



**DAPTO**  
High School

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***Assessment  
Information***

***Year 8  
Stage 4  
2019***

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*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](mailto: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<br>Character<br>Theme<br><i>What makes some texts last?</i>                       | Argument<br>Authority<br><br><i>Can you convince me?</i>                           | Literary Value<br>Context<br>Intertextuality<br><i>Why do we retell stories?</i>   | Code and Convention<br>Style<br><br>Let's Play!                            |
| <u>Description of task</u> | Essay<br><i>How does the text you have studied in class communicate important messages?</i> | Portfolio tasks<br><br><i>Teacher determined.</i><br><br><i>Persuasive Writing</i> | Narrative<br><i>Compose a narrative of 500-750 words which includes intertextual references to a fairytale of your choice.</i> | Portfolio tasks<br><br><i>Teacher determined</i><br><br><i>Short Plays</i> |
| <u>Outcomes</u>            | EN4-1A<br>EN4 -2A<br>EN4 -3B<br>EN4 -4B<br>EN4 -7D  | EN4-1A<br>EN4 -2A<br>EN4 -3B<br>EN4- 5C<br>EN4- 9E                                 | EN4-1A<br>EN4 -2A<br>EN4 -4B<br>EN4- 5C<br>EN4 - 6C<br>EN4-8D  | EN4 -2A<br>EN4 -3B<br>EN4- 9E  |
| <u>Date</u>                | <b>Notification Week 7<br/>Week 9</b><br>Teacher determined day of week task due.           | <b>Portfolio tasks</b><br><br>3-5 Class tasks                                      | <b>Notification Week 6<br/>Week 8</b><br>Teacher determined day of week task due   | <b>Portfolio tasks</b><br><br>3-5 Class 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>Medieval Europe</u>                  | <u>Colonisation</u>                                       | <u>Interconnections</u>                                     | <u>Water in the world</u>     |
| <u>Description of task</u> | William Wallace<br>Source task-in class | Myall Creek<br>Massacre<br>newspaper article-<br>in class | Connections between<br>myself and world<br>booklet-in class | Skills test-in class          |
| <u>Outcomes</u>            | HT4-3, HT4-5, HT4-6,<br>HT4-7, HT4-8    | HT4-4, HT4-6, HT4-<br>10                                  | GE4-3, GE4-4, GE4-5,<br>GE4-8                               | GE4-2, GE4-5, GE4-7,<br>GE4-8 |
| <u>Date</u>                | <b>Week 7</b>                           | <b>Week 3</b>   | <b>Week 7</b>   | <b>Week 2</b>                 |

## 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<br>MA4-2WM<br>MA4-3WM<br>MA4-4WM | MA4-1WM<br>MA4-2WM<br>MA4-3WM<br>MA4-2OSP | MA4-1WM<br>MA4-2WM<br>MA4-13WM<br>MA4-14WM | MA4-1WM<br>MA4-2WM<br>MA4-3WM<br>MA4-7NA |
| <u>Date</u>                | <b>Week 6</b>                            | <b>Week 4</b>                             | <b>Week 6</b>                              | <b>Week 4</b>                            |



## Music : Year 8

| <b><u>Term</u></b>                | <b><u>Term 1</u></b>  | <b><u>Term 2</u></b>  | <b><u>Term 3</u></b>   | <b><u>Term 4</u></b>  |
|-----------------------------------|---|---|--|---|
| <b><u>Topic</u></b>               | The 12 Bar Blues<br>Keyboard, Guitar, Bass Guitar, Drums  | A Glimpse at 'The Classics'<br>Keyboard, Guitar, Bass Guitar, Drums | Film Music<br>Keyboard, Guitar, Bass Guitar, Drums   | Today's Hits<br>Keyboard, Guitar, Bass Guitar, Drums  |
| <b><u>Description of task</u></b> | Assessment Task 1 – Listening<br>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 & Process Journal<br>Students will compose their own film music using an online looping program to suit an imaginative scene that evokes two contrasting moods and keep a detailed journal of the composition process. | Assessment Task 3 – Performance (ongoing)<br>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. |
| <b><u>Outcomes</u></b>            | 4.7, 4.8, 4.9, 4.10   |   | 4.4, 4.5, 4.6  | 4.1, 4.2, 4.3   |
| <b><u>Date</u></b>                | <b>Week 9 – in class</b>  | <b>Ongoing skill development</b>                                    | <b>Week 8</b>  | <b>Term 4 – in class</b>  |

## 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>               | Getting Connected  | Healthy Lifestyles  |               | Making Choices about Drugs   |
| <u>Description of task</u> | In class task – Media Analysis –<br><i>relationships, conflict resolution, communication techniques, bullying, rights and responsibilities, support networks and positive/negative uses of power</i> | Submission Task – Healthy Lifestyle Event Creation<br><i>create an event that promotes both physical activity and healthy eating habits</i> |               | In class task – TEST –<br><i>focus on drug use and harm minimisation: consequences of risk behaviours, strategies to minimise harm</i> |
| <u>Outcomes</u>            | 4.2 , 4.3, 4.11 & 4.12   | 4.2, 4.6, 4.8 & 4.16  |               | 4.2, 4.6, 4.7 & 4.12   |
| <u>Date</u>                | <b>Week 9/10 – In your health class</b>  | <b>Term 3 - Week 3/4 – Submission Task in Health Class</b>  |               | <b>Week7 – In your health class</b>  |

## 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>  |
|-----------------------------------|---|--|--|--|
| <b><u>Topic</u></b>               | <u>Gymnastics</u><br>Weeks 1-6<br><u>Fitness</u><br>Weeks 7-11  | <u>Athletics</u><br>Weeks 1-5<br><u>New Games</u><br>Weeks 6-10  | <u>Dancing Together</u> Weeks<br>1-5<br><u>Target Games</u><br>Weeks 6-10  | <u>Striking/Field Games</u><br>Weeks 1-5<br><u>Invasion Games</u><br>Weeks 6-10  |
| <b><u>Description of task</u></b> | <u>Gymnastics</u> – In Class - Ongoing<br><i>Creation and performance of Group Floor routine, Tumbling sequence and synchronised mini tramp jumps.</i><br><u>Fitness</u> – In Class - Ongoing<br><i>Informal assessment of application to various fitness activities throughout the unit.</i> | <u>Athletics</u> – In Class - Ongoing<br><i>Informal assessment of application to various athletic disciplines throughout the unit.</i><br><u>New Games</u> – In Class - Ongoing<br><i>Informal assessment of application to skill development, teamwork and skill performance in the NEW GAME studied in this unit.</i> | <u>Folk Dance</u> – In Class -<br><i>Creation and performance of Group Folk Dance routine that encompasses steps from dances previously learnt in the unit.</i><br><u>Target Games</u> – In Class - Ongoing<br><i>Informal assessment of application to skill development, teamwork and skill performance in the TARGET GAME studied in this unit.</i> | <u>Striking/Field Games</u> – In Class - Ongoing<br><i>Informal assessment of application to skill development, teamwork and skill performance in the STRIKING/FIELD GAME studied in this unit.</i><br><u>Invasion Games</u> – In Class - Ongoing<br><i>Informal assessment of application to skill development, teamwork and skill performance in the INVASION GAME studied in this unit.</i> |
| <b><u>Outcomes</u></b>            | 4.4, 4.5, & 4.14  | 4.4, 4.13, & 4.14  | 4.4, 4.5, 4.13, & 4.14   | 4.4 & 4.14   |
| <b><u>Date</u></b>                | Ongoing throughout the term<br><b>Gymnastics Performance Week 5/6</b>   | Ongoing throughout the term  | Ongoing throughout the term<br><b>Dance performance Week 5.</b>  | Ongoing throughout the term  |

## Science : Year 8

| <b>Term</b>                           | <b><u>Term 1</u></b>               |   | <b><u>Term 2</u></b>                                    |                                | <b><u>Term 3</u></b>  |   | <b><u>Term 4</u></b>                       |  |
|---------------------------------------|------------------------------------|---|---|--------------------------------|---|---|--|--|
| <b><u>Topic</u></b>                   | Biology -<br><i>Ecosystems</i>     | Physics –<br><i>Energy</i>                            | Earth &<br>Environmental<br>Science –<br><i>Geology</i> | Chemistry -<br><i>Elements</i> | Investigating<br>Science –<br><i>SRP</i> (Student<br>Research<br>Project) | Biology –<br><i>Body Systems</i>                                | Chemistry –<br><i>Chemical<br/>changes</i> | Earth &<br>Environmental<br>Science –<br><i>The Solar<br/>System</i> |
| <b><u>Description<br/>of task</u></b> | Ecosystem<br>Communication<br>Task | Energy<br>Practical<br>Test<br><br>Semester<br>Test 1 |   |                                | Student<br>Research<br>Project  | Body Systems<br>Communication<br>Task<br><br>Semester Test<br>2 |  |  |
| <b><u>Outcomes</u></b>                | SC4-15LW<br>(LW5)                  | SC4-11PW<br>(PW3, PW4)                                | SC4-12ES<br>(ES1)                                       | SC4-17CW<br>(CW2)              | SC4-4WS -<br>9WS  | SC4-14LW<br>(LW3 b, d, f,<br>LW4)                               | SC4-17CW<br>(CW4)                          | SC4-12ES<br>(ES2)  |
| <b><u>Date</u></b>                    | <b>Week 1-5</b>                    | <b>Week 6-11</b>                                      |   |                                | <b>Week 1-5</b>   | <b>Week 6-10</b>  | <b>VALID</b>                               |  |

## Technology Mandatory : Year 8

| <b><u>Rotation</u></b>            | <b><u>Rotation 1</u></b><br>Term 1, Week 4 -<br>Term 2, Week 3  | <b><u>Rotation 2</u></b><br>Term 2, Week 4 -<br>Term 3, Week 7  | <b><u>Rotation 3</u></b><br>Term 3, Week 8 -<br>Term 4, Week 10   |
|-----------------------------------|---|---|---|
| <b><u>Topic</u></b>               | PH-A: Food Technologies<br>PH-B: Material Technologies:<br>PH-C: Agriculture Technologies<br>OE-A: Food Technologies<br>OE-B: Material Technologies:<br>OE-C: Agriculture Technologies<br>NI-A: Food Technologies<br>NI-B: Material Technologies:<br>NI-C: Agriculture Technologies | PH-A: Agriculture Technologies<br>PH-B: Food Technologies<br>PH-C: Material Technologies:<br>OE-A: Agriculture Technologies<br>OE-B: Food Technologies<br>OE-C: Material Technologies:<br>NI-A: Agriculture Technologies<br>NI-B: Food Technologies<br>NI-C: Material Technologies: | PH-A: Material Technologies:<br>PH-B: Agriculture Technologies<br>PH-C: Food Technologies<br>OE-A: Material Technologies:<br>OE-B: Agriculture Technologies<br>OE-C: Food Technologies<br>NI-A: Material Technologies:<br>NI-B: Agriculture Technologies<br>NI-C: Food Technologies |
| <b><u>Description of task</u></b> | Theory and practical tasks  | Theory and practical tasks  | Theory and practical tasks  |
| <b><u>Outcomes</u></b>            | TE4-1DP, TE4-DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-9MA, TE4-10TS   | TE4-1DP, TE4-DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-9MA, TE4-10TS   | TE4-1DP, TE4-DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-9MA, TE4-10TS   |
| <b><u>Date</u></b>                | The students complete their assessment task throughout the unit. The final task is due the last week of their rotation.<br><b>Term 2, Week 3</b>  | The students complete their assessment task throughout the unit. The final task is due the last week of their rotation.<br><b>Term 3, Week 7</b>  | The students complete their assessment task throughout the unit. The final task is due the last week of their rotation.<br><b>Term 4, Week 9</b>  |

## Visual Arts : Year 8

| <b><u>Rotation</u></b>            | <b><u>Rotation 1</u></b><br>Term 1, Week 1-<br>Term 2, Week 3 | <b><u>Rotation 2</u></b><br>Term 2. Week 4-<br>Term 3, Week 7 | <b><u>Rotation 3</u></b><br>Term 3, Week 8-<br>Term 4, Week 10 |
|-----------------------------------|---|---|--|
| <b><u>Topic</u></b>               | "Design In Our World"   | "Alebrijes"   | "Pop Conversations"  |
| <b><u>Description of task</u></b> | Canvas painting<br>Colour theory<br>+VAPD                     | 3D mache alebrije sculpture<br>+VAPD                          | Watercolour comic illustration<br>+VAPD                        |
| <b><u>Outcomes</u></b>            | 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  |
| <b><u>Date</u></b>                | <b>Term 2, Week 2</b>   | <b>Term 3, Week 6</b>   | <b>Term 4, Week 9</b>  |



**Year 8, 2019**

## **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 Inness  
(Year 8 Deputy Principal)**