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

### Satisfactory completion of a course

For the satisfactory completion of a course, it is the responsibility of students to:

- follow the course developed or endorsed by NESA; and
- apply diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by student attendance and level of involvement in class, the assignments, homework completed, and the level of achievement. If the Principal determines that a student is in danger of not completing a course satisfactorily, they will be warned in writing in time for them to correct the problem and satisfactorily complete the course.

## SCHOOL ASSESSMENT PROCEDURES

Students will complete school-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects.

### THE SCHOOL'S RESPONSIBILITIES

The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory content for study and provide guidance for assessment in each course.

Each school will determine:

- the practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based
- the weightings to be allocated to each task.

Schools are required to develop an assessment program for each of their courses.

This involves the following **responsibilities**:

- a. number of tasks that will be used to measure students' achievement in each syllabus component
- b. allocating weightings to each of the tasks
- c. scheduling tasks
- d. informing students at least three weeks in advance, in writing of:
  - the components and their weightings for each task
  - the general nature of each assessment task
  - a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task
  - the weight value of each task in relation to the total weighted mark for the course
  - details of administrative arrangements associated with each task
  - details of the school's policy on malpractice in assessment tasks
  - details of the procedures to be implemented if tasks produce invalid or unreliable results
  - details of the procedures for dealing with student appeals arising from assessment tasks
- e. appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
- f. notifying parents/caregivers in writing of any missed assessment task or non-serious attempt.

**School Principals** have the authority to grant learning adjustments for assessment tasks.  
<http://ace.nesa.nsw.edu.au/ace-8072>

## STUDENT'S RESPONSIBILITIES

This involves the following **responsibilities**:

- Meeting all course and school requirements including attendance at classes
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- Being aware of and following assessment requirements and procedures
- Making a serious attempt in all assessment tasks.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and or matching etc
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the questions/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- Including frivolous or objectionable material
- Bringing unauthorised notes into the assessment or examination

- Accessing and/or copying information from an electronic device
- Using Generative Artificial Intelligence, when specifically prohibited as part of an assessment task
- Purchasing and modifying a commercial product and submitting this as their own project
- Using online translation tools
- Using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
- Tasks will have to **be redone** in order to meet course outcome requirements but the **zero mark will remain**
- ***Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged***
- Submitting all tasks on or before the due date
- Being present for all 'in-class' tasks and examinations
- ***Understanding malpractice***

## ASSESSMENT SCHEDULE BOOKLET AND TIMEFRAME

This assessment booklet provides students with an assessment schedule for each course. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, weightings and outcomes to be assessed.

### NOTIFICATION OF ASSESSMENT TASKS

Students will be notified of the **due date** and **details** of an assessment task in writing at least three weeks before the task.

The written notification details of each task must include:

- the date and time of when the task will take place or when the task is due
- components and their weighting as specified in the course assessment schedule
- the general nature (mode) of the assessment task
- the weight value of the task in relation to the total weighted mark for the course as specified in this policy
- where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for three weeks' notice provided the task is not being brought forward. If there are **any changes of date, students will receive an amended written notification.**

**NOTE:** The written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in the assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, term and week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students will be informed of any changes to the date – in writing, and three weeks in advance. The Principal is to be consulted if it is not possible to give three weeks' notice for changed tasks.

Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. **In each case when submitting an assessment task, students are required to use the 'Assignment/Assessment Task Cover Sheet' included in this document (see page 52).**

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

## ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given.

However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Illness Misadventure Application** to the Deputy Principal, or if absent to the Principal (see page 50 for a sample copy of form).

## EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal using the school's **Illness Misadventure Application as soon as they are aware** of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of long term illness.

If an extension is not granted, the task must be submitted on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task if it is more than two days late.

## PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and a Principal approved school activity or leave, the student **MUST** notify the Deputy Principal. Students must complete an **Illness Misadventure Application before the end of the school day following the activity.**

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Deputy Principal, submit an **Illness Misadventure Application** and complete the work at a time specified by the Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an **Illness Misadventure Application**. The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

## ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

**Illness or injury** – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

**Misadventure** – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances. It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late (two days beyond the due date), without first gaining an extension from the Deputy 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, or on the day 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 consultation with the Deputy Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Deputy Principal **IMMEDIATELY** if circumstances will prevent them from doing so.

Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Illness Misadventure Application** to the Deputy Principal.

A student may also submit an **Illness Misadventure Application** to the Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance in that task.

Students must immediately report to the Deputy Principal and submit an **Illness Misadventure Application** if they feel that an issue has arisen during a task which may have had an impact on their performance.

### **Absence on the day an assessment task is to be SUBMITTED**

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the class teacher/Deputy Principal before the **9am** on the due date, or carry out the following procedures:

- a. **Contact the school before 9am** on the day that the assessment task is due. Speak to the Front Office to make arrangements for the task to be submitted **AND**
- b. **Before 9am on the day of their return to school**, see the Deputy Principal to submit an **Illness Misadventure Application and submit the task**. The student must provide a parent/carer letter detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary.

**NOTE:** In the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if an **Illness Misadventure Application**:

- a. Has not been submitted to explain their absence or
- b. Has been submitted by the student but is not approved or
- c. The correct assessment procedures have not been followed or
- d. The task is submitted beyond TWO days of the due date.

## **Absence on the day of an assessment task is to be CONDUCTED i.e. exam, practical task, oral, test**

Students who are absent from school for a valid reason on the day an assessment task MUST:

- a. **Contact the school by 9am** on the day of the assessment task and give an anticipated date for their return to school
- b. **Before 9am on the day of their return to school**, see the Deputy Principal to submit an **Illness Misadventure Application**. The student must provide a parent/carer letter detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary.
- c. Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school**.

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Principal may authorise an estimate to be given.

**NOTE:** In the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if an **Illness Misadventure Application**:

- a. Has not been submitted to explain their absence or
- b. Has been submitted by the student but is not approved or
- c. The correct assessment procedures have not been followed.

## **Misadventure**

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that short term **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student MUST:

- a. **On the day of the task**, see the Deputy Principal to obtain an **Illness Misadventure Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate timeframe to complete the **Illness Misadventure Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary.
- b. Return the completed **Illness Misadventure Application** to the Deputy Principal, with the independent evidence, as per the timeframe agreed upon.

**NOTE:** If receiving learning adjustments refer to page 21 of this booklet.

In the case of a student who has completed an assessment task and has submitted an **Illness Misadventure Application** but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the following will apply:

- a. If the application is not supported, then the student will receive the mark they actually gained on the task

- b. If the application is supported, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher.

**NOTE:** Illness Misadventure Applications initiated after assessment task results have been issued will NOT be considered in any circumstances.

## **Limitations on Assessment Applications**

An Illness Misadventure Application cannot be submitted on the basis of:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Loss of study time or facilities
- Long-term illnesses such as glandular fever, unless a flare-up is suffered of the condition during an examination
- The same grounds for which learning adjustments are received, unless additional difficulties are experienced during an examination
- Misreading notifications or instructions
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

## **LATE SUBMISSION OF TASKS**

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Deputy Principal receives a completed **Illness Misadventure Application** that provides an acceptable explanation for the late submission of a task, the student will receive a **ZERO** mark for that task if the task is submitted TWO days beyond the due date.

## **SUPPORTING AN ASSESSMENT TASK APPLICATION**

If an **Illness Misadventure Application** has been supported, then the Deputy Principal may:

- Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- Authorise for an estimate to be given
- Grant an extension of time
- Determine an alternative procedure (in consultation with the relevant Head Teacher).

**NOTE:** An application for an Illness Misadventure is no guarantee.

## **TECHNOLOGY AND ASSESSMENT TASKS**

Most students now use some form of electronic 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. Technology breakdown as grounds for an extension will only be considered in **extreme circumstances**.

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

- When working at home, continually back up all work on the hard drive of their computer and on an external portable storage media (such as a USB drive)
- When working at school, save the latest version of their work to their personal files on the school server
- 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 home software with the school's technology
  - Sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
  - Save a copy of the final version of the task to an email address that can be accessed at school (such as school @education email account), as well as bringing it to school on external portable storage media.
- Students are to adhere to the instructions in regard to the proctoring of the task, this may include supervision by teams or other digital platforms and the integrity of the task must be upheld with no involvement from third parties
- Submission of any digital task within the due time is the responsibility of the student
- Digital submission of any task constitutes a digital signature that the student has submitted their own work

To submit a hard copy of the task, print the task at home to avoid any software incompatibility problems and to ensure that problems are not encountered accessing the school computers (during busy times, they may have trouble accessing the school computers/printers). If unable to print work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing.

**(Note: printing at school should only be a last resort and must be completed before the due hand in time).**

## FEEDBACK

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students. Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher. For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes

- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or particular section).

## ORAL/PERFORMANCE/PRACTICAL TASKS

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time.

## ZERO MARKS

A **ZERO** will be awarded when a student:

- Submits a task late beyond TWO days of the task due date (without a valid reason)
- Does not attempt the assessment task (non-attempt)
- Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded
- Is found to be involved in substantial malpractice

In such cases:

- Parents/guardians will be informed in writing
- Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal

Students who do not make a serious attempt at assessment tasks will receive formal written notification.

## MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. Malpractice includes, but is not limited to:

- Cheating
- Attempting to cheat
- Assisting others to cheat
- Colluding to facilitate either own advantage or advantage of another student.
- Submitting an assessment that was completed in a group and presenting it as individual work rather than completing it separately as per the notification.
- Copying someone else's work in part or in whole, and presenting it as their own
- Copying in an exam from other student or using information secretly brought in
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task in any way

- Breaching school examination rules
- Using non-approval aides during an assessment task
- Using online translation tools
- Contriving false explanations to explain work not submitted by the due date
- Altering of an assessment task that has already been marked
- Attempting to alter an assessment task that has already been marked
- Making up journal entries for a research project
- Copying information from an electronic device
- Using generative Artificial Intelligence when specifically prohibited as part of an assessment task; output has not been cited or has been used in a way that contradicts the school's assessment policy.

If an allegation of malpractice is made by the class teacher or marker, it will be referred to the Head Teacher of the course. The incident will be reviewed and parents will be notified and given an opportunity to respond. In the case of suspected malpractice, the student(s) suspected of malpractice will be required to provide evidence that all work is entirely their own. Such evidence might include but it not limited to the student(s):

- 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
- Answering questions regarding the assessment task, examination or submitted work under investigation to demonstrate their knowledge, understanding and skills.

The decision with regard to malpractice having occurred will be made by the Head Teacher. The decision will be communicated to the students with any penalty outlined.

In all situations involving malpractice, the Deputy Principal will be aware of the circumstance.

## **INVALIDITY OF ASSESSMENT TASKS**

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration. An investigation will be undertaken by the Deputy Principal and Head Teacher of the faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

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

## **QUERYING THE RESULT OF AN ASSESSMENT TASK**

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. A teacher's professional judgement cannot be the basis of an appeal.

## ASSESSMENT TASK APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Illness Misadventure Application** must be submitted to the Deputy Principal by 3pm on the first day of return to school. Only information provided with the application will be considered. The Deputy Principal assesses the application to determine whether it will be supported or not. An application is determined after assessing that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify:

- no penalty being applied to the student's mark for the task
- an alternate task is scheduled
- a determination to estimate results to maintain rank or
- the application is classed as 'to be reviewed.'

If the Illness Misadventure Application is not supported, no adjustments will be made. This determination is made on the basis that the student **has not** followed the appropriate process to apply for consideration or provided sufficient evidence.

If a student has applied for special consideration using the **Illness Misadventure Application**, and the task is 'to be reviewed', the outcome will be determined by the Head Teacher in consultation with the Deputy Principal.

Students who have received learning adjustments should not submit an Illness Misadventure Application as their performance in the assessment task has been supported - unless the application would request review of separate circumstances.

### Subsequent/alternate task submission

If students are absent due to illness or misadventure and they satisfy the requirements of the policy an alternate task will be organised by school executive. Once the task has been completed by the student they cannot then apply for special consideration for the same task.

### Tasks to be reviewed at end of course

If a student completes a task but submits an Illness Misadventure Application that has been assessed as 'to be reviewed', then the Head Teacher will review similar tasks to determine if disadvantage is evident. **NOTE** this cannot occur on multiple tasks within the course assessment schedule.

### Task estimation to maintain grade

In exceptional circumstances it is not appropriate for the student to sit an alternate task in which case the Deputy Principal may determine the student's relative assessment grade is to be maintained.

## ASSESSMENT CONCERNS

Where circumstances arise in the administration of the assessment of courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

## LEARNING ADJUSTMENTS

If a student is entitled to learning adjustments for examination periods and/or in-class assessments, it is the responsibility of the student to request these adjustments for any school-based assessment tasks. This can be negotiated with the Head Teacher Wellbeing teacher. **This request must be submitted TWO weeks before a school assessment.**

**NOTE** the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which School has already granted learning adjustments, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is support by the supervising staff member.

## PROCEDURES FOR TASK ADMINISTRATION

For separate classes completing the same course, Head Teachers are required to ensure:

- Students receive the same information to ensure consistency in the administration of the assessment task.
- Where possible, the task should be completed on the same day/period to protect the integrity of the task.
- All students have the same examination conditions and experiences.
- In subjects more than one class exists, all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

During an assessment task, students must turn off their mobile phone and place it in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

## CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- Be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement of the examination, test or assessment).
- Wear full school uniform to all examinations.
- Cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor.
- **Follow** the examination supervisor's **instructions** at all times.
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- Not write, use any equipment including highlighters, or annotate the examination paper in any way during reading time.

- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- Any of the following items must not be brought into assessments/exams:
  - ✓ Mobile phones
  - ✓ Programmable watches e.g. smart watches
  - ✓ Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
  - ✓ Stopwatches
  - ✓ Paper or printed or written material (including the exam timetable)
  - ✓ Dictionaries (except in language exams, if allowed)
  - ✓ Correction fluid or correction tape
- Equipment cannot be borrowed during assessments or exams. Exam supervisors may inspect equipment when students enter the room and will tell them where to place unauthorised items.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- **Behave ethically** – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

## REPORTING

- Each year students will receive two written reports during the year outlining their achievements at school. The Semester 1 Report includes assessments completed in Terms 1 and 2, and the Semester 2 Report includes assessments completed in Terms 3 and 4.
- The information contained in written report is a summary of a student's achievement and is one of a number of ways that Willoughby Girls High School communicates with parents/caregivers about their child's progress. We also provide opportunities for parents to meet with their daughter's teachers to discuss ways to work together to help her. Parent /teacher meetings are advertised in the Calendar section of the school website: <https://willoughbg-h.schools.nsw.gov.au/> and on Sentral. Parents should contact the Head Teacher of a particular course listed in the first instance if support or clarification is required.

A student's progress is assessed using the following five point scale:

- **A – Outstanding Achievement:** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- **B – High Achievement:** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- **C – Sound Achievement:** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

- **D – Basic Achievement:** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills
- **E – Limited Achievement:** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

## Tips for Being a Successful Student

### Be Organised

- The first step towards success at school is to be organised. This means knowing where things are kept like books and equipment, knowing when school work is due, and being able to find things when needed. Make sure that all books and equipment are in one place e.g. bedroom.
- Check the timetable each evening before going to bed. Then use this information to pack the school bag.
- A study guide is a great tool that can help you get organised. This helps to quickly glance over important dates and events. A study guide works well with a diary.
- A weekly planner outlines when school work is due, and also helps plan time by allowing calculations to be made on how much time is left before something is due. A weekly planner should be updated every week to reflect the amount of time needed to spent on different tasks.
- Separate exercise books are needed for all subjects. Use headings and subheadings for things and always date work so it's easier to sequence.

### Prioritise Your Time and Work

To prioritise means to make a decision on what is important and what needs to be done first. To help prioritise having clear and manageable learning goals is important and knowing what has to be done to achieve those goals.

Being organised, knowing when work is due and knowing how much time is available will help set priorities and find time to do things that are urgent and important. Make a short list of the most urgent or most important things that have to be done. This list should not be too long - five or so items at a time - always complete the item at the top of the list first.

A **“To Do List”** will help with feeling in control and it will give a sense of achievement. A list should have all urgent tasks on it to help remember that they have to be done. The most urgent tasks should be at the top of the list. Important things are not always urgent, but they have to be done - and time must be found to do them. There is a range of important things, and these things are not just school work. However, by prioritising helps to find a balance between everything that is important. It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about learning goals a year from now, but also think about all the small steps that will help to get there. Plan on doing the small steps first, and then gradually build up. Knowing where to go makes getting there a lot easier. If not sure about goals, talk to someone who can help work out where to go and how to get there. School work is very important, but so are the other things after school. The trick is to find a balance between the different things after school. Use a weekly planner to help with this process. Work out all the things that need to be done that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help to stay on task.

### Get Things Done

Getting things done can be time consuming and challenging, but being organised and having priorities right, it will make workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in a weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure to understand all the steps that have to be completed, and then work on the first step until it is done. Only when completed the first step should moving on to the next step be appropriate. A study schedule should help work out how much time is needed to complete each step.

Going over class notes and linking them to key skills and concepts should be something to do at home during the time set aside to do homework. Even if teachers do not set this activity explicitly for homework, this should be done regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once study notes have been designed it is much easier to do assessment tasks and prepare for tests and examinations as these always ask to link knowledge to key skills.

Ask for feedback from teachers on progress to ensure that learning is on the right track and that skills are developing. Providing enough time to complete work, means there will be time to show teachers a fairly complete draft at least several days before the work is due. This will give teachers' time to provide feedback and give time to act on the feedback received.

## SUBJECT OUTCOMES AND ASSESSMENT SCHEDULES

### ENGLISH Course Outcomes

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

**ENGLISH**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Nature of Task	SPEAKING TASK BookTube Review Video  <b>Hand-in task.</b>	VISUAL REPRESENTATION and REFLECTION STATEMENT  <b>Hand in task.</b>	NARRATIVE  <b>Hand in task.</b>	
Timing	TERM 1 Week 10	TERM 2 Week 8	TERM 3 Weeks 9-10	
Outcomes Assessed	<b>EN4-RVL-01</b> <b>EN4-URB-01</b>	<b>EN4-URA-01</b> <b>EN4-ECB-01</b>	<b>EN4-URA-01</b> <b>EN4-URC-01</b> <b>EN4-ECA-01</b>	
				<b>Weighting %</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
	<b>Semester 1 Report</b>	<b>Semester 2 Report</b>		

## FRENCH Course Outcomes

	Stage 4
<b>ML4-INT-01</b>	<b>Interacting</b> exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
<b>ML4-UND-01</b>	<b>Understanding texts</b> interprets and responds to information, opinions and ideas in texts to demonstrate understanding
<b>ML4-CRT-01</b>	<b>Creating texts</b> creates a range of texts for familiar communicative purposes by using culturally appropriate language

## FRENCH

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Topic - Meeting People</b>  In class task - Understanding texts	<b>Topic – Family and pets</b>  In class task - Interacting	<b>Topics - Food and Drink</b>  In class task - Interacting	<b>Topic – A day in my life and celebrations</b>  In class task - Understanding texts	
Timing	Term 1 Week 7	Term 2 Week 4	Term 3 Week 7	Term 4 Week 2	
Outcomes Assessed	ML4-UND-01	ML4-INT-01 ML4-CRT-01	ML4-INT-01 ML4-CRT-01	ML4-UND-01	
Components					Weighting %
Understanding Texts	30			20	50
Interacting		10	15		25
Creating Texts		15	10		25
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>100</b>

## GEOGRAPHY Course Outcomes

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

## GEOGRAPHY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Task 1 - Landscapes and Landforms	Task 2 - Place and Liveability Task	Task 3 - Murray Darling Basin Task	
Timing	Term 1 Weeks 7 - 10	Term 2 Week 7	Term 3 Weeks 4 - 7	
Outcomes Assessed	GE4-1, GE4-4, GE4-8	GE4-7	GE4-2, GE4-3,	
<b>Components</b>				<b>Weighting %</b>
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

## JAPANESE Course Outcomes

	Stage 4
<b>ML4-INT-01</b>	<b>Interacting</b> exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
<b>ML4-UND-01</b>	<b>Understanding texts</b> interprets and responds to information, opinions and ideas in texts to demonstrate understanding
<b>ML4-CRT-01</b>	<b>Creating texts</b> creates a range of texts for familiar communicative purposes by using culturally appropriate language

## JAPANESE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Topic - Introducing Yourself, My Family</b>  (hand in)	<b>Topic – Daily Routine, Birthdays and Transport</b>  (in class)	<b>Topic – My School, School Life</b>  (hand in)	<b>Topic – My Free Time, Favorite Activities</b>  (in class)	
Timing	Term 1 Week 8	Term 2 Week 2	Term 3 Week 8	Term 4 Week 2	
Outcomes Assessed	ML4-INT-01 ML4-CRT-01	ML4-UND-01	ML4-INT-01 ML4-CRT-01	ML4-UND-01	
Components					Weighting %
Understanding Texts		25		25	50
Interacting	10		15		25
Creating Texts	10		15		25
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## MATHEMATICS Course Outcomes

<b>MA4 – 4NA</b>	compares, orders and calculates with integers, applying a range of strategies to aid computation
<b>MA4 – 5NA</b>	operates with fractions, decimals and percentages
<b>MA4 – 7NA</b>	operates with ratios and rates, and explores their graphical representation
<b>MA4 – 8NA</b>	generalises number properties to operate with algebraic expressions
<b>MA4 – 10NA</b>	uses algebraic techniques to solve simple linear and quadratic equations
<b>MA4 – 11NA</b>	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
<b>MA4 – 13MG</b>	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
<b>MA4 – 14MG</b>	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
<b>MA4 – 16MG</b>	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
<b>MA4 – 1WM</b>	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
<b>MA4 – 3WM</b>	recognises and explains mathematical relationships using reasoning
<b>MA4 – 19SP</b>	collects, represents and interprets single sets of data, using appropriate statistical displays
<b>MA4 – 20SP</b>	analyses single sets of data using measures of location, and range
<b>MA4 – 21SP</b>	represents probabilities of simple and compound events

## MATHEMATICS

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	40 minute pen and paper test	40 minute pen and paper test	Using appropriate technology to investigate and interpret information	40 minute pen and paper test	
Timing	Term 1 Weeks 9	Term 2 Week 5	Term 3 Week 5	Term 4 Week 2	
Outcomes Assessed	Pythagoras' theorem Whole Numbers  MA4 – 16MG, 4NA	Algebra Fractions and Percentages Area and Volume  MA4 – 5NA, 8NA, 13MG, 14MG	Linear Functions  MA4 – 1WM, 1WM, 3WM, 11NA	Equations Rates & Ratios Data & Probability  MA4 – 10NA, 7NA, 19SP, 20SP, 21SP	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>100</b>

## MUSIC Course Outcomes

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

## MUSIC

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Nature of Task	<b>Guitar Chords Test</b> (performance)  Individual performance of 7 chords	<b>Listening Test</b> (in class)  Written test on theory & aural identification	<b>Snowy River Ensemble</b> (performance)  Guitar duet/trio	<b>Australian Song Presentation</b> (presentation)  Class presentation on Australian song	<b>Blues Ensemble</b> (performance)  Group performance of 12 bar blues	<b>Rock Song Composition</b> (performance)  Group composition & performance of original rock song
Timing	Term 1 Week 8	Term 2 Week 2	Term 2 Week 5	Term 2 Week 9	Term 3 Week 6	Term 4 Week 3
Outcomes Assessed	4.1, 4.2, 4.3	4.7, 4.8, 4.9	4.1, 4.2, 4.3	4.7, 4.8, 4.9	4.1, 4.2, 4.3	4.4, 4.5, 4.6
<b>Components</b>						
Performing	10		40		30	
Composing						40
Listening		50		30		
<b>Total %</b>	<b>10</b>	<b>50</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Semester</b>	<b>100</b>			<b>100</b>		

## PDHPE Course Outcomes

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

## PDHPE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	CHALLENGE AND CHOICES  Safe Risk-taking Project	COURT SPORTS  Skills Assessments	DID YOU KNOW  Safe sexual Decision making scenario	SPORTS AEROBICS  Routine	
Timing	Term 1 Part a) Week 4 Part b) Week 11	Term 1 Ongoing	Term 2 Week 8	Term 3 Week 8	
Outcomes Assessed	4-1, 4-9	4-5, 4-8	4-2, 4-6	4-11	
Components					Weight %
Knowledge and understanding of course content	10	10	15	5	40
Skills in influencing personal and community health taking action to improve participation and performance in physical activity		15		15	30
Skills in critical thinking research, analysing and communicating	15		10	5	30
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## SCIENCE Course Outcomes

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

## SCIENCE

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	In class test	Energy project and evaluation	Student research project	In class test	
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 2	
Outcomes Assessed	SC4-13ES, SC4-14LW, SC4-15LW	SC4-4WS, SC4-6WS, SC4- 8WS, SC4-11PW	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS	SC4-14LW, SC4-17CW	
Components					Weighting %
Knowledge and understanding	10	7.5		12.5	30
Practical skills	2.5	10	15	2.5	30
Data interpretation skills	2.5	7.5	5	5	20
Information processing and literacy skills	5	5	5	5	20
<b>Total %</b>	<b>S1 40% (20)</b>	<b>S1 60% (30)</b>	<b>S2 50% (25)</b>	<b>S2 50% (25)</b>	<b>100</b>

**TECHNOLOGY Course Outcomes****ENGINEERING SYSTEMS**

<b>TE4-1DP</b>	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
<b>TE4</b>	plans and manages the production of designed solutions
<b>TE4-10TS</b>	explains how people in technology related professions contribute to society now and into the future
<b>TE4-3DP</b>	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
<b>TE4-8EN</b>	explains how force, motion and energy are used in engineered systems

## TECHNOLOGY

### ENGINEERING SYSTEMS

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Idea Development	Evaluation Task	Practical	
Timing	Term 1 Week 6	Term 2 Week 9	Term 2 Week 9	
Outcomes Assessed	TE4-1DP, TE4-2DP	TE4-10TS	TE4-3DP, TE4-8EN	
<b>Components</b>				<b>Weighting %</b>
<b>Total %</b>	<b>10</b>	<b>10</b>	<b>30</b>	<b>50</b>

**Year 8 students complete two unit of work in Technology Mandatory and this will add up to 100%**

**TECHNOLOGY Course Outcomes****MATERIALS TECHNOLOGY**

<b>TE4-10TS</b>	explains how people in technology related professions contribute to society now and into the future
<b>TE4-1DP</b>	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
<b>TE4-2DP</b>	plans and manages the production of designed solutions
<b>TE4-3DP</b>	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
<b>TE4-9MA</b>	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

## TECHNOLOGY

### MATERIALS TECHNOLOGY

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Idea Development	Practical	
Timing	Term 1 Week 5	Term 1 Week 10	Term 2 Week 9	
Outcomes Assessed	TE4-10TS	TE4-1DP	TE4-2DP, TE4-3DP, TE4-9MA	
Components				Weighting %
Total %	10	10	30	50

**Year 8 students complete two unit of work in Technology Mandatory and this will add up to 100%**

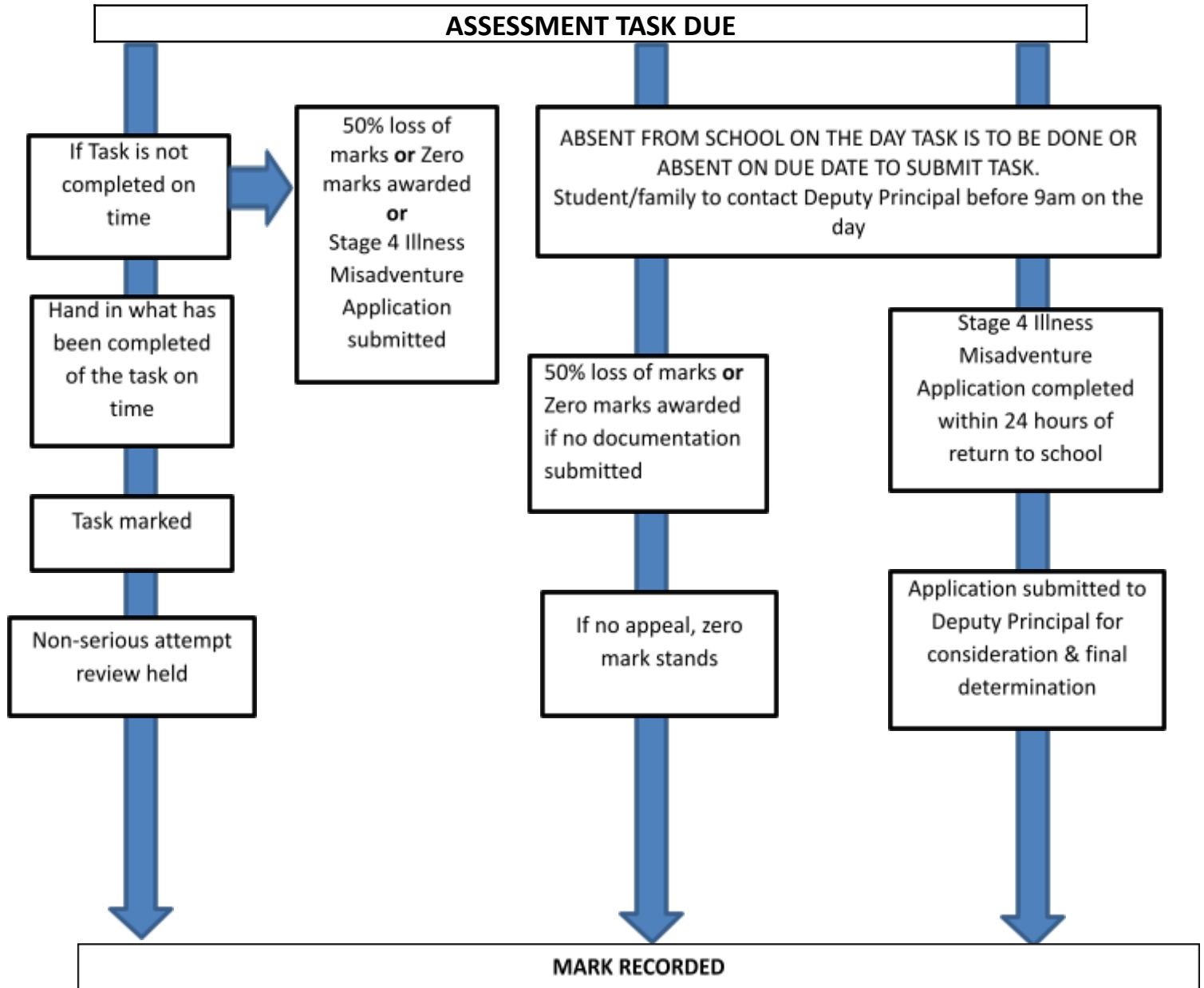
## VISUAL ARTS Course Outcomes

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

## VISUAL ARTS

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	<b>Describing and interpreting artworks</b>  Semester 1 (in class)	<b>Resolved artwork and exploration + development</b>  Semester 1 (hand-in)	<b>Describing and interpreting artworks</b>  Semester 2 (in-class)	<b>Resolved artwork and exploration + development</b>  Semester 2 (hand-in)	
Timing	Term 1 Week 8 + 9	Term 2 Week 4 + 5	Term 3 Week 2 + 3	Term 4 Week 1 + 2	
Outcomes Assessed	4.7, 4.8, 4.9, 4.10	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	
Components					Weighting %
<b>Making</b> Exploring and developing ideas		10		10	<b>70</b>
<b>Making</b> Resolved artworks		25		25	
<b>Critical and Historical Studies</b> Describing and interpreting artworks	15		15		<b>30</b>
<b>Total %</b>	<b>15</b>	<b>35</b>	<b>15</b>	<b>35</b>	<b>100</b>

## ASSESSMENT FLOW CHART



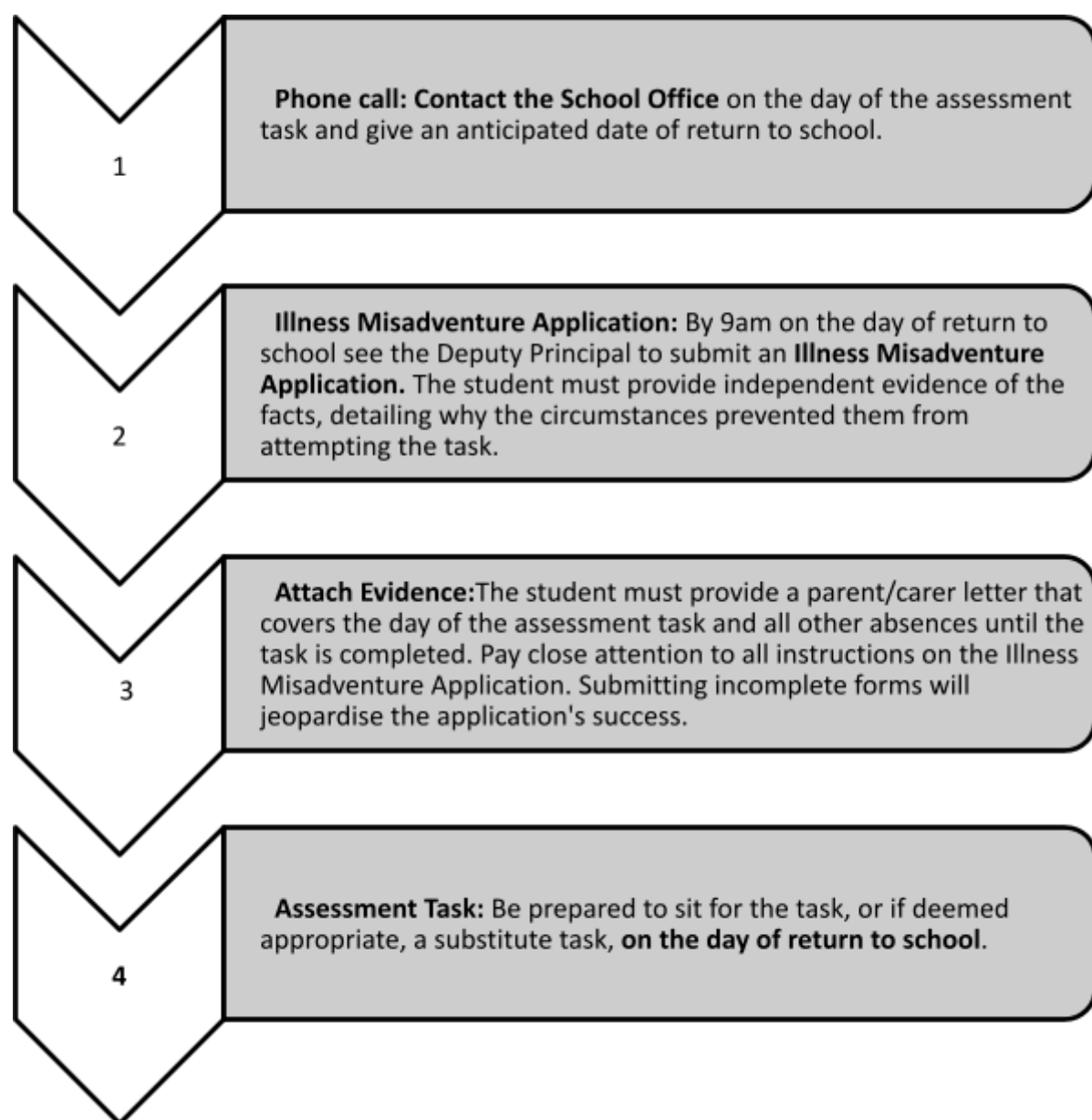
**NOTE:**

There are no grounds for an appeal in regards to the mark awarded to a completed assessment task.

## APPENDICES

### ABSENCE DUE TO ILLNESS OR MISADVENTURE

Willoughby Girls High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Willoughby Girls High School Assessment Policy.





## Appendix 1 – ILLNESS MISADVENTURE APPLICATION – Stage 4

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

Assessment Task: \_\_\_\_\_ Date of task: \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to illness/misadventure/exceptional circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Learning Adjustments for this assessment task?

- No
- Yes If yes, please provide details \_\_\_\_\_

I have attached (*please tick and complete relevant information*):

- Supporting letter from parent/caregiver: \_\_\_\_\_ Date: \_\_\_\_\_
- Other (*please describe*) \_\_\_\_\_

This proforma is to be handed to the Deputy Principal by 3pm. You will be informed within two days of lodgement of this application.

### Head Teacher / Deputy Principal Determination:

- Task to be accepted without penalty
- Missed Task or Alternative Task (*please circle*) to be completed by/on: \_\_\_\_\_ (*date*)
- An estimate or zero (*please circle*) to be awarded
- Extension granted - Due date: \_\_\_\_\_

Signature of Head Teacher/Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

### Deputy Principal's recommendation:

☐

Approved

☐

To be reviewed

☐

Declined

Signature of Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

### Student Acknowledgement:

I acknowledge the arrangement above.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION YOU MAY APPEAL IN WRITING TO THE DEPUTY PRINCIPAL WITHIN TWO DAYS OF RECEIVING THE RESULT OF THIS APPLICATION

**STEPS TO COMPLETE APPENDIX 1 (Illness Misadventure Application)**

1. Collect form immediately on return to school or prior from the Deputy Principal.



2. Complete form ensuring all sections are complete.



3. Attach any supporting documentation to the application.



4. Submit form to Deputy Principal



## Willoughby Girls High School

### Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

Please attach this signed cover sheet to every assignment/assessment task you submit.

Surname:	Given Name:
Subject:	Due Date:
Teacher:	Task Title:
Date of submission:	

#### All My Own Work

1. *Acknowledgement of Sources by compiling a bibliography*

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. *Avoiding plagiarism / collusion*

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded / reworked some parts.

#### DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

I have read and understood the Willoughby Girls High School Assessment Policy.

Student Signature/Confirmation: ..... Date: .....



## Willoughby Girls High School

### Appendix 5: Stage 4 ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I \_\_\_\_\_, (*name printed*) have received the Willoughby Girls High School assessment document for 2023.

I am aware of the requirements for each course, and I have noted in particular the sections relating to “**Late Work**”, and the “**Non-Attempts**”, as outlined below.

Any assessment handed in **late** will be **checked diagnostically** but will receive **zero marks if submitted beyond TWO days of the due date** – it will be classified as a **NON-ATTEMPT OR NON-SERIOUS ATTEMPT**.

#### NON-ATTEMPTS/NON-SERIOUS ATTEMPTS

A candidate receives zero marks for an assessment task:

- For non-completion of a task on the due date, or
- For late submission of a task beyond TWO days of the due date
- Because the standard of work for the task is considered to be a NON-ATTEMPT or
- The correct assessment procedures have not been followed.

**NB:** Candidates and parents will be notified when tasks are NON-ATTEMPTS.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Parent/Caregiver's Name*

\_\_\_\_\_  
*Parent/Caregiver's Signature*

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

**This page is to be left in the booklet.**

**All students will complete an online Stage 4 Assessment Booklet Acknowledgement.**