



DAPTO
High School

***Assessment
Information***

***Year 8
Stage 4***

2022

This booklet outlines course syllabus components and an overview of the assessment schedule for each Stage 4 course.

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DAPTO HIGH SCHOOL

Assessment Policy and Procedures Year 7

Dapto High School is committed to enhancing and encouraging the achievement of students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Assessment at Dapto High School encourages progressive development of knowledge, skills and understanding while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment is designed to measure performance against course outcomes through a range of tasks.

Assessment tasks may include:

- tests which may take a written, practical or oral form
- class essays, research tasks, assignments, portfolios, log books
- practical tasks and major works
- fieldwork and projects

RESPONSIBILITIES OF THE SCHOOL

The school will provide students with the following information:

- **An Assessment Calendar via the Parent Portal** – this outlines when the assessment tasks are scheduled and the task description.
The assessment calendar overview should be used as a guide only. **Dates of tasks are subject to change** at the head teacher's discretion or due to unforeseen circumstances. Class Teachers will inform students of the new arrangements in writing with ample notice in advance.
- **Written Assessment Notification** - this notification outlines a more detailed explanation of the specific nature of each assessment task. This notification will be issued with **ample time in advance**.

The school will communicate to parents/carers any concerns relating to a student's performance and/or overall achievement. A letter of concern will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

RESPONSIBILITIES OF THE STUDENT

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- attend classes regularly and ensure attendance does not fall below 85%
- familiarise themselves with the school's "Assessment information" including all procedures and course information contained in the handbook
- contact the teacher and/or head teacher to obtain the task notification if they are absent on the day an assessment task notification is issued
- complete all assigned work, including each assessment task, to achieve course outcomes and demonstrate through effort and achievement, that they have met the requirements of the course
- be present for, and hand in all assessment tasks at the required time as specified in the handbook and the assessment calendar
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back
- meet all assessment deadlines or be penalised in accordance with this policy
- maintain the integrity and confidentiality of all assessment tasks
- follow the school's rules and regulation regarding assessment in line with NESA rules.

COMPLETING ASSESSMENT TASKS

It is the responsibility of the student to be present for, or to hand in, assessment tasks at the required time. Students must be in attendance for the **WHOLE DAY** when assessment tasks are scheduled or when set tasks are to be handed in.

If, due to illness or misadventure, a student is unable to attend school on the due date for any assessment task, they must follow the procedure outlined below.

ILLNESS/MISADVENTURE PROCEDURES FOR ASSESSMENT TASKS

Circumstances may arise that prevent the student from completing an assessment task. These may include personal illness, family tragedy or bereavement, transport problems, etc. Computer/printer failure **is not** grounds for misadventure.

These circumstances may prevent the student from attending on the day of a task, reduce your performance on the day of a task or prevent you from completing a hand-in task on time.

In these cases, students must follow the illness or misadventure procedure outlined below. **Failure to follow these procedures may result in a mark of zero being awarded.**

Procedures to follow:

1. In class tasks (written & practical)

On the day: If a student is unable to attend school on the day of a task they should:

- contact the school **in the morning the task is scheduled** and inform them of their absence.

Immediately on their return to school:

- The student must come prepared to complete the missed task, if required.
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must report to the head teacher of the faculty and submit the letter. The head teacher will negotiate the rescheduling of the task or, if required, an alternate solution.

2. Hand-In Tasks

On the day: If a student is unable to attend school on the day a hand-in task is due they should:

- contact the school **in the morning the task is due to be submitted** and inform them of their absence.
- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to dapto-h.school@det.nsw.edu.au

Immediately on their return to school:

- If the task was not submitted on the due date, the student must report to the relevant faculty head teacher on the **first day of the student's return to school and submit the task.**
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must submit the letter to the head teacher along with the task, or if necessary, negotiate a new submission date.

IMPORTANT INFORMATION TO NOTE REGARDING ASSESSMENT TASKS

Late submission of a hand-in assessment task or non-completion of an oral presentation/performance

- A faculty will deduct 20% of the total assessment task mark for each school day a hand-in task is late, or a presentation or performance is not completed, unless the head teacher has granted an extension of time, in response to a prior written appeal outlining exceptional circumstances.
- After five school days, if the task is still not submitted the student will receive a mark of zero for the task.
- A student should still complete the task to ensure a N/A is not awarded.

Technology

- Technology problems, such as computer or printer breakdown, are not generally deemed as valid reasons for late submission of an assessment task.
- It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files both to hard drive and to a USB drive.
- Assessment tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

Extra-curricular, co-curricular events and excursions

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in an activity, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date with the faculty head teacher.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the head teacher.

Approval for Extension or alternate task arrangement

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the class teacher in consultation with the faculty head teacher.
- Approval for an alternate assessment arrangement to cover extended absence (scheduled surgery, family commitments) will be negotiated with the head teacher, prior to the assessment task. It is the student's responsibility to arrange for this approval and to submit hand-in tasks early if they know that they will be absent on the due date.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes or electronic devices during a test or examination
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- paying or coercing someone to write or prepare an assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another students to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students
- disseminating any information related to the content of the exam to any of their peers.

Any student who bullies, harasses or coerces another student to divulge information relating to an assessment task will be referred to the Deputy Principal.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the head teacher. Malpractice in an examination or task will result in a zero mark being awarded for the task, a letter sent to parents/carers and a record of the malpractice noted on the student file

English : Year 8

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Narrative Character Theme <i>What can we learn from stories?</i>	Argument Authority <i>Can you convince me?</i>	Literary Value Context Intertextuality <i>How do we retell stories?</i>	Code and Convention Style <i>Can we play with English?</i>
<u>Description of task</u>	Essay <i>How does the text you have studied in class use characters to help us to understand important ideas?</i>	Portfolio tasks <i>Teacher determined.</i> <i>Persuasive Writing</i>	Narrative <i>Compose a piece of imaginative writing for a modern audience of 750-1000 words, which includes intertextual references to a traditional tale of your choice.</i>	Portfolio tasks <i>Teacher determined</i> <i>Short Plays</i>
<u>Outcomes</u>	EN4-1A EN4 -2A EN4 -3B EN4 -4B EN4 -7D	EN4-1A EN4 -2A EN4 -3B EN4- 5C EN4- 9E	EN4-1A EN4 -4B EN4- 5C EN4 - 6C EN4-8D	EN4 -2A EN4 -3B EN4- 9E
<u>Date</u>	Week 7	Portfolio tasks	Week 7	Portfolio tasks

HSIE : Year 8

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>History: Medieval Europe</u>	<u>History: Colonisation</u>	<u>Geography: Interconnections</u>	<u>Geography: Water in the world</u>
<u>Description of task</u>	Research task and in-class test	Research task and in-class test	Research task	Topic test
<u>Outcomes</u>	HT4-3, HT4-5, HT4-6, HT4-7, HT4-8	HT4-4, HT4-6, HT4-10	GE4-3, GE4-4, GE4-5, GE4-8	GE4-2, GE4-5, GE4-7, GE4-8
<u>Date</u>	Week 8	Week 3	Week 7	Week 4

Mathematics : Year 8

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Fraction & Percentages	Investigating Data	Circles area & Volume	Ratio & Rates
<u>Description of task</u>	In class test	In class test	In class test	Investigation task
<u>Outcomes</u>	MA4-1WM MA4-2WM MA4-3WM MA4-4WM	MA4-1WM MA4-2WM MA4-3WM MA4-2OSP	MA4-1WM MA4-2WM MA4-13WM MA4-14WM	MA4-1WM MA4-2WM MA4-3WM MA4-7NA
<u>Date</u>	Week 6	Week 4	Week 6	Week 4

Music : Year 8

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	The 12 Bar Blues	Film Music	A Glimpse of the Classics	Today's Hits
<u>Description of task</u>	Assessment Task 1 – Listening Students will listen to a piece of music and answer a series of questions that ask them to identify and describe the use of the concepts of music – using appropriate metalanguage and graphic notation.	Assessment Task 2 – Composition (Storyboard and audio to accompany) Students will create a storyboard that evokes two contrasting moods AND compose their own music using an online looping program to suit their story board		Assessment Task 3 – Performance (ongoing) Students will be assessed in performance several times throughout the year on keyboard, guitar, bass guitar and drums. This task is the culmination of their best result on each instrument.
<u>Outcomes</u>	4.7, 4.8, 4.9, 4.10	4.4, 4.5, 4.6		4.1, 4.2, 4.3
<u>Date</u>	Term 1, Week 9 – in class	Term 2, Week 8		Term 4, Week 3 – in class

Personal Development, Health and Physical Education (Health) : Year 8

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>Balancing My Life</u>	<u>Mental Health</u>	<u>Risky Business</u>	<u>Sexual Health</u>
<u>Description of task</u>	<p><u>Submission Task – Fitness Planner – Research Task</u> <i>Utilise knowledge learnt in class on balancing fitness requirements for health and investigate effective strategies and behaviours that promote the health and wellbeing of young people.</i></p>	<p><u>In CLASS Task – Mental Health Promotion Task</u> <i>Students will analyse and create strategies that promote mental health for young people.</i></p>	<p><u>In CLASS Task – Examination task</u> <i>Students answer question with the focus on risk taking behaviour with Drug Use and the positive actions that contribute to the health, safety and well-being of individuals and the wider community AND skills and strategies that can enhance self-management in complex situations.</i></p>	<p><u>In class task – INFORMAL TASK – Student Digital Presentation Project</u> <i>Prepare a digital presentation on an allocated sexual health issue and present to class.</i></p>
<u>Outcomes</u>	PD 4.8	PD4.2 & PD 4.7	PD4-6 & PD4-9	PD4.2 & PD4.6
<u>Date</u>	Wk10 – In your health class	Ongoing Wks 6-10 – In your health class	Week 10 – in Health Class	Week2 8 to 10 – in Health Class

Personal Development, Health and Physical Education (PE) : Year 8

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<p><u>Gym FUN</u> Weeks 1-6</p> <p><u>Fit for Life</u> Weeks 7-11</p>	<p><u>Athletics</u> Weeks 1-5</p> <p><u>Create a Game</u> Weeks 6-10</p>	<p><u>Dancing Together</u> Weeks 1-5</p> <p><u>Target Games</u> Weeks 6-10</p>	<p><u>Striking/Fielding/Invasion</u> Weeks1-10</p>
<u>Description of task</u>	<p>Gym Fun Floor Routine – In Class - Ongoing <i>Students will create and present a small group floor routine that encompasses a variety of gymnastics elements covered within the unit.</i></p> <p>Fit for Life – In Class - Ongoing <i>Informal assessment of application to various Lifelong fitness activities throughout the unit.</i></p>	<p>Athletics – In Class - Ongoing <i>Informal assessment of application to various athletic disciplines throughout the unit.</i></p> <p>Small Games presentation – In Class - Ongoing <i>Formative small games presentation to demonstrate and implement game created.</i></p>	<p>Dancing Together – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the Partner Dances studied in this unit.</i></p> <p>Target Games – In Class – Skills Assessment <i>Students will demonstrate through drills and minor games and game situations their skill execution in a designated range of skills specific to target games.</i></p>	<p>Tactical Play – In Class - Ongoing <i>Informal formative assessment of application to skill development, teamwork and skill performance in enhancing tactical play during a variety of games contexts.</i></p>
<u>Outcomes</u>	PD4-4, PD4-5 & PD4-11	PD4-4, PD4-5 & PD4-11	PD4-4, PD4-5 & PD4-11	PD4-5 & PD4-10
<u>Date</u>	<p>Gym Fun presentations Wk5/6 Ongoing throughout the term</p>	<p>Ongoing throughout the term Small Games Presentations Wk8-10</p>	<p>Ongoing throughout the term Target Games Assessment Wk9/10.</p>	<p>Ongoing throughout the term</p>

Science : Year 8

Term	<u>Term 1</u>		<u>Term 2</u>		<u>Term 3</u>		<u>Term 4</u>	
<u>Topic</u>	Biology - <i>Ecosystems</i>	Physics – <i>Energy</i>	Earth & Environmental Science – <i>Geology</i>	Chemistry - <i>Elements</i>	Investigating Science – <i>SRP (Student Research Project)</i>	Biology – <i>Body Systems</i>	Chemistry – <i>Chemical changes</i>	Earth & Environmental Science – <i>Resources</i>
<u>Description of task</u>	Ecosystem Communication Task	Energy Practical Test Semester Test 1			Student Research Project	Body Systems Communication Task Semester Test 2		
<u>Outcomes</u>	SC4-15LW (LW5)	SC4-11PW (PW3, PW4)	SC4-12ES (ES1)	SC4-17CW (CW2)	SC4-4WS - 9WS	SC4-14LW (LW3 b, d, f, LW4)	SC4-17CW (CW4)	SC4-13ES (ES3-4)
<u>Date</u>	Term 1 Week 1-5	Term 1 Week 6-11			Term 3 Week 1-5	Term 3 Week 6-10	VALID	

Technology Mandatory : Year 8

Rotation	Term 1: Rotation 1	Term 2: Rotation 2	Term 3: Rotation 3	Term 4: Rotation 4
Topic	Throughout Stage 4 the students will rotate through eight technologies. These include. Agriculture Technologies Digital Technologies 1 Digital Technologies 2 Engineered Systems Food Technologies Material Technologies: Metal Material Technologies: Timber Material Technologies: Textiles	Throughout Stage 4 the students will rotate through eight technologies. These include. Agriculture Technologies Digital Technologies 1 Digital Technologies 2 Engineered Systems Food Technologies Material Technologies: Metal Material Technologies: Timber Material Technologies: Textiles	Throughout Stage 4 the students will rotate through eight technologies. These include. Agriculture Technologies Digital Technologies 1 Digital Technologies 2 Engineered Systems Food Technologies Material Technologies: Metal Material Technologies: Timber Material Technologies: Textiles	Throughout Stage 4 the students will rotate through eight technologies. These include. Agriculture Technologies Digital Technologies 1 Digital Technologies 2 Engineered Systems Food Technologies Material Technologies: Metal Material Technologies: Timber Material Technologies: Textiles
Description of task	The students will complete a practical project and design folio that corresponds with the technology they are undertaking. All students will complete a Work Health and Safety quiz at the beginning of each technology rotation	The students will complete a practical project and design folio that corresponds with the technology they are undertaking. All students will complete a Work Health and Safety quiz at the beginning of each technology rotation	The students will complete a practical project and design folio that corresponds with the technology they are undertaking. All students will complete a Work Health and Safety quiz at the beginning of each technology rotation	The students will complete a practical project and design folio that corresponds with the technology they are undertaking. All students will complete a Work Health and Safety quiz at the beginning of each technology rotation
Outcomes	Design and Production Skills TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP Knowledge and Understanding TE4-5DP, TE4-6DP, TE4-7DP, TE4-8DP, TE4-9DP, TE4-10DP	Design and Production Skills TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP Knowledge and Understanding TE4-5DP, TE4-6DP, TE4-7DP, TE4-8DP, TE4-9DP, TE4-10DP	Design and Production Skills TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP Knowledge and Understanding TE4-5DP, TE4-6DP, TE4-7DP, TE4-8DP, TE4-9DP, TE4-10DP	Design and Production Skills TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP Knowledge and Understanding TE4-5DP, TE4-6DP, TE4-7DP, TE4-8DP, TE4-9DP, TE4-10DP
Date	Work Health and Safety: Term 1, Week 1-2 The students complete their assessment task throughout the term. The final project and folio are due the last week of their rotation: Term 1, Week 10	Work Health and Safety: Term 2, Week 1-2 The students complete their assessment task throughout the term. The final project and folio are due the last week of their rotation: Term 2, Week 10	Work Health and Safety: Term 3, Week 1-2 The students complete their assessment task throughout the term. The final project and folio are due the last week of their rotation: Term 3, Week 10	Work Health and Safety: Term 4, Week 1-2 The students complete their assessment task throughout the term. The final project and folio are due the last week of their rotation: Term 4, Week 10

Visual Arts : Year 8

<u>Rotation</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	“Design In Our World”	“Monsters”	“Pop Conversations”	“Perspective City”
<u>Description of task</u>	Canvas painting Colour theory +VAPD	3D mache monster sculpture +VAPD	3D illustration using pencil ICT +VAPD	1PT/2PT/3PT perspective A2 drawing + watercolour + VAPD
<u>Outcomes</u>	4.1 /4.3 /4.4 /4.6 /4.7 /4.8 / 4 .9	4.1 /4.3 /4.4 / 4.6 /4.7 / 4.8	4.1 /4.3 /4.6 /4.7 /4.9	4.1 / 4.6 / 4.7
<u>Date</u>	<u>Week 10, Term 1</u>	<u>Week 10, Term 2</u>	<u>Week 10, Term 3</u>	<u>Week 9, Term 4</u>



Year 8, 2022

Assessment Booklet

I have received the Year 8 Assessment Booklet and understand my responsibilities as a student in regards to assessment procedures at Dapto High School.

Student's Name: (Please print) Roll:.....

Student's Signature:

Date:

I have sighted the Year 8 Assessment Booklet including the Assessment Calendar overview.

Parent/Carer's Signature:

Date:

**Please sign and return this page to Mr Moore
(Year 8 Deputy Principal)**