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**KNOX
GRAMMAR
SCHOOL**



YEAR 8 2020 ASSESSMENT SCHEDULE AND ASSESSMENT RELATED POLICIES AND PROCEDURES

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KNOX GRAMMAR SCHOOL

Year 8 2020 – Assessment Overview SEMESTER 1

TERM 1 2020		
1A	29/01/2020 - 31/01/2020	
2B	3/02/2020 - 7/02/2020	
3A	10/02/2020 - 14/02/2020	
4B	17/02/2020 - 21/02/2020	History Task 1
5A	24/02/2020 - 28/02/2020	
6B	2/03/2020 - 6/03/2020	Maths Core Task 1
7A	9/03/2020 - 13/02/2020	Maths da Vinci Task 1
8B	16/03/2020 - 20/03/2020	English Task 1, Science Task 1
9A	23/03/2020 - 27/03/2020	Geography Task 1, Languages Task 1, PDHPE Task 1 Part A, Part B ongoing in class Sem 1
10B	30/03/2020 - 3/04/2020	History Task 2, Music Task 1
11A	6/04/2020 - 9/04/2020	
TERM 2 2020		
1A	28/04/2020 - 1/05/2020	
2B	4/05/2020 - 8/05/2020	Technology Task 1
3A	11/05/2020 - 15/05/2020	Maths Core Task 2, Science Task 2
4B	18/05/2020 - 22/05/2020	Languages Task 2, Maths da Vinci Task 2, Visual Arts Task 1
5A	25/05/2020 - 29/05/2020	
6B	1/06/2020 - 5/06/2020	Geography Task 2, Music Task 2
7A	8/06/2020 - 12/06/2020	English Task 2, Visual Arts Task 2
8B	15/06/2020 - 19/06/2020	Geography Examination, History Examination, WLF Task 1
9A	22/06/2020 - 26/06/2020	

KNOX GRAMMAR SCHOOL

Year 8 2020 – Assessment Overview SEMESTER 2

TERM 3 2020		
1A	21/07/2020 - 24/07/2020	
2B	27/07/2020 - 31/07/2020	
3A	3/08/2020 - 7/08/2020	Maths Core Task 3, PDHPE Task 2 & Task 3 ongoing in class
4B	10/08/2020 - 14/08/2020	Maths da Vinci Task 3, History Task 1, Languages Task 3
5A	17/08/2020 - 21/08/2020	YEAR 8 CAMP WEEK
6B	24/08/2020 - 28/08/2020	Technology Task 2
7A	31/08/2020 - 4/09/2020	English Task 3
8B	7/09/2020 - 11/09/2020	PDHPE Task 4
9A	14/09/2020 - 18/09/2020	Geography Task 1, Science Task 3
10B	21/09/2020 - 25/09/2020	
TERM 4 2020		
1A	13/10/2020 - 16/10/2020	Maths Core & da Vinci Task 4
2B	19/10/2020 - 23/10/2020	WLF Task 2
3A	26/10/2020 - 30/10/2020	History Task 2, Music Task 3, Visual Arts Task 3
4B	2/11/2020 - 6/11/2020	Maths da Vinci additional examination, Geography Task 2, Music Task 3, Technology Task 3
5A	9/11/2020 – 13/11/2020	Visual Arts Task 4
5A	11/11/2020 – 13/11/2020	YEARLY EXAMINATIONS Wednesday 11 November 2020 to Friday 20 November 2020
6B	16/11/2020 – 20/11/2020	
7A	23/11/2020 - 27/11/2020	
8B	30/11/2020 - 3/12/2020	

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PURPOSE

The purpose of the school assessment is to provide an indication of each student's achievement in a wider range of syllabus objectives, skills, and learning dispositions. Assessment covers both examination and non-examination objectives, and includes formative and summative assessment.

SCOPE

The policy applies to the Junior Academy (Stage 4) and Middle Academy (Stage 5) teachers and students.

BACKGROUND

In 1916, educational philosopher John Dewey argued that “if we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” The Knox Junior Academy and Middle Academy are both committed to creating the conditions for all students to achieve their personal best whilst maintaining the academic rigor required for success in all future endeavours. Our teaching and learning programs aim to support all learners as they further develop their understanding in the core subjects; additionally, Stage 5 students will be presented with a range of future-focused elective opportunities.

Our vision for learning in Stages 4 and 5 includes interdisciplinary tasks that require students to connect and apply deep learning across disciplines using design thinking, and inquiry learning to tackle complex and real-world problems.

Assessments in Stages 4 and 5 will challenge students to express their understandings in a range of computational and creative endeavours. Global competencies and future work skills – such as agency, agility, perseverance and self-regulation – will become increasingly prevalent within the curriculum, and students are expected to be courageous and take responsible risks in their learning. Our learners will leave Stage 5 as developing global citizens, committed to an academic pursuit that is underpinned by passion, play, and purpose.

POLICY STATEMENT AND PROCEDURES

1. INTERNAL ASSESSMENT PROGRAMS

Assessment programs are prepared for each course and advise students of:

- an assessment schedule developed by each faculty, indicating the timing of each assessment task;
- the nature of each assessment task (e.g. assignment, test, project, etc.);
- the mark value (weighting) of each task in relation to the total number of marks for the course.

2. IMPLEMENTATION OF THE INTERNAL ASSESSMENT PROGRAM IN STAGES 4 AND 5

a. Notification of assessment tasks

An assessment schedule will be provided to each student. It is each student's responsibility to know the assessment dates and be in attendance for them.

At least two weeks prior to each assessment task, each student will be given notification of:

- outcomes to be assessed;
- the submission details and due date of the task;
- task weighting;
- a description of the scope, content and nature of the task;
- as appropriate and depending on the task, the marking criteria or the marking scheme.

When the assessment notification is issued, any concerns or clashes (including clashes due to an excursion or sporting fixture) must immediately be reported by students to one or more of the following:

- the classroom teacher;
- the Head of Department;
- the Director of Studies.

The assessment notification will be given in writing either in hard copy or by email to a student's school email address. If a student returns to school after an absence, he must check with each of his subject teachers whether any information regarding assessment dates and tasks has been issued.

If he is uncertain about the precise details or the nature of a task, he must immediately submit any concern(s) to his teacher in writing.

b. A student's responsibility in assessment tasks

Students must respect the due dates set by teachers. It is each student's responsibility to present an assessment task by the due date and time in the manner specified on the assessment notification. The default weekday deadline for a hand-in task is 8:25am unless otherwise stipulated.

It is each student's responsibility to be present and prompt for an assessment task. Illness and/or misadventure cannot be used as a reason to not complete a task; an alternative task and/or time may be arranged. An excursion is not a valid excuse for late submission of work.

The following guidelines apply for submission:

- tasks not handed in correctly may be treated as late work. (e.g. left on a desk);
- a task that has not been submitted by the indicated time on the due date is late.

If a student submits a task late, without an approved Illness/Misadventure application, or through negotiation with his teacher, Head of Department, or Assistant Head of Department, he will attract a 10% reduction of the marks awarded the first day, and 20% reduction of the marks on the second day. If the task is submitted more than two days late, the student is subject to an overall mark reduction as determined by the Head of Department and Director of Studies on a case by case basis.

All tasks will be marked, regardless of any penalties imposed for lateness. Marks will show what the task would have received if the work had not been late, as well as the penalties imposed. Parents and carers will receive a written communication of a reduced or zero mark.

If a student is awarded zero marks because of failure to complete any assessment task(s), he may not be given a school assessment mark for that course and the student may be awarded an 'N' Award in that course by the School. The student and their parents or carers will be advised in writing of the 'N' award and may appeal against this 'N' Award.

Full details concerning 'N' Awards and Appeals against 'N' Awards can be found in article 8081 of the NESA ACE (Assessment, Certification and Examination) website at <http://ace.bos.nsw.edu.au/ace-8081>.

c. Long-term assessment tasks

Long-term assessment tasks are characterised by one or more of the following:

- extended preparation time (usually at least four weeks);
- submission of work in stages over a sequence of deadlines;
- substantial weighting and task size.

Where applicable, stages of long-term assessment tasks must be presented on the due date, even if incomplete due to a student's illness during preparation time. The Director of Studies will consult with the relevant Head of Department, if necessary, to make a decision about the implications for the student and the task based on the medical information/advice. In most instances, the Director of Studies might allow the completion of the original task, the assignment of an alternative task, or a grade estimate based upon evidence of progress through the duration of the project.

A student should not expect to automatically receive an extension as a result of any period of illness or misadventure during a long-term project or major assessment task. Extensions will only be granted in exceptional circumstances, especially during the week leading up to the due date. An extension will unlikely be granted in the case of:

- technical difficulties;
- misplaced work assignments;
- loss of time due to travel commitments;
- difficulties with research, or similar preliminary work, which should have been addressed by early commencement of research;
- brief periods of illness or misadventure;
- organisational problems experienced in the days leading up to a deadline;
- school trips or excursions;
- approved school leave for reasons such as holidays, sport or performances.

When illness is the reason given for an extension, the maximum extension applied cannot exceed the equivalent number of days as specified on a medical certificate explaining the absence.

Failure to hand in any stage of a long-term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task, but continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This in turn may call into question a student's capacity to meet course requirements.

d. Illness and misadventure preventing attendance at internal tasks including examinations:

Genuine illness or misadventure that prevents a student submitting or attending an internal assessment or internal examination is defined as:

- Illness or accident (i.e. illness or physical injuries) suffered directly by the student, which allegedly prevented the student from submitting the task or attending to sit the task or examination and include influenza, an asthma attack, cut hand, etc.
- Misadventure (i.e. any other event beyond the student's control), which allegedly prevented the student from submitting the task or attending to sit the task or

examination and includes death of a family member, motor vehicle accident, funeral of a family member, etc.

When illness or misadventure prevents a student from submitting or attending an assessment task or examination, he must follow the procedures below:

- The student and/or parent or carer must notify the appropriate Director of Studies, Student Administration Officer, and Head of Department of circumstances prior to, or on the day the assessment is scheduled.
- The student and/or parent or carer must provide evidence to support his absence or non-submission. Acceptable evidence includes:
 - i. a note from the school clinic if a boarder or day boy is taken ill at school;
 - ii. a medical certificate from a qualified doctor or an explanatory note from his parent/guardian, if a day boy is taken ill at home. The medical certificate or the explanatory note must cover the date of the task or the period being applied for by the student.

Immediately upon return to school, the student commences the submission of an Illness/Misadventure Appeal Application. The Illness/Misadventure Appeal Application must be completed within one week of the task date. If the boy is continuously absent from school, he should contact the Director of Studies within one week of the task date. The Head of Department and the student will be notified of the receipt of the completed application and whether the application for illness/misadventure has been upheld or denied.

If a student is absent on a due date for a prepared or hand-in task, a copy of the task (or stage of the task) must then be submitted to the relevant teacher immediately on return to School, even if it is incomplete.

If a student is absent on the date of an in class task, he must assume he will sit the task (or an alternative task) on the day he returns to class. It is the student's responsibility to ensure this occurs immediately on his return, consulting his class teacher and/or Head of Department to make arrangements.

The Head of Department will make a decision about the implications for the student and the task. These may include completion of the same task at another time OR an alternative task at another time OR an estimate based upon evidence of progress through the duration of the assessment task.

When there is evidence of exceptional circumstances, the Director of Studies will consult with the class teacher and Head of Department. The student and parent or carer will be informed of the decision.

Every effort should be made to complete the assessment; however, an estimate will be provided in exceptional circumstances where the assessment cannot be completed. The rank of the student on that task or examination will be reviewed using the actual rank or z-score on the same or similar tasks. The mark for the appealed task may be adjusted only if the student's rank is not close to or better than their rank on the same or similar tasks. Further details concerning this process can be obtained from the relevant Director of Studies.

e. Suspension from school

If a student is under suspension from school, he must assume he will complete all assessment tasks as other students subject to the same conditions – the same tasks, in the same time period under the same rules. He may be given the opportunity to:

- return to school to complete the task;
- complete a task under supervision at a separate venue and return it to the school via another person, fax or express post;
- complete a task at a time and place designated by the Director of Studies.

f. Leave from assessment tasks

If a student wishes to take leave from an assessment task, he must apply to the Director of Studies providing clear evidence as to why leave should be granted. He must wait until permission is given before taking leave. He should not automatically assume leave has been granted.

If leave is granted from an assessment task on the date of a task, the Head of Department will make a decision about the consequences for the student and the task. These may include allowing him to complete the same task at another time or complete an alternative task at another. If leave is not granted, a mark of zero will be awarded if the student does not submit or sit the assessment.

g. Amendments to the assessment schedule

Changes such as revision of a due date for a task, addition or deletion of a task from the stated assessment schedule will be communicated to students in written form in hard copy or by email.

h. Use of electronic equipment – technology ‘failure’

When a piece of work relies on computer technology, each student is required to back-up his work on his school’s network drive, an external storage device or to the internet in cloud storage and in hard copy. When a technical problem occurs, he should submit one of the backups on the due date. When printers do not work, he should submit the work electronically and arrange to have the work printed as soon as possible. If he does not bring in a backed-up version of his work when a technical problem occurs on the due date, standard late penalties will be applied.

Technology failure is not an acceptable excuse for non-submission of an assessment task even if it involves the school’s network drives. However, in the event of technology ‘failure’ the student must attempt to follow the procedures set out below:

- In the event of network drive failure, the student must ask the IT Helpdesk to supply email verification of the network drive failure to the class teacher and Head of Department;
- In the event of laptop failure, the student must take his laptop to the IT Helpdesk to verify the date and time of the failure and to attempt to recover the assessment task. The student should ask the IT Helpdesk to provide an email verification of such failures to the class teacher and Head of Department;
- The student should then meet with the Head of Department to discuss the next steps in the process.

i. Ethical behaviour

Students must behave ethically in all aspects of assessment. Students are subject to normal school rules throughout the period of an assessment task. In the case of ‘in-class’ tasks, the *Knox Examination Code of Conduct* applies. Those who do not comply with these rules or who are responsible for malpractice in an assessment task may have marks deducted or may receive a zero mark.

3. ADJUSTMENTS TO ASSESSMENT K-12

a. Disability provisions for Stage 4 and 5 and adjustments to assessment

Under the Disability Standards for Education (2005) schools have legal obligations to ensure that every student is able to participate in the curriculum on the same basis as their

peers. This can be achieved by making reasonable adjustments according to a student's individual circumstances.

The Learning Enhancement Team assists classroom teachers to meet the educational needs of their students and to identify appropriate adjustments that may be needed.

Parents and carers have a vital role to play in the work of the school learning and support team by taking part in discussions and planning. Adjustments to teaching and learning made in consultation with a student's parents or carers are based on the assessed or identified education needs of the student.

Consultations may also involve members of the leadership team in the relevant campus and stage, class and support teachers, professional therapists, and community service providers as well as family members and carers.

We also consult with the Association for Independent Schools (AIS) personnel who have significant knowledge and understanding of how students learn and who can help to identify how adjustments can be made.

Adjustments must be regularly reviewed through this consultation process and should be changed or withdrawn, if necessary.

Adjustments to teaching and learning may include:

- Curriculum adjustments: for some students the teacher may modify the curriculum outcomes to meet the student's individual learning needs;
- Instructional adjustments: teachers may make changes to how the lessons are delivered to some students, such as providing alternative representations of teaching and learning materials;
- Environmental adjustments: modifications made to the school environment which help students learn on the same basis as their peers.

b. Student assessment

Knox is responsible for any decisions made at the school level to offer adjustments to course work, assessment tasks and in-schools tests. If adjustments are made during a teaching and learning programs, then similar adjustments should be made for assessment tasks. This allows students to demonstrate what they know and what they can do in relation to curriculum outcomes. Adjustments to assessment tasks may include:

- Assessment processes (e.g. scaffolds, additional, time, use of a reader and or writer, rest breaks);
- Assessment tasks (e.g. rephrasing questions, using simplified language);
- The content being assessed (e.g. fewer or alternative syllabus outcomes);
- The format of a task (e.g. written point form instead of reports or essays, oral or PowerPoint presentation instead of essay).

c. Identification and assessment

Identification of a child with a disability or a learning difficulty can occur at any age or stage of the child's development.

Knox offers access to specialist resources. For some students with disabilities, the type and nature of the disability need to be initially assessed and confirmed through the school counsellors and/or learning enhancement or external bodies.

The Learning Enhancement Team assists classroom teachers to address the educational needs of students with a disability, learning difficulty or behaviour disorder. Parents or caregivers have a vital role to play in the work of the Learning Enhancement Team through discussing and planning for their child's needs.

An Independent Education Plan will be developed in consultation with the student, parents and carers and the Learning Enhancement Team.

d. Life Skills

Students undertaking Life Skills courses at Knox will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments.

Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

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

4. ASSESSMENT MARKS

a. Awarding marks

In each course, a mark will be awarded to each student for his performance in each of the tasks in the assessment program. This mark will be based on the teacher's judgement of his performance of learning outcomes, measured against the marking scheme as outlined in the task notification.

b. Non Satisfactory Completion of Course 'N' Determinations

NESA has delegated to the Headmaster the authority to determine if students have satisfactorily completed each NESA Developed and/or NESA Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

The Headmaster; therefore, will determine if there is sufficient evidence that each student has applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the School.

While NESA does not stipulate attendance requirements, the Headmaster may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Headmaster who must give students early warning of the consequences of such absences. Warning letters must relate to the student's absence to the non-completion of course requirements.

c. Invalid or unreliable assessment tasks (including loss of some, or all tasks)

In the event an assessment task is found to be invalid or unreliable or some or all of the tasks are lost the following are some of the things that may occur; the task may be removed from the assessment schedule and the other tasks re-weighted or another similar task in the assessment schedule may be counted twice in the final schedule in place of the invalid or unreliable task or another task may be substituted for the task. In all cases, the student's parents and carers and staff will be informed of the outcome of the process in relation to the invalid or unreliable task.

d. The Record of School Achievement (RoSA) and reporting on assessment in Stage 5

Students will be informed of their performance on each assessment task, including their mark. Each student's final ranking will be reported on the Yearly Report.

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark;
- courses a student has participated in but did not complete before leaving school;
- results of any minimum standard literacy and numeracy tests that may have been sat;
- date the student left school.

The RoSA also includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed. Grades are:

- based on student achievement in their assessment work;
- submitted to NESA by the school in Term 4;
- monitored by NESA for fairness and consistency.

NESA work with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

Please visit the NESA website for more information about the RoSA:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

e. Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if, in the Headmaster's view, there is sufficient evidence that the 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.

Not following the course or applying themselves with diligence or achieving some or all of the outcomes can be defined as (but not limited to):

- Instances where any formal assessment task (i.e. tasks that contribute to the final course assessment mark) including exams is late or not handed in and zero marks awarded or is incomplete or not completed to a satisfactory level that would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course.
- Instances where it is deemed the student has not made a satisfactory attempt at an examination in a course or has not demonstrated they have achieved some of the course outcomes can result in the student being required to re-sit the examination to demonstrate they have met some or all of the course outcomes. If after two re-sits of the examination the student cannot demonstrate they have met some or all of the course outcomes they may receive an 'N' Determination in this course.

- Instances where more formal in-class assignments or significant home learning tasks are submitted late or not handed in may indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course.
- Instances where a student has been identified by the classroom teacher and Head of Department for not completing regular home learning on time or not completed satisfactorily would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course. Faculty notices of non-completion of homework will normally be issued after THREE non-completions.
- Instances where a student has been identified by the classroom teacher and Head of Department for not completing standard in-class learning tasks on time or not completed satisfactorily would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course. Faculty notices of non-completion of in-class learning tasks will normally be issued after THREE non-completions.

Notification of the above can occur at any time. Notification must include the reason and what needs to be done to improve the situation but a warning is not required prior to the issue of an 'N' Award Warning.

f. Stage 4 warning letters and Stage 5 'N' determination warnings

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the Headmaster must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences of an 'N' determination in a course.

The Headmaster (or delegated representative) must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing;
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

g. Re-sits or re-submission of unsatisfactory work

Where a student has been deemed to have not satisfactorily completed class work, homework, assessment tasks or examinations as per the guidelines above, he may be required to re-submit or re-sit the task or exam.

h. Stage 5 advising of an 'N' determination and student appeal against an 'N' determination

The Headmaster (or delegated representative) will call a meeting with the student and his parent/s or guardian. The Headmaster (or delegated representative) will present the student with the *Principal's Determination Form* and explain the reasons for the 'N' determination/s made on the form and the consequences of the determination/s.

The Headmaster (or delegated representative) will then give the student a photocopy of the *Principal's Determination Form* and a blank *Student Appeal Form* and will indicate the deadline for the student to submit a completed *Student Appeal Form* to the school for a school review of the 'N' determination. The student, parent/guardian and Headmaster will then sign the *Principal's Determination Form*.

Following the submission of a *Student Appeal Form* the school will conduct a school review of the 'N' determination. The Headmaster will appoint a review committee to conduct the appeal and the committee will complete the *School Review Principal's Report Form*.

The Headmaster (or delegated representative) will call a meeting with the student and his parent/s or guardian. The Headmaster (or delegated representative) will then give the student a photocopy of the *School Review Principal's Report Form* and will explain the reasons for the decision of the review committee.

If the student's appeal is upheld, then the school will notify NESA requesting the removal of the 'N' determination.

If the student's appeal is declined then the Headmaster (or delegated representative) will explain the process for appealing to NESA for a review of their appeal using the *Declaration 2 – Board of Studies Review of Appeal Requested section of the School Review Principal's Report Form* and indicate the deadline for the student to submit this to NESA. NESA will conduct the review of the student appeal and make a final decision and advise the student and the school of their decision.

5. APPEALS AND REVIEWS

a. Grounds for appeal

In Stages 4 and 5, a student cannot submit an appeal on the basis of:

- matters relating to long-term loss of preparation time or alleged inadequacies of teaching;
- loss of study time;
- technology 'failure' (see under Implementation of Internal Assessment in Stages 4 and 5);
- matters that could have been avoided by the student (e.g. mis-reading of timetable, failure to enter for examination), such instances should be brought to the attention of the Head of Department or Director of Studies;
- the same grounds for which a student has received disability provisions, unless a student experiences a flare up or additional difficulties during the examination session;
- long-term illness (such as glandular fever, asthma, epilepsy, etc.) or long term misadventure (i.e. illness or misadventure in the family over a period of time) – unless there is evidence of 'flare-up' during the examination (assessment task). Chronic illness is not in itself an acceptable basis for an appeal;
- conditions for which a student has been granted disability provisions, unless a student experiences further difficulties;
- courses that are undertaken as a self-tuition student;
- attendance at a sporting or cultural event.

b. Stages 4 and 5 formal review procedures

Knox's Formal Review Committee comprises the Deputy Headmaster (Student & Teaching Excellence K-12), the relevant Head of Academy and/or Director Studies, and the relevant Team Leader (as the student's advocate). The Review Committee will consider:

- appeals against decisions arising from the implementation of this Assessment Policy;
- appeals by students against the review of individual assessment marks that were re-marked;
- reviews of a student's course assessment ranking. Where possible, all reviews should be resolved within the school.
- appeals against Illness/Misadventure determinations.

There is no provision for appeal against marks awarded for individual assessment tasks. The School's Review Committee and NESAs will consider only whether:

- the review of the assessment process was adequate; or
- the conduct of the review was proper.

c. Stages 4 and 5 individual assessment mark appeals procedure

If a student wishes to dispute an assessment mark or a decision made by a teacher in relation to an assessment mark, he may appeal to the teacher, marker and/or Head of Department. Some faculties will require a written appeal outlining the reasons for the dispute of marks. The whole task or section of the task will usually be remarked and the student informed of the result.

Disputes must be settled promptly. As time is given in class for students to receive feedback on assessment tasks, the student should request an appeal on the day they receive their marked task. If this is not possible, then the appeal must be submitted within 48 hours of receiving the task.

There is also the possibility of appealing to the Formal Review Committee. However, a student cannot appeal against a teacher's judgement of his performance on a particular task for the mark awarded, only over the process followed in the marking and remarking.

6. ACADEMIC PROTOCOL AVERAGE (APA) AND SATISFACTORY PROGRESS

The Academic Protocol Average (APA) on the front of the School Report is an overall measure of the student's academic endeavour, and is used to track their application in class and at home and the effort being made.

- The student's scores for mindset, behaviours, perseverance & social skills are recorded in each course on a 4-point numerical scale where 4 = Excellent, 3 = Good, 2 = Satisfactory, 1 = Cause for Concern.
- All of the scores are averaged to produce a single number, the Academic Protocol Average.
- The student's APA is then analysed. A student with an APA of 1.5 or less may be eligible for an Academy Honour Awards in Years 7 to 10.
- Follow up will occur with any student whose APA indicates that their application to their studies in one or more course, is poor. This may take the form of informal or formal monitoring or even weekly or daily reporting or in extreme cases, discussions concerning the student's future at Knox.

7. PLAGIARISM AND MALPRACTICE POLICY

a. What constitutes malpractice (ACE 9023)

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

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

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

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

b. Stages 4 and 5 standard – honesty in assessment (ACE 9022)

To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable.

c. Stages 4 and 5 process for dealing with plagiarism or malpractice

The class teacher identifies malpractice or possible plagiarism in a student's assignment or assessment task then attempts to identify the source of plagiarism and marks plagiarised sections in the task.

The teacher, after consulting the Head of Department, briefly discusses the possible plagiarism or malpractice with the student. If the student admits to plagiarism or malpractice then the Head of Department proceeds with *Consequences of Plagiarism or Malpractice*, (see

below for details). The Director of Studies and the student's parents and carers will be notified of plagiarism or malpractice by the class teacher or Head of Department at this point.

Students are advised of their right to a formal review of the matter with parent and student nominated staff member present in supporting role. If the student has admitted the plagiarism or malpractice and declines a formal review, then the school proceeds to consequences of plagiarism. If the student requests a formal review, then the interview is not to continue and the formal review is implemented.

d. Stages 4 and 5 formal review of plagiarism and procedural fairness

The student accused of plagiarism is entitled to a fair hearing as part of procedural fairness which is described as the 'hearing rule' and the 'right to an unbiased decision'.

The student who denies their guilt is entitled to a formal review of their charge of plagiarism or malpractice. The Head of Department and the Director of Studies or another senior executive conduct the review. The student is entitled to have a parent at the review and/or another supportive staff member (usually the Team Leader, Assistant Team Leader or Mentor). The review will be held in a "neutral" venue in the school such as the conference room or interview room.

The review should follow the pattern below:

- the reasons for suspecting plagiarism or malpractice outlined and where appropriate evidence supplied;
- the student and/or parent are allowed to reply to the allegations;
- questions should be asked, where required, clarifying any issues on both sides;
- the student is told they will be advised of the formal review decision in writing.

e. Stages 4 and 5 consequences of plagiarism or malpractice

The relevant Head of Department and/or teacher will meet with the student to discuss the consequences of plagiarism or malpractice.

The penalty for plagiarism or malpractice will usually be a reduction in overall marks or marks for the section where plagiarism or malpractice occurred. This may include a reduction of marks to zero.

Any student who assists a student to cheat either knowingly or unknowingly may also incur a penalty on their task as a consequence of their actions.

Letters will be written to the parents and carers and/or the student with a brief statement concerning the circumstances and penalty for plagiarism or malpractice. The student may also receive a 'N' determination warning letter for not satisfactorily completing the task.

The student may be required to resubmit or re-sit the task.

8. KNOX GRAMMAR SCHOOL STAGES 4 AND 5 EXAMINATION CODE OF CONDUCT

Students must be aware of the following requirements for exams, otherwise their behaviour may jeopardise their performance. Students must follow the supervisors' instructions at all times. The Presiding Officer and examination supervisors are in charge of students at the given times:

- when assembling before an examination;

- during the examination;
- after the examination until students have left.

A full copy of the Knox Grammar School specific examination rules and procedures can be found on the Knox Portal (under 'Academic Resources' on the respective year level page: "KGS Examination Code of Conduct") and is also routinely communicated to students at the start of examinations.

Failure to comply with these rules and procedures may result in the student's removal from the examination room and the matter brought to the attention of the Head of Academy and/or the Director of Studies.

DEFINITIONS

APA:	Academic Protocol Average
HSC:	Higher School Certificate
NESA:	NSW Education Standards Authority

RELATED LEGISLATION AND RESOURCES

Key related documents utilised in this policy include:

- ACE 9023 <https://ace.nesa.nsw.edu.au/ace-9022> Honesty in HSC Assessment – The Standard

YEAR 8 2020 ASSESSMENT OUTLINE – ENGLISH

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	EN4-2A EN4-3B EN4-5C EN4-6C	<p>Analytical and Imaginative</p> <p>Unit Concept: Narrative</p> <p>In-Class Task: Two Sections</p> <p>Part 1: Analysis of an extract from Andy Mulligan’s <i>Trash</i> demonstrating knowledge and understanding of Narrative Theory.</p> <p>Part 2: Imaginative response to unseen stimuli demonstrating the skills and understanding of Narrative composition.</p>	Term 1 Week 8
Task 2	30%	EN4-1A EN4-2A EN4-4B EN4-5C EN4-9E	<p>Imaginative and Reflective</p> <p>Unit Concept: Authority</p> <p>Hand-in Imaginative and In-class Reflective</p> <p>Part 1: Hand-in imaginative composition developed throughout the term.</p> <p>Part 2: In-class reflective response explaining, justifying and evaluating the process of composition.</p>	Term 2 Week 7
Task 3	30%	EN4-1A EN4-3B EN4-5C EN4-6C EN4-7D	<p>Discursive and Speech</p> <p>Unit Concept: Argument</p> <p>Hand-in Discursive presentation and Speech transcript on Monday August 31. In-class delivery until all speeches are complete.</p>	Term 3 Week 7
Task 4	10%	EN4-1A EN4-3B EN4-7D EN4-8D	<p>Yearly Examination</p> <p>Unit Concept: Genre</p> <p>Multiple Choice Part A: Language Conventions; Part B: Reading Comprehension; Part C: Gothic Literature</p>	Term 4 Week 5 or 6
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – GEOGRAPHY SEMESTER 1

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5	In-class multiple choice and short response Focused on skills and hydrological hazard	Term 1 Week 9
Task 2	40%	GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-8	Hand-in Fieldwork Report Based on excursion to Manly and Circular Quay.	Term 2 Week 6
Task 3	30%	GE4-7, GE4-8	Yearly Examination	Term 2 Week 8
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – GEOGRAPHY SEMESTER 2

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5	In-class multiple choice and short response Focused on skills and hydrological hazard	Term 3 Week 9
Task 2	40%	GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-8	Hand-in Fieldwork Report Based on excursion to Manly and Circular Quay.	Term 4 Week 4
Task 3	30%	GE4-7, GE4-8	Yearly Examination	Term 4 Week 5 or 6
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – HISTORY SEMESTER 1

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	35%	HT4.3 HT4.4, HT4.5 HT4.6, HT4.7 HT4.8, HT4.9 HT4.10	Personal Interest Project Hand-in task	Term 1 Week 4 Friday 4pm 21 February
Task 2	45%	HT4.1, HT4.3 HT4.4, HT4.5 HT4.6, HT4.7 HT4.8, HT4.9 HT4.10	Content Assessment- Short answer and essay- The Middle Ages In-class task	Term 1 Week 10
Task 3	20%	HT4.2 HT4.4, HT4.5 HT4.6, HT4.7 HT4.8,	Yearly Examination Objective response	Term 2 Week 8
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – HISTORY SEMESTER 2

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	35%	HT4.3 HT4.4, HT4.5 HT4.6, HT4.7 HT4.8, HT4.9 HT4.10	Personal Interest Project Hand-in task	Term 3 Week 4 Friday 4pm 14 August
Task 2	45%	HT4.1, HT4.3 HT4.4, HT4.5 HT4.6, HT4.7 HT4.8, HT4.9 HT4.10	Content Assessment- short answer and essay- The Middle Ages In-class task	Term 4 Week 3 1 st Lesson of week
Task 3	20%	HT4.2 HT4.4, HT4.5 HT4.6, HT4.7 HT4.8,	Yearly Examination Objective response	Term 4 Week 5 or 6
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – LANGUAGES - CHINESE

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	20%	LCH4-2C LCH4-3C LCH4-4C LCH4-6U	Part A- Listening and Reading tasks in which students respond to questions about self-introductions (in class). Part B-Writing task in which students respond to questions in Chinese (in-class).	Term 1 Week 9
Task 2	30%	LCH4-1C LCH4-2C LCH4-3C LCH4-5U LCH4-7U	Part A- Reading task in which students respond to questions in English (in class). Part B- Speaking task in which students respond to questions in Chinese (in-class).	Term 2 Week 4
Task 3	30%	LCH4-1C LCH4-5U LCH4-9U	Student research and create a video of themselves cooking a Chinese dish and complete a reflection (hand in).	Term 3 Week 4
Task 4	20%	LCH4-2C LCH4-3C LCH4-8U	Reading comprehension (Yearly Exam).	Term 4 Week 5 or 6
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – LANGUAGES - FRENCH

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	20%	LFR5-2C LFR5-3C LFR5-4C LFR5-6C	Part A- Student listens to text(s) and responds (in class) Part B- Write a profile describing themselves (in class)	Term 1 Week 9
Task 2	30%	LFR5-2C LFR5-3C LFR5-4C LFR5-6U	Part A- Reading comprehension (in class) Part B- Writing task; family, pet and home description created and posted to a student created website (hand-in)	Term 2 Week 4
Task 3	30%	LFR5-1C LFR5-5U LFR5-8U	Student to film themselves cooking a French dish and complete a reflection on food culture (hand-in).	Term 3 Week 4
Task 4	20%	LFR5-2C LFR5-3C LFR5-7U	Reading comprehension (Yearly Exam).	Term 4 Week 5 or 6
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – LANGUAGES - GERMAN

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	20%	LGE5-2C LGE5-3C LGE5-4C LGE5-6C	Students to read a job advertisement and write a letter of application, in German, in which they respond to the questions asked (in class).	Term 1 Week 9
Task 2	30%	LGE5-2C LGE5-4C LGE5-6U	Part A- Multiple choice listening task in which students respond to questions about school and conventions (in class). Part B- Students to create a website/brochure/presentation about their school in German (hand in).	Term 2 Week 4
Task 3	30%	LGE5-1C LGE5-5U LGE5-8U	Student research and create a video of themselves cooking a German dish and complete a reflection (hand in).	Term 3 Week 4
Task 4	20%	LGE5-2C LGE5-3C, LGE5-7U	Reading comprehension (Yearly Exam).	Term 4 Week 5 or 6
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – LANGUAGES - JAPANESE

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	20%	LJA4-2C LJA4-3C LJA4-4C LJA4-6U	Students will respond to information in texts and compose personal profiles of different characters using the hiragana script (in-class).	Term 1 Week 9
Task 2	30%	LJA4-2C LJA4-3C LJA4-4C LJA4-6U LJA4-7U	Students will be required to read and write texts using the hiragana script (in-class).	Term 2 Week 4
Task 3	30%	LJA4-1C LJA4-5U LJA4-9U	Students will cook a Japanese dish and create a digital presentation (hand in).	Term 3 Week 4
Task 4	20%	LJA4-2C LJA4-3C LJA4-8U	Reading comprehension (Yearly Exam).	Term 4 Week 5 or 6
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – MATHEMATICS

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-16MG, MA4-5NA, MA4-6NA	In-class task Core class test da Vinci additional test Pythagoras' Theorem, Percentages & Financial Mathematics	Term 1 Core: Week 6 Thursday 5 March dV: Week 7 Wednesday 11 March
Task 2	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA4-18MG MA4-8NA, MA4-9NA	In-class task Core class test da Vinci additional test Algebraic Techniques & Indices Angle Relationships & Properties of Geometrical Figures	Term 2 Core: Week 3 Wednesday 13 May dV: Week 4 Thursday 21 May
Task 3	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-6NA, MA4-7NA MA4-10NA, MA4-19SP, MA4-20SP	In-class task Core class test da Vinci additional test Equations, Rates & Ratio, Data Collection & Representation	Term 3 Core: Week 3 Wednesday 5 August dV: Week 4 Thursday 13 August
Task 4	10%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP	Open-Ended Assignment Hand-in task Investigation involving the application of aspects of Terms 1-3 content. Students will work on this task in class in the last week of Term 3 21-25 September.	Term 4 Week 1
Task 5	30%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA, MA4-7NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-11NA, MA4-19SP, MA4-20SP, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG	Yearly Examination Core class test da Vinci additional test Covering all outcomes with particular emphasis on Semester 2 topics: Data analysis, Measurement, Linear Relationships	Term 4 Core: Week 5 or 6 12-20 November dV: Week 4 Thursday 5 November
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – MUSIC

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	35%	4.4, 4.5, 4.6, 4.7, 4.12	Composition (25%) and Listening Task (10%) Submit an original composition based on the work covered in class and complete a short listening task (in-class task).	Term 1 Week 10
Task 2	35%	4.1, 4.2, 4.9, 4.10, 4.12	Performance Task Present a group performance based on the work covered in class at individually scheduled times (in-class task).	Term 2 Week 6
Task 3	30%	4.3, 4.7, 4.8, 4.11	Part A: Performance Task (10%) Present a group performance based on the work covered in class at individually scheduled times (in-class task). Part B: Listening Task - Yearly Examination (20%) Complete a listening exam that includes dictation, composition and notation components (during yearly exam block).	Term 4 Week 3 and 4 Week 5 or 6
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – PDHPE

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	4.1, 4.3, 4.9, 4.10	PART A: Hand-in task Students complete a digital story on Mental Health	PART A: Term 1 Week 9 Tuesday 24 March
	15%	4.4, 4.5, 4.8, 4.11	PART B: Practical Skills Students are assessed in their participation and skill level in a range of sports covered in class throughout Semester 1	PART B Semester 1 (Ongoing in Class)
Task 2	20%	4.4, 4.5, 4.8, 4.11	Fitness and analysis Students complete a range of fitness tests in Term 1 and write an analysis/goals based on their results.	Term 3 Week 3 Thursday 6 Aug
Task 3	15%	4.4, 4.5, 4.8, 4.11	Practical Skills Students are assessed in their participation and skill level in a range of sports covered in class throughout Semester 2	Semester 2 (Ongoing in Class)
Task 4	25%	4.1, 4.7, 4.9, 4.10	Multimedia Presentation Hand-In task Students undertake research on fad diets and create a presentation	Term 3 Week 8 Wednesday 9 September
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – SCIENCE

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	SC4-2LW SC4-4LW SC4-7WS SC4-9WS	Secondary sources investigation Hand-in and in-class task Students research and gather information from reliable, valid and accurate sources to answer a question related to advances in medicine.	Term 1 Week 8 Tuesday 17 March
Task 2	25%	SC4-2LW, SC4-3LW, SC4-4LW, SC4-5LW, SC4-4CW SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS	In-class topic test Students complete a topic test focusing on the “Inside out” and “Circle of life” units. The test will consist of knowledge and understanding, investigation skills and problem-solving questions. Multiple choice and extended responses will be included.	Term 2 Week 3 Tuesday 12 May
Task 3	35%	SC4-3ES, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Student Research Project (SRP) Students research, design and conduct an investigation using the scientific process; and analyse and communicate their findings. Hand-in and in-class component.	Term 3 Week 9 Tuesday 15 September
Task 4	15%	SC4-2PW, SC4-3PW, SC4-5LW, SC4-2CW, SC4-1ES, SC4-3ES SC4-7WS, SC4-8WS	Yearly Examination This will be a multiple-choice examination testing knowledge and understanding, processing information and problem-solving skills will be assessed.	Term 4 Week 5 or 6
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date

YEAR 8 2020 ASSESSMENT OUTLINE – TECHNOLOGY

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK				DUE	
Task 1	30%	Refer to specific unit description for this rotation	Agriculture Technologies Hand-in task 1DP, 2DP, 3DP, 5AG, 6FO, 10TS	or	Engineered Systems Hand-in task 1DP, 2DP, 3DP, 8EN, 10TS	or	Digital Technologies Hand-in task 1DP, 2DP, 4DP, 7DI, 10TS	Term 2 Week 2 Friday 8 May
Task 2	30%	Refer to specific unit description for this rotation	Agriculture Technologies Hand-in task 1DP, 2DP, 3DP, 5AG, 6FO, 10TS	or	Engineered Systems Hand-in task 1DP, 2DP, 3DP, 8EN, 10TS	or	Digital Technologies Hand-in task 1DP, 2DP, 4DP, 7DI, 10TS	Term 3 Week 6 Friday 28 August
Task 3	30%	Refer to specific unit description for this rotation	Agriculture Technologies Hand-in task 1DP, 2DP, 3DP, 5AG, 6FO, 10TS	or	Engineered Systems Hand-in task 1DP, 2DP, 3DP, 8EN, 10TS	or	Digital Technologies Hand-in task 1DP, 2DP, 4DP, 7DI, 10TS	Term 4 Week 4 Monday 2 November
Task 4	10%	1DP, 4DP, 7D1, 9MA, 10TS	Yearly Examination Digital and Material Technologies Multiple Choice Exam				Term 4 Week 5 to 6	
TOTAL	100%							

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – VISUAL ARTS

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	15%	4.7, 4.8, 4.9, 4.10	In-Class Task Art Criticism & Art History	Term 2 Week 4
Task 2	35%	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Art Making & VAD (Visual Arts Diary) Hand-in task Submission of artwork(s) in progress and resolved - VAD with annotated evaluations of a sustained exploration of materials and ideas through the frames and conceptual framework.	Term 2 Week 7
Task 3	15%	4.7, 4.8, 4.9, 4.10	In-Class Task Art Criticism & Art History	Term 4 Week 3
Task 4	35%	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Art Making & VAD (Visual Arts Diary) Hand-in task Submission of artwork(s) in progress and resolved - VAD with annotated evaluations of a sustained exploration of practice through the frames and conceptual framework.	Term 4 Week 5
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 8 2020 ASSESSMENT OUTLINE – WISDOM, LIFE AND FAITH

TASK NO	WEIGHT	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	50%	Investigating Eastern and Ancient Religions	In-class test In-class test on Eastern and Ancient Religions	Term 2 Week 8
Task 2	50%	Appreciating the value of Compassion	Hand-in Project Project exploring the value of compassion	Term 4 Week 2
TOTAL	100%			

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

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