

# Chester Hill High School

*Strength in Unity, Excellence in Education*



## **2018 ASSESSMENT POLICY & YEAR 8 ASSESSMENT SCHEDULE HANDBOOK**

*An assessment guide for parents/guardians and students in Year 8*

*This handbook and assessment tasks are also available on the Chester Hill High School website's Assessment Hub.*

[www.chesterhillhighschool.com/assessment\\_hub\\_policies.php](http://www.chesterhillhighschool.com/assessment_hub_policies.php)

# Chester Hill High School

*Strength in Unity, Excellence in Education*



## STUDENT and PARENT/GUARDIAN AGREEMENT

I have read the **Chester Hill High School Student Assessment Policy Handbook**, and understand that:

- All assessment, including informal tasks such as classwork and homework, will be used in assessing my progress and determining the grades for each course.
- I must have **regular attendance** in order to meet the course requirements in each of my subjects.
- **I must meet all assessment deadlines** as set out in the subject schedules.
- **I must sign to acknowledge receipt** of an assessment task every time I receive a notification.
- **I must keep a copy of all tasks I submit.**
- I must ensure that **I receive a receipt** from the teacher when I submit a task.
- All work submitted by me is entirely **My Own Work**.
- I will **follow the referencing guidelines** as set out on the school's website or in the School Diary.
- If I miss an assessment task due to illness, I will provide the teacher or Head Teacher with a **doctor's certificate on the 1<sup>st</sup> day** of my return to school.
- I will incur a **10% penalty each day** that an assessment task is late, including each day of the weekend.
- If I do not complete an assessment task by the due date, **that I must attend an after-school detention to complete the task**, unless the task is completed prior to the detention.
- **All tasks must be completed** to meet course outcomes, even when a task is worth zero marks.
- If I submit assessment tasks electronically, **I must receive a reply email** from my teacher to confirm the task has been received.



.....  
I understand that failure to meet my obligations as a student of Chester Hill High School may compromise my progression into the following year.

I understand and accept the conditions and guidelines set out in this handbook.

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

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

I acknowledge that I have received and read the 2018 Assessment Policy Handbook and have discussed it with my child. I understand and accept the conditions and guidelines set out in this handbook.

I will support my child in meeting his/her obligations as a student of Chester Hill High School and I understand that failure to do so may affect his/her progression into the following year.

Parent name: \_\_\_\_\_

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

*Please return this slip to the Deputy Principal or place it in the box for the relevant year group.*

# CONTENTS

Student Agreement .....	page 1
Faculty Head Teachers .....	page 3
School Contact Information .....	page 4
What is the purpose of this handbook? .....	page 5
Satisfactory completion of a course .....	page 5
Syllabuses and Outcomes .....	page 6
Homework .....	page 6
What is Assessment & The Assessment Hub.....	page 7
Assessment Task Notifications .....	page 8
Assessment Task Progress Checks .....	page 8
Applying for an Extension .....	page 8
Absence from an Assessment Task or Examination .....	page 9
Late Attendance at Assessment Task or Examination .....	page 9
Submission of Assessment Tasks .....	page 10
Late Submission or failure to submit a Task .....	page 10
Alleged Malpractice .....	page 11
Appeals relating to assessments .....	page 11
Disability Provisions .....	page 12
Reporting to parents .....	page 13
Consistency of Marking .....	page 13
Grades .....	page 14
Appendix 1: Sample Assessment Task Extension Request .....	page 15
Appendix 2: Sample Illness/Misadventure form .....	page 16
Appendix 3: Sample Assessment Task Cover Sheet .....	page 17
Subject Overviews and Assessment Schedules .....	pages 18 –29
High Achievers’ Class .....	page 30
Calendar of Year 8 Formal Assessment Due Dates .....	page 31

## FACULTY HEAD TEACHERS

<u>SUBJECT</u>	<u>FACULTY HEAD TEACHER</u>
COMPUTING	MS S SINGH
DRAMA	TBA
EAL/D (English as an Additional Language or Dialect)	MRS A K-THWAITES
ENGLISH	MS J SULLIVAN (Rlg)
HISTORY	DR E CHRISTIAN/ MR L BROWN (Rlg)
HOME ECONOMICS	MR M McCLEAN
INDUSTRIAL ARTS	MR M McCLEAN
LEARNING SUPPORT	MRS A K-THWAITES
LOTE (LANGUAGES OTHER THAN ENGLISH)	JAPANESE: MRS A K-THWAITES FRENCH / ITALIAN: MS C MATEUS
MATHEMATICS	MS J BLUE
MUSIC	TBA
PDHPE	MR L JONES
SCIENCE	MS S SINGH
SOCIAL SCIENCE	MS N BENTON
VISUAL ARTS	TBA

## SCHOOL CONTACT INFORMATION

<b>Chester Hill High School</b>	
Address:	Kenward Avenue Chester Hill NSW 2162
Telephone numbers:	9644 1099 9644 5740
Fax:	9743 7174
Email:	chesterhil-h.school@det.nsw.edu.au
Website:	<a href="http://www.chesterhillhighschool.com">http://www.chesterhillhighschool.com</a>

**PRINCIPAL:** Ms Z Debaja

**DEPUTY PRINCIPALS:** Ms J Cremin (Yrs 8, 12)

Ms C Mateus (Yrs 9, 10)

Mr P Rosewall (Yrs 7, 11)

### YEAR ADVISERS AND ASSISTANT YEAR ADVISERS:

	<b>YEAR ADVISER</b> (Staffroom location)	<b>ASSISTANT YEAR ADVISER</b>
<b>Yr 7</b>	Ms T Khunger (E Block- Down)	Ms E Brennan (F Block- Down)
<b>Yr 8</b>	Ms S Ing (E Block-Up)	Ms A Troung (F Block- Down)
<b>Yr 9</b>	Ms Rankins (E Block- Up)	Ms K Stewart & Ms M Matanovic (F Block-Up)
<b>Yr 10</b>	Ms K Baker (E Block- Down)	Ms A Bogard (F Block- Down)
<b>Yr 11</b>	Mr D Criniti (D Block-Up)	Ms J Gavric (F Block- Down)
<b>Yr 12</b>	Mr J Bullen (F Block- Down)	Ms R Taleb (F Block- Up)

*Staff members may be contacted at school via the school reception on 02 9644 1099.*

*We advise parents to contact or make an appointment to speak with the relevant Year Adviser or Deputy Principal if they have any concerns.*

## WHAT IS THE PURPOSE OF THIS HANDBOOK?

This document has been developed to make clear the procedures, expectations and rules about assessment at Chester Hill High School. It also outlines what a student will study in each subject throughout the year and how a student will be assessed.

The first section contains the School's Assessment Policy; the remaining pages provide the assessment schedules for each subject.

Assessment tasks are used to determine the grades that a student will achieve in the Progress Report and the Final Report. Other assessment measures will also be used to assist teachers in determining the grade that best describes a student's achievement in that subject.

The last page of this handbook is a **tear-off Assessment Calendar**. This page gives the student an overview of all assessments and due dates throughout the year.

At times, due to a variety of circumstances, dates may differ from those printed on the calendar. If the task dates do change, the teachers will notify the student in writing when they issue the assessment task notification. Any changes will often be within a week or two of the original date printed on the calendar.

It is a student's responsibility to be alert to the notification of tasks and be aware when there are assessment tasks coming up. Students must satisfactorily complete all assessment tasks prior to being able to progress to the following year.

## SATISFACTORY COMPLETION OF A COURSE

The satisfactory completion of a course, requires the Principal to have sufficient evidence that a student has:

- followed the course developed or endorsed by NESA.
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- achieved some or all of the course outcomes.

## FACTORS WHICH MAY PREVENT SATISFACTORY COMPLETION OF A COURSE

- excessive rate of absence or lateness to school or classes.
- poor achievement in class tests and assessments due to lack of application and effort.
- poor classroom behaviour that inhibits learning.
- failure to complete classwork and homework.
- failure to submit assessment tasks.
- proven cases of plagiarism, copying or cheating.

# SYLLABUSES AND OUTCOMES

## WHAT IS A SYLLABUS?

A syllabus is a document developed by The NSW Education Standards Authority (NESA), which lists all the knowledge and skills that a student must achieve in each subject. NESA has developed new K–10 syllabuses for English, Mathematics, Science, History and Geography, incorporating the Australian Curriculum. The direct internet link to the syllabus documents is:

<http://syllabus.nesa.nsw.edu.au/>

Each subject's syllabus has a number of Learning Outcomes that must be achieved in order for a student to complete the course requirements as set by NESA.

## What is a LEARNING OUTCOME?

Learning Outcomes are the skills or knowledge a student should know as a result of being taught a unit of work. The purpose of assessment is to measure how much a student has learned at a given point in time towards those outcomes. Teachers devise assessment programs which measure a student's learning towards the outcomes at different times throughout the year.

In this handbook, each Head Teacher has published an **Assessment Schedule** for each subject indicating:

- the topics a student will be studying each semester.
- the assessment tasks which will take place throughout the year.
- when each task will take place.

## HOMEWORK

Homework plays an integral part in the overall **Assessment For Learning** as it assists in achieving learning outcomes. It is also reported in the Progress and Final Reports.

At Chester Hill High School, there is an expectation that students will:

- be given suitable homework tasks.
- complete these tasks **ON TIME**, to the best of their ability.
- be provided with appropriate feedback.

Some examples of homework include:

- Practical tasks / Making models
- Creative responses
- Extension and consolidation exercises
- Worksheets
- Reading and responding activities
- Surveys/ Questionnaires
- Writing essays
- Research tasks
- ICT tasks

## WHAT IS ASSESSMENT?

Assessment means all the things that teachers use to measure a student's success as a learner. There are two types of assessment:

**ASSESSMENT FOR LEARNING (Informal assessment)** is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement informally as they complete their work using a whole range of strategies including self-assessment and peer-assessment.

**ASSESSMENT OF LEARNING (Formal Assessment)** assists teachers to assess student achievement against outcomes and standards. This usually occurs at the conclusion of a unit of work, a term, a semester, a school year or a stage. The information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

EXAMPLES OF ASSESSMENT THAT MAY BE USED	
Assessment tasks/ Unit tests	Observation of student learning
Projects	Classroom activities and participation
Presentations	Homework assignments
Research assignments	Mini tests
Portfolios	Group and Pair work
Rich tasks	Peer assessment
Practical performances and compositions	Experiments/performances
Half-Yearly and Yearly Examinations	Bookwork

## THE ASSESSMENT HUB

Chester Hill High School has developed an online assessment hub linked to the school website. The Assessment Hub provides students and their families with access to assessment tasks as well as an electronic version of this booklet.

Students can access the school website at: <http://www.chesterhillhighschool.com>

Then click on **ASSESSMENT** in the top menu bar on the home page to access the hub.

## ASSESSMENT TASK NOTIFICATIONS

Assessment Task Notifications are issued to students **AT LEAST 2 SCHOOL WEEKS** prior to the due date of the task. (Except for formal examinations)

The notification outlines:

- the syllabus outcomes the task is assessing.
- the big ideas being explored.
- instructions on how to complete the task.
- the success criteria and guidelines.

Assessment Task Notifications are printed in the following colour scheme:

**YEAR 7-YELLOW, YEAR 8-LIGHT BLUE, YEAR 9-LIGHT GREEN, YEAR 10-PINK.**

### STUDENTS MUST SIGN TO ACKNOWLEDGE RECEIPT OF THE ASSESSMENT TASK NOTIFICATION.

#### DATES AND TIMING OF ASSESSMENT TASKS

Assessments will not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify all students in writing via the notification. Sometimes more than one task will be due on a given day. This cannot always be avoided, and will not be grounds for appeal as long as two weeks' notice is given for each task. Start tasks early to ensure completion by the due date.

#### MARKING OF TASKS

Tasks are marked according to the success criteria which is provided to students on the assessment task notification.

#### ASSESSMENT TASK PROGRESS CHECKS

Assessment Task Progress Checks' dates will be given to the students by their teachers. These are dates to check on a student's progress in completing the task. Students must record the progress check dates in the student diary and show the progress to their teacher on this date.

#### APPLYING FOR AN EXTENSION

If something serious or unexpected happens while the student is working on an assessment task, which prevents the student from completing the task by the due date, the student should go to the Head Teacher and ask for an Extension Form (*See Appendix 1*) as soon as possible.

The student must complete the form outlining the reasons for the extension, get the form signed by their parents/guardians and then hand it in to the Head Teacher.

Computer issues and technical problems are **NOT** valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that equipment is reliable and that extra copies of the assessments are saved on USB.

Extensions will only be considered **at least THREE (3) days** prior to the due date. A student cannot ask for an extension on the day a task is due.

## **ABSENCE FROM AN ASSESSMENT TASK OR EXAMINATION DUE TO ILLNESS OR MISADVENTURE**

If a student is **very ill** and will be absent on the day of an assessment task or examination, **their parents/guardians must telephone the school (02 9644 1099)** to notify staff of the circumstances.

A misadventure is an unavoidable personal circumstance that makes it impossible for a student to attend an assessment. Such circumstances do not include family holidays or social engagements.

### **Evidence requirements:**

**Illness** - A Doctor's Certificate must be provided covering the date(s) in question and clearly stating the nature of the illness. This certificate must be presented to the Head Teacher on the **FIRST day of the student returns to school.**

**Misadventure** - A Misadventure Form (*See Appendix 2*) must be completed by the student's parent/guardian indicating, in sufficient detail, the reason why the student was not able to attend or complete the task. This form must be submitted to the Head Teacher on the **FIRST day the student returns to school.**

**On the FIRST day the student returns to school, they MUST** see the relevant Head Teacher(s), who will decide whether the student will do an alternate task or be given an estimated mark. (In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise their professional judgement, using all available evidence of achievement, to provide the student with the most accurate estimate possible.)

### **FALLING ILL DURING AN ASSESSMENT**

If a student present for an assessment task or examination while ill, fall ill during the assessment, or a student is under the effects of other misadventure, the student may make an appeal for misadventure.

The student must notify the teacher and the Head Teacher or the Deputy Principal **immediately** before or after the task. The student must obtain a Doctor's Certificate, covering the day of the assessment and submit it to the Head Teacher, along with a Misadventure Form (*Appendix 2*), on the **FIRST day of the student returns to school.**

If the appeal is accepted, the following procedure will be followed:

- the student's paper will be marked along with all the others.
- The Head Teacher will examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
- If the mark achieved is the same or better than previous results, no action will be taken.
- If the new mark is significantly below previous results an estimated mark will be given.

### **LATE ATTENDANCE TO AN ASSESSMENT TASK OR EXAMINATION**

If a student arrives late for an assessment task due to circumstances beyond the student's control, the student must report to their classroom teacher or the Head Teacher, who will determine an appropriate course of action.

## SUBMISSION OF ASSESSMENT TASKS

Tasks completed at home must be submitted directly to the teacher. **Every assessment task submitted must have an official Chester Hill High School Cover Sheet.** (See Appendix 3)

In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Staffroom, or failing that, to the Deputy Principal. Students **ensure that they receive the receipt slip every time they submit an assessment task.**

**A student is required to keep a copy of the submitted task.** A digital back-up or a photocopy is acceptable. The copy must be produced on request, and it will provide the student with security against loss or damage to the submitted copy.

Loss of a task, either electronic or physical, will not be accepted as a valid reason for late submission.

### ELECTRONIC SUBMISSION OF ASSESSMENT TASKS

Only submit assessment tasks by email or by other digital media if instructed by the teacher on the Assessment Task Notification.

When electronic submission is required or permitted, the task may be submitted on CD, DVD, USB or by email. **An electronic assessment task is ONLY considered submitted if:**

1. The assessment task is readily identifiable.
2. It is readable and free of virus infected files or media.
3. It is written in applications to which school staff have ready access, and in a format which can be read by most school computers.
4. When submitted by email, the student must receive a reply from the teacher indicating receipt of the task. Teachers will acknowledge receipt as soon as possible. If a student does not receive a receipt, then the teacher did not receive the student's work.

### LATE SUBMISSION OR FAILURE TO MAKE A SERIOUS ATTEMPT AT AN ASSESSMENT TASK FOR YEARS 7, 8, 9

Assessment tasks not handed in by the due date (without extension or acceptable explanation), will have marks deducted as follows:

- **10%** of the total mark (what the task is marked out of) for each day the task is late.

A '**day**' means **any day** of the week, including Saturdays and Sundays. An assessment task due on Friday but handed in on the following Monday would be **three (3) days** late, attracting a **30%** penalty.

**The student's assessment will be marked first and then the marks the student has lost will be deducted.** For example, if a student scores **14 out of 20** in an assessment but handed it in two days late, the student loses 20% so 4 marks will be deducted and the student will only receive **10 out of 20**.

If a student fails to complete or submit an assessment task by the due date, or fails to make a serious attempt, the Classroom Teacher will inform the student's parents/guardians, by phone, of the penalty involved.

The Head Teacher will issue the student with an After-School Detention letter for the student to complete the task. If the task is completed before the After-School Detention, the student does not need to complete the detention, however, the student will still lose 10% for each day it was late.

If the task is still not completed by the After-School Detention, or the student fails to attend two After-School Detentions, a parent interview with the Deputy Principal will be organised.

All tasks must be completed in order for a student to meet course outcomes in that course, even the task is worth zero marks.

Failure to make a serious attempt at an assessment task will incur the same penalties as above.

### **NOTE: FAILURE TO COMPLETE OR MAKE A SERIOUS ATTEMPT IN ASSESSMENT TASKS MAY RESULT IN NON-PROGRESSION**

## **ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS**

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”.

**MALPRACTICE** includes:

- Plagiarism (copying someone else’s work and claiming that it is the student’s work).
- Collusion (allowing someone to copy the student’s work).
- Using materials from books, journals, CDs or the internet without acknowledging the source. (Follow the referencing guidelines on the School’s Website and the School Diary, page 26.)
- Submitting work that has a large contribution from another person that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic device into an assessment or examination, whether or not they are used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher and Deputy Principal. The matter will be investigated and a **Zero** will be awarded for the section that has been plagiarised or for the whole task or examination, depending on individual circumstances.

### **School Strategies to avoid Malpractice:**

- Teachers instruct students on good and ethical practices of research.
- Teachers provide students examples on how to effectively reference books and websites.
- Signage in appropriate areas, including the Library, explaining aspects of good practice.
- Referencing guidelines available on the School’s Website and the School Diary, page 26.

## **APPEALS RELATING TO ASSESSMENTS**

Appeals relating to assessments should be directed to the Head Teacher. Should the matter not be satisfactorily resolved, a student may make further application through the Deputy Principal.

## **DISABILITY PROVISIONS**

A student may be granted disability provisions if the student has:

- visual or auditory difficulties
- learning difficulties
- fine motor skills difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on the student's ability to complete assessment tasks
- psychological difficulties
- a PLASP (Personalised Learning and Support Plan)

Student's parents/guardians must provide documentation and inform the school of a student's disability.

Successful applicants will be granted provisions as determined by NESA and the school. These may include large print examinations, provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances).

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations, but is not relevant for consideration by NESA, the student may apply to the Head Teacher Learning Support or the Deputy Principal for appropriate disability provisions. Medical or other appropriate evidence will be required.

### **Administration of Disability Provisions within the School**

To ensure that we support the student as best we can, the following procedures should be followed:

1. The student notifies the Learning Support teacher as soon as they receive an assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher and Learning Support Team to provide the student with adequate support and provisions.
2. If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and the student will be closely supervised. A student may not use functions such as spelling or grammar checking, or other functions which may give the student an advantage over candidates sitting a pen and paper examination. A student may not format another student's work beyond simple paragraphing. A computer calculator is not an approved calculator for NESA Examinations. Simple drawing programs are permitted where a student is required to draw diagrams etc. for an assessment task.

# REPORTING TO PARENTS

## FORMAL SCHOOL REPORTS

The school formally reports on student progress twice each year: a **Progress Report** (issued at the end of Term 2) and a **Final Report** (issued at the end of the year).

Progress and Final Reports will provide information concerning a student's progress in each course. For Years 7-10, Grades (A to E) will reflect student achievement in each subject. The following additional information will be provided for each course:

- An overview of the content covered in the course and how this content was assessed throughout the year.
- The student's progress in each of the syllabus outcomes assessed.
- A learning profile reflecting the student's commitment and attitude towards learning.
- Extra-curricular involvement (Extra-curricular activities are the things the student do other than normal school work e.g. Debating, SRC etc.).
- Attendance data.

## CONSISTENCY OF MARKING

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student's work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

The Head Teacher, in collaboration with the Classroom Teacher, will exercise appropriate professional judgment in finalising grades to ensure that they are an accurate reflection of a student's achievement against learning outcomes and course performance descriptors.

## GRADES: YEARS 7 – 10

For **Progress and Final Reports**, Head Teachers and Classroom Teachers issue a grade to reflect a student's academic achievement in each course.

### Meaning of Grades

Teachers use Course Performance Descriptors in each course to determine the grade range that best describes a student's achievement.

The Grades allocated are as follows:

<b>A</b>	A student has an <u>extensive</u> knowledge and understanding of the content and can readily apply this knowledge. In addition, a student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	A student has a <u>thorough</u> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, a student is able to apply this knowledge and these skills to most situations.
<b>C</b>	A student has a <u>sound</u> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	A student has a <u>basic</u> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	A student has an <u>elementary</u> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.



**ASSESSMENT TASK EXTENSION REQUEST**

This form is to be completed and signed by a **PARENT/GUARDIAN**.

An Extension can only be granted if a student has a **satisfactory reason** to request an extension for an **ASSESSMENT TASK**. Application must be made to the Head Teacher **at least three (3) days prior to the task deadline**. The Head Teacher will decide if the reason stated is satisfactory.

NAME OF STUDENT: \_\_\_\_\_ CLASS TEACHER: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ DATE TASK DUE: \_\_\_\_\_

TASK NAME: \_\_\_\_\_

REASON FOR EXTENSION REQUEST: (Must be completed by parent/guardian)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SIGNATURE OF PARENT/GUARDIAN: \_\_\_\_\_ DATE: \_\_\_\_\_

Documents Attached:

Medical Certificate/ Other Certificate: YES / NO

Other document: \_\_\_\_\_

.....

New Date for Task Submission: \_\_\_\_\_

HEAD TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



**ASSESSMENT TASK ILLNESS/MISADVENTURE FORM**

Submit this form to the **HEAD TEACHER** on the **FIRST DAY OF A STUDENT'S RETURN TO SCHOOL**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

TASK: \_\_\_\_\_ Course: \_\_\_\_\_

DUE DATE: \_\_\_\_\_

Reason for missing the task:

---

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**Doctor's Certificate attached: YES / NO**

(Doctor's Certificate MUST be attached to this form if the student's reason is **ILLNESS**)

If the student was sick DURING an assessment, did the student notify the teacher immediately? **YES / NO**

**MISADVENTURE**

Is there a witness or a parent/guardian's statement to support the student's application? **YES / NO**

Parent/Guardian Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

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

**Head Teacher decision** (*indicate if this application needs to go to Deputy Principal*): **YES / NO**

---

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(In case of appeal)

**APPEAL DECISION:**

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**Deputy Principal** (*in charge of year*): \_\_\_\_\_ Date: \_\_\_\_\_



<b>Year _ Assessment Task COVER SHEET</b>	
<b>Name:</b>	<b>Class:</b>
<b>Course:</b>	<b>Topic:</b>
<b>Assessment Task Title:</b>	
<b>Date Task Due:</b>	
<b>Date Received:</b>	<b>Mark/Grade:</b>
<b>Teacher :</b>	

By signing my name, I certify that:

- This task is my **OWN** work, based on my personal study and/or research.
- I have not copied, in part, or in whole, or otherwise plagiarised (copied) the work of other students or the internet.
- I have acknowledged all the material and sources used in the preparation of this assessment task in a reference list as per the guidelines on the School’s website and in the School Diary, page 26.
- Final tasks based on group work are not the same as other students’ work.
- **I have kept a copy of my assignment and the receipt below.**
- I UNDERSTAND THAT ZERO MARKS WILL BE AWARDED IN THE SECTIONS IDENTIFIED AS NOT COMPLYING WITH THE ABOVE MENTIONED GUIDELINES.

**Student’s Signature:** .....

**Date:** .....



## Chester Hill High School

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### ASSESSMENT TASK STUDENT RECEIPT

*(This receipt MUST be kept as proof of assessment submission)*

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Topic:</b>
<b>Assessment Task Title:</b>	
<b>Date Due:</b>	<b>Date Received:</b>
<b>Teacher Signature:</b>	



Year _ Assessment Task COVER SHEET	
Name:	Class:
Course:	Topic:
Assessment Task Title:	
Date Task Due:	
Date Received:	Mark/Grade:
Teacher :	

By signing my name, I certify that:

- This task is my **OWN** work, based on my personal study and/or research.
- I have not copied, in part, or in whole, or otherwise plagiarised (copied) the work of other students or the internet.
- I have acknowledged all the material and sources used in the preparation of this assessment task in a reference list as per the guidelines on the School’s website and in the School Diary, page 26.
- Final tasks based on group work are not the same as other students’ work.
- **I have kept a copy of my assignment and the receipt below.**
- I UNDERSTAND THAT ZERO MARKS WILL BE AWARDED IN THE SECTIONS IDENTIFIED AS NOT COMPLYING WITH THE ABOVE MENTIONED GUIDELINES.

Student’s Signature: .....

Date: .....



## Chester Hill High School

*Strength in Unity, Excellence in Education*

### ASSESSMENT TASK STUDENT RECEIPT

*(This receipt MUST be kept as proof of assessment submission)*

Name:	Year:
Course:	Topic:
Assessment Task Title:	
Date Due:	Date Received:
Teacher Signature:	

# ENGLISH

The study of English is designed to provide students with the skills to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

## Overview of Year 8 course content

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing:

- Fiction
- Poetry
- Film
- Nonfiction
- Drama

Students will complete 5 topics throughout the year. The **topics** to be studied, **in order**, are:

- Topic area - Identity
- Detailed study of text – novel
- A Picture’s Worth a Thousand Words – Critical Visual Literacy
- All the world’s a stage – Comedy Genre
- Heroes and Heroines

## Assessment Schedule

Students will complete 4 common assessment tasks throughout the year in addition to their classwork. Students will complete one of these tasks at the conclusion of each topic.

**All tasks listed below are used to measure student achievement against a variety of learning outcomes.**

**Marks collected from these tasks will contribute to the student’s overall Grade issued at the Progress and Final Reports.**

TASK	DUE
<b>Common assessments</b>	
1. Group Analysis	Term 1, Week 10
2. Discussion Essay	Term 2, Week 9
3. Picture Book or Graphic Novel Oral Presentation	Term 3, Week 6
4. Drama Script	Term 4, Week 3
<b>In-class assessments</b>	
Classwork This may include, but is not limited to, bookwork, homework, pre and post-tests, topic quizzes, spelling tests, contributions to and participation in class discussions, paired and group activities	Ongoing

# GEOGRAPHY

## Overview of Year 8 course content

### Topics:

- Water in the World
- Interconnections

### Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to the student's overall grade issued at the Progress and Final Reports.

<b>TASK</b>	<b>DUE</b>
Geographical Skills Test	Term 1, Week 7 Or Term 3, Week 5
Investigation and Report – Water in the home and sustainable water management.	Term 1, Week 10 Or Term 3, Week 10
Examination – Content	Term 2, Week 3 Or Term 4, Week 3
Course work Includes group activities, vocabulary quizzes, class activities and homework tasks.	Ongoing

# HISTORY

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. History provides opportunities for students to explore human actions and achievements in a range of historical contexts and develop their historical skills and understanding.

## Overview of Year 8 course content

Year 8 students will study the topic: The Ancient to the Modern World. This will consist of 1 overview study and 3 depth studies. Students will study History for 2 terms (one semester) and Geography for the other 2 terms.

Overview            *World History from the fall of the Roman Empire to the 18<sup>th</sup> Century.*

Depth Study 1    *The Western and Islamic World*

Depth Study 2    *The Asia Pacific World: Japan Under the Shoguns*

Depth Study 3    *Expanding Contacts: Aboriginal and Indigenous Peoples, Colonisation and Contact History*

## Assessment Schedule

Students will complete 2 common assessment tasks and a variety of differentiated class tasks throughout the semester. The class tasks are designed to assist students in developing knowledge and understanding of the big ideas, historical concepts, historical skills and literacy skills to prepare them for the common assessment tasks.

**All tasks listed below are used to measure student achievement against a variety of learning outcomes.**

**Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.**

TASK	DUE
Common Assessment Task: The Western and Islamic World	Term 1, Week 8 <i>or</i> Term 3, Week 8
Class Tasks: The Western and Islamic World	Ongoing Term 1 <i>or</i> Term 3
Common Assessment Task: The Asia Pacific World: Japan Under the Shoguns	Term 2, Week 3 <i>or</i> Term 4, Week 3
Class Task: The Asia Pacific World: Japan Under the Shoguns	Ongoing Term 1 and 2, <i>or</i> Term 3 and 4
Class Tasks: Expanding Contacts: Aboriginal and Indigenous Peoples, Colonisation and Contact History	Ongoing Term 2 <i>or</i> Term 4

# HOME ECONOMICS - TECHNOLOGY MANDATORY

## Overview of Year 8 course content

The Year 8 Home Economics - Technology Mandatory course is run on a semester basis. Students will complete two specialisations over the year: Promotional Design and Accessories Design. Students may be completing the two courses in either of the semesters in a year depending on which class they are in.

## Topics

### Promoting Food Technologies (Promotional Design)

*Design Challenge:* Design and create a promotional print advertisement for a sandwich press.

### Colourful Accessories (Accessories Design)

*Design Challenge:* Students will design and produce a bag for a chosen leisure activity, incorporating one method of fabric decoration.

## Assessment Schedule

Throughout the course students will be evaluated and assessed in their practical lessons. They will be judged on their awareness of safety requirements in the work area and their use of equipment. These judgments are made by the teacher and each practical assessment is marked according to a common marking scale.

**All tasks listed below are used to measure student achievement against a variety of learning outcomes.**

**Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.**

PROMOTING FOOD TECHNOLOGIES PROMOTIONAL DESIGN		COLOURFUL ACCESSORIES ACCESSORIES DESIGN	
TASK	DUE**	TASK	DUE**
Practical Application	Term 2 or Term 4 Week 1	Design Ideas and drawings, experimentation, sewing hem and seam samples	Term 2 or Term 4 Week 1
Unit Examination	Term 2 or Term 4 Week 2	Unit Examination	Term 2 or Term 4 Week 2
Folder of course work	Term 2 or Term 4 Week 2	Folder of course work	Term 2 or Term 4 Week 2
Final Product and Advertisement Student evaluation and reflection	Term 2 or Term 4 Week 9	Designer Investigation	Term 2 or Term 4 Week 4
		Textile Item Student evaluation and reflection	Term 2 or Term 4 Week 9

\* Students will also be assessed on their ability to work safely during practical lessons.

\*\* Due dates are dependent on the semester in which the specialist course is studied.

# INDUSTRIAL ARTS – TECHNOLOGY MANDATORY

## Overview of Year 8 course content

The Industrial Arts - Technology Mandatory course involves designing, producing and evaluating quality design solutions in a range of materials including Wood, Metals, Plastics and Graphics.

Projects are designed and developed in class and through these, students develop a range of practical skills and learn to use simple workshop powered machinery. Students are provided with instructions on safe use of equipment and associated theoretical knowledge. Students gain confidence to explore each material and its properties and develop creative design solutions in a practical context.

Each class will have a different sequence of experiences in differing materials. Students will start with different projects depending on their class. Projects will vary in complexity to match the skills and experiences of students throughout the year.

### Practical Projects in Year 8 could include:

- Cutting Board
- Box- Jewellery / Tool / Pencil / Storage
- Candelabra or Money Box
- BBQ or Salad Tongs
- Photo Frame
- Graphics basics
- Bottle Opener
- Sandwich Cutter
- Pot plant hanger/ shelf bracket
- Sugar Scoop
- Copper Bowl
- Letter Opener

## Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
<b>Practical Projects</b> Individual class projects may vary in duration and complexity	Terms 2, 3 and 4, Week 2
Course work Safety worksheets/ Teacher assessment of safety in the workshop General safety, tool safety and room safety Bookwork checked and signed by the parent or guardian	Term 1, Week 3  Terms 1 and 2, Week 8
Assignment Material & Innovations and the built environment	Term 1, Week 6
Half-Yearly Examination	Term 2, Week 1
Assignment Design and Designers	Term 3, Week 4
Course work Bookwork checked and signed by the parent or guardian Teacher assessment on Safe Work Practices. Observation in class and class specific tasks	Term 3, Week 8 Term 3, Week 10
Yearly Examination	Term 4, Week 2

# JAPANESE

## Overview of Year 8 course content

### Topics:

- Hiragana script
- Greetings and Self-Introduction
- Time
- Family
- Katakana script
- Verbs, related vocabulary and grammar structures
- Culture - Film study – Spirited away
- School
- Kanji
- Transport
- Body Parts
- Culture - Animation study  
Summer Wars
- Cultural Activities

### Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
In-class topic tests (Aural – Listening, Writing, Oral – Speaking)	Term 1, Week 8
In-class topic tests (Reading, Aural – Listening, Writing)	Term 2, Week 5
In-class topic tests (Reading and Writing)	Term 3, Week 6
Yearly Examination – (Aural and writing)	Term 4, Week 3

# MATHEMATICS

The Mathematics Syllabus focuses on developing students' communication, problem solving, reasoning, understanding and fluency skills. *Working Mathematically* provides students with the opportunity to engage in genuine mathematical activity and develop the skills to become flexible and creative users of mathematics.

## Overview of Year 8 course content

### Topics:

- Fractions, Decimals and Percentages
- Financial Mathematics
- Pythagoras' Theorem
- Area
- Volume
- Analysing Data
- Linear Relationships
- Properties of Geometrical Figures
- Ratios and Rates
- Algebraic Techniques
- Equations

### Assessment Schedule

Students will receive a grade (A – E) for each topic. *Each topic is equally weighted.* Students will complete a variety of class assessments to determine these grades. Class assessments may include, but are not limited to, design tasks, assignments, mathematical investigations, ICT activities, Mathematics quizzes and topic tests.

Students will also complete two common examinations. These examinations are summative tasks and are an opportunity for students to demonstrate the depth of understanding they have *developed* and *retained*. Students will be allowed to bring one double-sided, handwritten A4 page reference sheet into these examinations.

**All tasks listed below are used to measure student achievement against a variety of learning outcomes.**

**Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.**

TASK	DUE
Designing a Garden Task	During Term 1
Half-Yearly Examination	Term 2, Week 5
Class assessments	During Terms 2 and 3
Yearly Examination	Term 4, Week 5

### Stage 4 Mathematics Assessment Grades

The *Year 8 Mathematics Grading Sheet* provides a description of the types of knowledge and skills students need to demonstrate to achieve a particular grade in each topic. A sample from the topic *Financial Mathematics* is shown below. You may access the full document on the school website.

FINANCIAL MATHEMATICS	Limited (E)	Basic (D)	Sound (C)	Thorough (B)	Extensive (A)
MA4-6NA solves financial problems involving purchasing goods	Calculate 10% GST.	Calculate GST-inclusive price given pre-GST price. Solve simple discount problems.	Determine the pre-GST price for goods given the GST-inclusive price. Solve more complex discount problems involving comparisons of special offers.	Calculate best buys by comparing prices per unit. Apply strategies to calculate percentage discount, profit or loss.	Solve complex best buys problems and recognise that in practical situations there are considerations other than just the 'best buy'.

# MUSIC

## Overview of Year 8 course content

### Topics:

- The Keyboard
- The Guitar
- Australian Music
- Small Ensembles
- Rock Music

### Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Guitar/ Ukalele Skills Test	Term 1 Week 9
PowerPoint Research Assignment on an Australian band	Term 1 Week 10
Half-Yearly Examination	Term 2 Week 3
Group Performance - Perform a song in a small ensemble	Term 2, Week 9
Keyboard Composition - Compose a film theme on keyboard	Term 3, Week 8
Yearly Examination	Term 4, Week 3
Course work Participation - participate actively in all class activities and keep bookwork neat and up-to-date.	Ongoing

# PD/H/PE (PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION)

## Overview of Year 8 course content

### Topics:

- Athletics
- Invasion Games
- Respectful relationships
- Striking sports
- Invasion Games
- Healthy Lifestyle

### Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

	TASK	DUE
Theory	Assessment Task 1 - Cyberbullying	Term 1, Week 6 or 7
	Topic Test – Respectful Relationships	Term 2, Week 2 or 3
	Book mark	Term 2, Week 4
	Course work: Dear Dolly; Glossary; Label the reproductive system	All tasks submitted by Term 2, Week 4
Practical	Let's Get Physical – Athletics	Ongoing, Terms 1 and 2
	Team Cheso – Touch football	
	Team work, participation and safety	
Theory	Assessment Task 2 – STI Research Task	Term 2, Week 6 or 7
	Assessment Task 3 – Health Product	Term 3, Week 6 or 7
	Yearly Examination	Term 4, Week 2 or 3
	Book mark	Term 4, Week 4
	Coursework: Directory of health resources; Research private insurance; Risky b glossary	All tasks submitted by Term 4, Week 4
Practical	Team Cheso - composition	Ongoing, Terms 3 and 4
	Invasion Games	
	Striking Sports	
	Team work, participation and safety	

# SCIENCE

The Science Syllabus focuses on developing students' Working Scientifically skills in the knowledge and understanding strands of Chemical World, Physical World, Living World and Earth and Space. Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence.

## Overview of Year 8 course content

### Topics:

- Micro-Macro
- May the Force Be With You
- Particles on the Move
- The Chemical Earth

## Assessment schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes in areas of Knowledge and Understanding, Thinking Scientifically, Communicating Scientifically, and Investigating Scientifically. Each area is equally graded.

Common assessments include a variety of tasks such as examinations, research activities and student investigations.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Guided scientific investigation	Term 1, Week 9
Half-Yearly Examination	Term 2, Week 5
Research task	Term 3, Week 9
Yearly Examination	Term 4, Week 4
Course work may include, but is not limited to, scientific reports and topic tests, experimental reports, quizzes, oral presentations and ICT activities	Ongoing

# VISUAL ARTS

## Overview of Year 8 course content

### Topics:

- Cubist Buildings - canvas painting
- Surrealist artwork - mixed media
- Where the Wild Things Are - clay mask
- Pop Art - cardboard relief artwork

### Assessment Schedule

Students are required to complete practical work in their **Visual Arts Process Diary (VAPD)**. They will be given a **theory booklet** for completion through which they will learn about artists, subject vocabulary, visual literacy and many other important Visual Arts concepts.

**All tasks listed below are used to measure student achievement against a variety of learning outcomes.**

**Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.**

TASK	DUE
1. Cubist Buildings canvas painting	Term 1, Week 10
2. Describing Art Task 1	Term 2, Week 3
3. Pop Art Relief Artwork	Term 2, Week 10
4. Surrealist Artwork	Term 3, Week 10
5. Describing Art Task 2	Term 4, Week 3
Course work VAPD book and classwork for all four topics studied	Term 2, Week 3 Term 4, Week 3 Ongoing in-class assessment

## HIGH ACHIEVERS' CLASS - YEAR 8

The High Achievers' Class (HAC) engages in authentic learning and project-based tasks. Students are expected to engage with real world issues, synthesise and apply content from all KLAs to fulfill the project brief. There is a focus on 21st century learning skills with collaboration, communication and cooperation being integral to the successful attainment of outcomes. Students will access expertise beyond and within the classroom.

CHHS has allocated additional funds to the High Achievers Class to extend our students, to maximise their potential and enrich the community by engaging them in significant authentic learning tasks.

*The Melbourne Declaration on Educational Goals for Young Australians* informs programming and assessment practices for the High Achievers' Class. HAC students will be expected to undertake authentic assessment tasks which will address these outcomes as well as relevant curricular outcomes from various KLAs.

### Focus Outcomes

*To develop students who are:*

- successful learners who develop their capacity to learn and play an active role in their own learning
- successful learners who have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- successful learners who are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- successful learners who are able to plan activities independently, collaborate, work in teams and communicate ideas
- successful learners who are able to make sense of their world and think about how things have become the way they are
- confident and creative individuals who have self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- confident and creative individuals who are enterprising, show initiative and use their creative abilities
- confident and creative individuals who develop personal values and attributes such as honesty, resilience, empathy and respect for others
- confident and creative individuals who relate well to others and form and maintain healthy relationship
- confident and creative individuals who embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions
- active and responsible citizens who act with moral and ethical integrity
- active and responsible citizens who appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture
- active and responsible citizens who are committed to national values of democracy, equity and justice, and participate in Australia's civic life
- active and responsible citizens who work for the common good, in particular sustaining and improving natural and social environments

## CALENDAR OF YEAR 8 FORMAL ASSESSMENTS, 2018

	Week 1B	Week 2A	Week 3B	Week 4A	Week 5B	Week 6A	Week 7B	Week 8A	Week 9B	Week 10A	Week 11B
<b>Term 1</b> 30 Jan TO 13 Apr			Ind. Arts			Ind. Arts Japanese Maths PD/H/PE	Geography PD/H/PE	History Ind. Arts Japanese	Music Science	English Geography Music Visual Arts	
	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B	
<b>Term 2</b> 30 Apr TO 6 Jul	Home Ec. Ind. Arts	Home Ec. Ind. Arts PD/H/PE	Geography History Ind. Arts Music PD/H/PE Visual Arts	Home Ec. PD/H/PE	Japanese Science Maths	PD/H/PE	PD/H/PE	Ind. Arts	English Home Ec. Music	Visual Arts	
<b>Term 3</b> 23 Jul TO 28 Sep		Ind. Arts		Ind. Arts	Geography	Japanese Maths PD/H/PE Science English	PD/H/PE	History Ind. Arts Music	Science	Geography Ind. Arts Visual Arts	
<b>Term 4</b> 15 Oct TO 19 Dec	Home Ec.	Home Ec. Ind. Arts PD/H/PE	English Geography History Japanese Music PD/H/PE Visual Arts	Home Ec. PD/H/PE Science	Maths				Home Ec.		

KEY: Shortened subject names: Home Economics = **Home Ec.** Industrial Arts Technology Mandatory = **Ind. Arts**

Please note:

- These dates may change depending on the progress of the teaching programs. Students will receive written notification at least 2 weeks prior to any formal assessment.
- Informal assessment, such as bookwork, homework and classwork, are not included on this calendar. See specific subject pages for this information.