

Hoxton Park High School

Year 8

Assessment Booklet

2023



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This booklet is designed to help you to **plan for your assessment in each of your courses this year**. It informs you of **all the tasks, the dates due and the weighting of each task and provides advice to help you to achieve your best**.

It is important to remember that:

- School Assessments contribute to you having satisfactorily completed the Record of School Achievement (RoSA).
- You do not miss any assessment tasks. Any missed tasks reduce your potential final result.
- Your assessment tasks in all subjects will contribute to your final grade in each subject.
- All Assessment Tasks are presented to students at Hoxton Park High School on an assessment task sheet, to standardise the way you receive the information for the task.
- Tasks not completed due to illness or misadventure must be supported by a Medical Certificate which must be shown to your teacher immediately upon your return to school.
- You should put all the tasks that you have due onto a calendar so you do not forget when one is due (there is a sample within this booklet).
- Try to be better organised - use your homework diary and your calendar. Meet with your teachers to better understand your assessment tasks. We want you to achieve at the highest possible level.
- Homework and class work are also important- you must complete all set work and participate in your lessons.

Good luck and remember good grades do not just happen. They are due to hard work and dedication.

Mrs. Leny Wallace
Principal

Hoxton Park High School

Assessment Policy (ver 2.7)

1. Introduction

1.1 What is assessment?

- Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. The Assessment Booklet contains Assessment Schedules, the Assessment Policy and student responsibilities.
- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formative and summative assessment tasks will be used to determine student progress over the duration of each course.
- Formative tasks, such as homework, assignments, portfolios and classwork not included in the formal assessment schedule are of significance as they:
 - assist in skill and knowledge development.
 - identify areas for extension or remediation for the teacher and student.
 - provide opportunities for students to consolidate conceptual understanding.
 - provide evidence of sustained and diligent effort.

As such, all work set must be completed and submitted as required.

1.2 Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as fieldwork and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.
- A school assessment mark will inform the course grade of students studying in Years 7 to 11.
- A school assessment mark will inform 50% of a HSC student's mark.

1.3 How will these assessments be made?

Some or all of the following, may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical work
- Fieldwork
- Lectures and oral presentations given
- Practical performance
- Formal examinations

1.4 Schedule of Assessment Tasks

- Tasks will occur regularly throughout each course.
- All students will be issued an *Assessment Booklet* indicating the assessment week(s) for each course.

1.5 What does great work look like?

The **Junior Secondary (7-10)** Common Grade Scale shown below can be used to report student achievement in all courses.

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

The **Preliminary Stage 6** (Year 11) Common Grade Scale shown below can be used to report student achievement in all courses.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

2. Assessment Processes

2.1 Notification of Assessment Tasks

Formal notification for all assessment tasks must satisfy the following:

- Issued at least 2 weeks (10 school days) prior to the due date
- Issued in writing and includes:
 - Assessment Task Name
 - Due Date
 - Task requirements – What you need to do
 - Course outcomes assessed
 - Marking Criteria (with the exception of examinations)

The *Assessment Task Record of Issue* is a record of when an Assessment Task is issued. It is to be signed and dated by students as acknowledgement of receiving the formal notification of the task. This is retained by the teacher for their records.

Students absent on the day of receipt of notification have the responsibility to meet with their teacher, upon their return, to receive work missed during their absence, including formal notification of an assessment task. At this time an alternate due date may be negotiated (if necessary) with the Head Teacher.

2.2 Completion of Tasks

It is the expectation that all students will:

- complete all set classwork, homework and assessment tasks to the best of their ability.
- Where there is an opportunity to provide drafts for feedback, students may only submit **one draft** to their **class teacher at least 3 school days** prior to the due date.
- submit their own original work.
- complete and submit all tasks by the due date.

2.3 Submission of Assessment Tasks

- Students must submit all assessment tasks **on or before the due date**.
- Students must **attend school for the whole day** on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school in order to work on a task and then submit the task before the end of the day.
- All assessment tasks must be submitted with a completed *Assessment Task Cover Sheet* to their teacher, or another teacher of that faculty.
- The student must **retain a signed receipt** (the bottom section of the *Assessment Task Cover Sheet*) **as proof of submission**.

Failure to complete/submit an assessment task on the due date and time will result in a ZERO (0) mark and an N Determination Warning letter issued.

It is essential that all assessment tasks are submitted even if they are late. A student who does not complete 50% of the assessment task weighted marks in a course may not be certified as satisfactory in that course and may not be eligible for a ROSA, Preliminary HSC or HSC.

2.4 Attitude and Effort

All tasks must be completed by the student to the best of their ability with diligence and sustained effort:

- Poor attitude and effort that result in lack of achievement of course outcomes and non-completion of work will result in faculty action. This may mean a letter home &/or telephoning parents. Students are expected to complete all work.
- Attitude and effort will form part of the School Report.
- An assessment task submitted that is deemed to be a non-serious attempt by the teacher will be referred to the Head Teacher for review, who will determine a suitable course of action to support the student, but the task may be awarded ZERO (0) and an N Determination Warning letter issued.

2.5 Feedback

All students will receive meaningful, constructive feedback from their assessment tasks, which is communicated via the mark achieved, the 'Marking Criteria' and additional teacher comments and discussion.

All feedback will aim to:

- explicitly communicate feedback on the components / outcomes being assessed.
- communicate explicit teacher feedback including descriptions of the student's strengths and areas of development.

2.6 School Reports

Assessment marks that students receive are reflected on their school reports. All work that students are set can be reflected in the student report. Students can self-evaluate the progress of their learning at the end of each reporting period.

2.7 Satisfactory Completion of Courses

A Course has been satisfactorily completed, when the student has:

- *Followed the course developed/endorsed by the NSW Education Standards Authority (NESA).*
- *Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.*
- *Achieved some or all of the course outcomes.*

Students **must satisfactorily complete the components** of a stage to be eligible to proceed into the next stage. Similarly, students **must satisfactorily complete the Preliminary component** of a Course, as mandated by NSW Education Standards Authority (NESA), to be eligible to proceed into the HSC component in Year 12.

Where a student is at risk of receiving an N Determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a ZERO (0) mark in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. It is expected that all students will maintain an attendance rate of **85% or above**.

2.8 Keeping Records of All Assessment Marks and Copies of All Documentation Issued to Students

The school will support students by providing written notice of:

- Formal notification of the Assessment components and weightings
- The nature of each assessment task including assessment criteria
- The timing of each task (minimum of 2 weeks (10 school days) notice in writing)
- The mark value of each task
- The school policy for valid absences/lateness
- Providing feedback after each task of what the student did well and what they can do to improve
- Verifying assessment work that is completed outside the school
- Providing an assessment free zone before course examinations
- Providing marking criteria for each assessment item

It is the student's responsibility to:

- Work to the best of their ability
- Submit their own original work
- Keep evidence of work submitted
- Catch up on work including tasks issued/missed during absence

2.9 Retaining Student Work Samples

The awarding of Stage 5 and Stage 6 (Preliminary) grades places significant value on teachers' professional judgements about student achievements.

- Schools award grades based on student achievements in the Stage 5 and Stage 6 Preliminary courses they complete (except Life Skills and VET). These grades are reported on students' credentials.
- To strengthen the consistency of teachers' professional judgements in relation to state-wide standards, faculties are required to keep student work samples and corresponding assessment tasks for Years 10 and Preliminary students.
- Faculties are required to keep a minimum of three (3) work samples representing the upper, middle and lower range of achievement of their Years 10 and 11 cohorts for all their Stage 5 and Preliminary courses. Each of these work samples should demonstrate performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school.

2.10 Access to NSW Education Standards Authority (NESA) Documents

Students and parents have access to NESA, Subject Manuals and Prescribed Texts, Topics, Projects and works.

- The NESA website can be found at: <http://educationstandards.nsw.edu.au>
- Additional resources for the 7 to 12 courses and specific courses may be found at the school library, via the Year Adviser or the teacher and Head Teacher of the course concerned. Students may also consult the teacher-librarian for additional advice regarding resources.

3. Specific Information

3.1 Extensions

Extensions for Assessment Tasks are only granted in circumstances where a student may be disadvantaged due to a circumstance that is outside of their control.

A request for an extension for an assessment task can be made by:

- submitting the *Application for Extension - Assessment Task* to the Head Teacher of the subject, **at least 3 school days** before the assessment is due. Classroom teachers cannot grant an extension for Assessment Tasks.
- including all supporting documents, including a medical certificate or other written documents.

The Head Teacher will decide based on the evidence presented and that will not disadvantage the other students completing the task.

Students who submit tasks after the due date without appropriate documents will be awarded a ZERO (0) mark, which could result in the loss of the RoSA (Record of School Achievement), Preliminary HSC or HSC.

3.1.1 Special Consideration for religious observances

Students may apply for special consideration for an *in-class* assessment task/examination that falls on the day of an important religious/cultural event.

To be considered you must complete the *Special Consideration Form* and attach appropriate evidence/documentation and submit to the Head Teacher of the course **at least 3 school days prior to the task**.

This **does not** apply to any take home task that is due on the day of religious observance. As you are given a minimum of 2 weeks' notice to complete the task then it is your responsibility to hand in the task **before** the scheduled event.

No consideration will be given to students who do not follow this process.

This **DOES NOT** apply to any key dates and events set by NESA (<http://educationstandards.nsw.edu.au>)

3.2 Absence

In the event of an unavoidable absence on the day that an assessment task is due, or test is to be held, students **must**:

Years 7 and 8 (Stage 4)

Report to the teacher and Head Teacher of the faculty/KLA **on the first day that they return to school.**

Submit the task or negotiate an alternate date for in class tasks.

Supply the relevant documentation (e.g., parent note, doctor's certificate, funeral notice) to the Head Teacher of the faculty.

Years 9, 10, 11 and 12 (Stages 5 and 6)

Report to the teacher and Head Teacher of the faculty/KLA **on the first day that they return to school.**

Complete *Illness / Misadventure Appeal Form*.

Submit the task or negotiate an alternate date for in class tasks.

Supply the relevant documentation (e.g., doctor's certificate, funeral notice) to the Head Teacher of the faculty. A 'parent note' by itself is NOT sufficient and must be supported by additional relevant documentation.

The Head Teacher will then decide if the student will:

In the case of a test:

- Sit for the test or a substitute test
- Receive an estimate
- Be awarded ZERO (0) for that task and an N Determination Warning letter issued

In the case of a hand-in task:

- Be awarded ZERO (0) for that task and a N Determination Warning letter issued

In the case of absence when a task is due to be handed in:

- the student should try to ensure that the task is received by the teacher that day. This may mean a friend or relative bringing it to the school.
- If the student is aware that they are going to be absent on the due date, then it is the student's responsibility to **submit the task prior to their absence**. If the task is an examination, in-class test, practical examination, etc., then the student needs to notify the Head Teacher of that subject to seek an alternate arrangement or extension for the task.
- If this is not possible, then a doctor's certificate or appropriate documentation must accompany the assessment task, which must be handed in to the Head Teacher on the **first day back at school after an absence or illness**.

Students will always be given adequate time to complete a task, a minimum of 10 school days. Being absent from school on the day a task is issued is **no** excuse for not completing a task. **It is the responsibility of each student to find out what work has been missed due to absence and this includes classwork, homework, assignments or assessment tasks.**

Failure to follow these instructions or to have a suitable explanation, will lead to a ZERO (0) mark for that Assessment Task and an N Determination Warning letter issued.

3.3 Illness / Misadventure Appeals (Stage 5 and 6)

The Illness / Misadventure appeal procedures at Hoxton Park High School are based on the NESAs rules for illness / misadventure appeals. Illness / Misadventure appeals can apply to all types of official assessment tasks used to calculate the School-based Assessment mark and rank.

Students who become ill or suffer a misadventure (e.g., accident, family bereavement) that may adversely affect performance in an examination or assessment task are entitled to submit an Illness / Misadventure Appeal. The Illness / Misadventure Appeal Form must be completed in full to support the appeal. This includes the student statement and independent documentary evidence.

Independent documentary evidence may be in the form of a statement in the relevant section of, or attached to, the Illness / Misadventure Form. Such evidence may be provided by medical practitioners, school counsellors, Police and so on, who can attest to the nature of the illness / misadventure and how it is likely to affect performance in an exam or task. Medical evidence must be dated with a date on or before the assessment task date (i.e., cannot be post-dated).

It is important that students and/or parents contact the school as soon as possible if an issue arises that may lead to an illness / misadventure appeal. The school will provide advice and put in place the procedures necessary to support students through both the assessment and appeal processes.

The illness / misadventure process is designed to support individual students to achieve results that might accurately reflect their ability and effort. The process must also ensure the integrity of school-based assessment for all students in each course. Accordingly, students must be aware that each illness / misadventure appeal is considered on its merits and there is no guarantee that the appeal will be upheld.

3.4 Technology Failure

Computer technology fails from time to time and appropriate measures must be taken to back up work during the course of an assessment task. Computer or printer failure or malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save their work frequently and back it up to their hard drive, cloud (Google drive) and USB regularly. If computer failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment is to be submitted on USB, the last saved copy is to be submitted.

Students can email work to their own DoE email address and can **only** print during the allocated library opening times prior to the task being due. Allocated times will be before school (8:30am until roll call), Break 1 (except for Fridays) and Break 2.

3.5 Malpractice

Malpractice is defined as copying, cheating, talking, and disrupting others during an Assessment Task including examinations. Malpractice also occurs when there is an attempt to gain an unfair advantage over other students.

Types of malpractice in assessment tasks may include, but are not limited to:

- Plagiarism
- Possession of use of unauthorised notes
- Use of electronic device
- Submitted late (e.g. to have additional time to work on a task to gain an advantage over another student)
- Offensive behaviour
- Non-serious attempt
- Collusion with another student
- Copying another student
- Unacknowledged assistance
- Unauthorised access to exam
- Unauthorised alteration to task or marks
- Making a false claim

All Assessment Tasks must be:

- **The student's own original work.** You cannot submit a task that is not your own work or is identical to that of another student. You may work on a task with a friend / relative etc., but the final copy must be in your own words: i.e., it must be your original interpretation of the task. You cannot copy work from another source such as the internet.
- **Completed by a student in the current assessment period.** You may not hand in a task or part of a task completed for another assignment in this or previous years.

Speaking, disrupting, behaving inappropriately during an examination or carrying a mobile phone into an examination is malpractice.

The Head Teacher, in consultation with the class teacher, will establish if malpractice has occurred and parents/guardians will be advised in writing. If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final.

In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice, then a ZERO (0) mark will be awarded for the assessment task and an N Determination Warning letter issued. The student may be provided with a substitute task to demonstrate achievement of the relevant outcomes.

3.5.1 Plagiarism

Plagiarism is defined as presenting the ideas and words of others as if they were your own. Creating your own work and using the work of others which you have acknowledged is not plagiarism.

What you must do to avoid plagiarism:

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources

The school reserves the right to award a ZERO (0) mark to work that contains any plagiarism at all.

Referencing

Referencing is a way of acknowledging the work of others which you have used in your assessment task. Hoxton Park High School uses the Harvard system of citation (also called the author/date system), which is mandatory in most universities, TAFE and other training colleges.

Basic format for In-Text Citing and Referencing a Book, Webpage and Image

Format	In-text citation	Reference list
Book	Webb (2018, 9) stated that... <i>If adding to the end of a sentence/phrase.</i> "At the turn of the century Russia was well behind the west" (Webb, 2018, 9).	Webb, K., (2018), <i>The Decline and Fall of the Romanov Dynasty</i> . Get Smart Education: Mona Vale.
Webpage	... the fall of Rome (Beard 2011)	Beard, M 2011, The fall of the Roman Republic, BBC, viewed 14 December 2020, < http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtml >.
Table, image or diagram	Gertsakis's work, <i>Their eyes will tell you, everything and nothing</i> , 2017, in Millner and Moore (2018, p. 138)	<i>Elizabeth Gertsakis geelong gallery</i> (no date). Available at: https://www.geelonggallery.org.au/whats-on/elizabeth-gertsakis (Accessed: December 16, 2022).

References

Copyright (2021) *Smartcopying*. Available at: <https://smartcopying.edu.au/copyright/> (Accessed: December 16, 2022).

HSC all my own work program (no date) *HSC: All My Own Work | NSW Education Standards*. Available at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work> (Accessed: December 16, 2022).

Western Sydney University Library (2022) *Referencing & Citation Guides*, *Western Sydney University Library*. Available at: https://library.westernsydney.edu.au/your-library/tools_and_apps/referencing-citation (Accessed: December 16, 2022).

3.6 Student claims to have submitted a 'missing' Assessment Task

In the unlikely event that an assessment task cannot be located by the teacher, the student will be asked to provide their **signed receipt** (the bottom section of the *Assessment Task Cover Sheet*) **as proof of submission**.

- Head Teacher will decide if the student will resubmit the completed task or receive an estimate.
- If the student cannot produce the signed receipt, then it is assumed that the student did not submit the task and will receive a ZERO (0) mark and an N Determination Warning letter.

3.7 N Determinations

- Students who do not satisfactorily complete the required classwork, homework, assignments or assessment tasks will be nominated for N Determination.
- Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to have satisfactory completion. The letter will give the student 2 weeks to complete the outstanding work.
- Completion of the work does not negate the N Determination Warning letter.
- Students who have **TWO (2) or more** N Determination Warning letters of outstanding work in a subject will be considered for an N Determination.
- Students will only receive **ONE (1)** N Determination Warning letter for each task. No reminder letters will automatically be sent. It is the student's responsibility to complete that task promptly.
- The decision to nominate a student for N Determination is made by the Head Teacher of the faculty concerned.
- Students are given the opportunity to appeal an N Determination via the NESAs N Determination appeals process. This is provided to the student at the point of N Determination.
- Final decisions on N Determination are made by the Principal.

3.7.1 What is an N Determination?

An N Determination is a Non-Determination which is applicable for the Record of Student Achievement (RoSA in Year 10), Preliminary HSC or HSC. It is an unsatisfactory determination in a particular course and may affect the awarding of the RoSA, Preliminary HSC Course or the HSC for a student.

3.7.2 What is the N Determination Warning Letter?

This is an official letter warning students regarding unsatisfactory progress in a particular subject. It is addressed to the parent/guardian. A student will receive an N Determination Warning letter if they do not satisfy one or more of the following criteria:

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

3.7.3 What happens when I receive an N Determination Warning Letter?

- The official N Determination Warning letter will stipulate the task or issue for which you have been warned and the date the task was due. The letter will also stipulate a new due date and advice on how to satisfactorily complete the task.
- Submitting a task after an official warning letter has been sent does not nullify the initial warning. This warning remains on your file/record.
- It is important to be aware that N Determination Warning letters are not task specific, they are subject specific. Therefore, ALL warning letters for that subject accumulate and are numbered as such i.e. N Determination Warning 1, Warning 2, etc.

3.7.4 What happens when I receive two or more N Determination Warning letters in one subject?

When you receive two or more N Determination Warning letters for one subject, an N Determination nomination may be made by the Head Teacher of that subject. The Principal will then make the final decision on issuing the N Determination. This is usually done towards the end of the course on a date specified by NESAs.

3.7.5 What happens when I receive two or more N Determination Warning letters in more than one subject?

- At Hoxton Park High School, we will attempt to assist students to redeem themselves if they are at risk of being N Determined.
- Students who have been issued with 2 or more N Determination Warning letters will be interviewed by the Deputy Principal or Principal as part of the school review process. Support and advice will be provided specific to that student.

3.7.6 What happens when I receive an N Determination?

- For Stage 5 mandatory courses, An N Determination will result in that subject appearing on your Record of Student Achievement (RoSA) as *'Not Completed'*. For elective courses, this will result in that subject not appearing on your RoSA.
- For the Preliminary HSC, an N Determination will result in that subject not appearing on your Record of School Achievement (RoSA). Remember, if you do not successfully complete 12 Preliminary Units, you will not be awarded with a RoSA. This is a pre-requisite for the HSC Record of Achievement. To move on to the HSC, you may need to pick up a new Preliminary Course and this may mean taking longer to complete your HSC. If you are N Determined in English, you will not be eligible to continue on to Year 12 to complete the HSC Course.
- For the HSC, an N Determination will result in that subject not appearing on your HSC. Remember, if you do not successfully complete 10 HSC Units, you will not be awarded with the HSC. If you are N Determined in English, you will not be eligible for the HSC.

3.7.7 Deputy Principal Student Interview

The Deputy Principal has the following purposes:

- Students will be interviewed 'to show cause' when they have not fulfilled assessment requirements or are performing at an unacceptable level. Post-compulsory students (over 17 years old) must demonstrate active participation in the learning process.

When a student is interviewed by the Deputy Principal, the following may occur:

- Discuss the options available and consequences.
- Discuss and establish a student contract (if necessary).
- Inform parents of the situation in writing.
- Organise and conduct a parent interview (if needed with the appropriate school personnel).

3.7.8 Deputy Principal's Review Panel

The Deputy Principal's Review Panel enables students to be interviewed when they fail to meet Assessment requirements, or when an error may have been made in accumulated marks or ranking. The panel acts as an appeal mechanism within the school if a mark or ranking is challenged.

3.7.9 Appeals against Assessment Decisions in Assessment Tasks

The teacher's professional judgement will not be open to question, in line with the NES policy on assessment appeals.

Where a student is awarded a ZERO (0) on an assessment task or they believe the assessment task process is unfair, they have the right of appeal:

- All formal student appeals must be in writing on the Hoxton Park High School *Illness/Misadventure Form*.
- Students may discuss an assessment mark or decision with their course teacher or Head Teacher to seek clarification or to point out an error. The teacher or Head Teacher may adjust the assessment mark if there has been an error (e.g. an examination question marked incorrectly).
- If the student wishes to appeal an assessment mark or decision (such as a ZERO (0) mark or the fairness of the assessment task or procedure) they must put their appeal in writing and hand it in

person to the Deputy Principal responsible for their year group. Students must use the *Hoxton Park High School Illness/Misadventure form*.

- If the student is incapacitated (illness, injury) a person or guardian may lodge the appeal.
- The appeal must give full details: name, roll class, the nature of the task, any relevant documentation (e.g. doctor's certificate), and the specific reason for the appeal.
- The appeal cannot question teacher's assessment judgements, that is, they cannot question the mark given. Appeals can **only be based** on the school's failure to follow our assessment policy and processes, fairly and professionally.
- The student must lodge the appeal within a reasonable time frame, usually **within ten school days** from the time they receive the assessment mark for the task.
- The Deputy Principal will, usually within five school days, convene an Appeal Panel. The panel will comprise the Deputy Principal, the Year Adviser or nominee and a nominated student representative. The panel will meet to consider the appeal. The panel may seek clarifications from the student and the teaching staff. The panel will only examine the assessment process, not the professional assessment judgement made by a teacher. The panel will communicate its decision in writing to the student and the faculty Head Teacher within a reasonable timeframe. This would normally be within five school days from the time the panel is convened. A record of the appeal and decision will be kept on file.

The panel may decide:

- To reject the appeal.
- To uphold the appeal and advise the Head Teacher to follow procedures that restore equity and validity to the assessment task, this could include setting an alternative task, giving an estimate, restoring marks, re-marking the task or sections of it, deleting the task from the weightings or reducing the weighting of the task.
- If a student wishes to appeal the Panel's decision, they must put their appeal in writing to the Principal within five school days from the time they received the Panel's written decision. The Principal's decision is final.
- Appeals to NESAs are handled directly by the Principal.

3.7.10 Appealing an N Determination decision

The Principal will notify the NESA of any student who has not met NESA requirements. They may be given an N Determination for a course or may not be awarded a NSW Record of School Achievement (RoSA) on the grounds of unsatisfactory attendance or application.

The Principal will also notify the student of his / her actions and pass on appropriate information including an appeal form to be given to the student / parent. Final dates for submission will be notified at that time. A student may be N Determined in Year 10 due to work not completed in Years 7, 8 and 9.

4 Vocational Education and Training (VET) Assessment

4.1 VET Specific Information for Courses

Current VET courses offered include Construction, Hospitality (Stage 5), Hospitality – Food and Beverage, Information and Digital Technology (IDT), Retail Services and Primary Industries. Certificate I & II can be awarded through a variety of frameworks.

4.2 Assessment Policy – HSC VET – Industry Curriculum Framework Courses

VET courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for the HSC VET courses within Industry Curriculum Frameworks has two purposes:

- Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment.
- Assessment for the Australian Tertiary Admissions Rank (ATAR)

Assessment for VET Courses is competency based and a holistic integration of competencies is recommended. Students are given the opportunity to develop skills over time and are allowed a number of attempts to satisfy the performance criteria. VET Assessment schedules do not require a percentage (%) weighting of each assessment activity but reflect the holistic competencies based nature of assessment.

Assessment of competence is criteria – referenced, this means the individual student's performance is judged against a prescribed standard, not against the performance of other students. Students will be judged as **'competent'** or **'not yet competent'**. This judgement will be arrived at on the basis of evidence, which may be in a variety of forms.

Students are given feedback concerning their progress through access to Competency Records and via verbal and written feedback from the teacher in relation to learning activities.

Some forms of assessment will be gathered on an on-going basis. Other evidence will be collected through specific assessment tasks such as projects and assignments, written and practical tests and role plays and simulations. The student's classroom teacher and/or workplace supervisor will conduct assessment if they are a qualified assessor.

Work Placement is a key component of successfully completing a VET course. Students are mandated to complete 35 hours work placement in the preliminary course and 35 hours work placement in the HSC course.

The rules and processes applying to an N Determination apply to a student undertaking a VET course.

4.3 VET HSC Optional Examination

The HSC examination is independent of competency based assessment requirements for AQF qualifications. It is optional for students of VET courses and intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

Only 1 VET course (2 units) may be included in the students 10 units for ATAR.

Students wishing to withdraw from the HSC Examination must do so prior to the HSC Examination by completing the "Student Request to Withdraw from the HSC Examination" form.

4.4 Estimate Mark

The school will provide an estimate mark to the NESA for all students undertaking a VET course. The Estimate Mark will consist of an aggregate mark:

Preliminary Course Yearly Examination 30% HSC Trial Examination 70%

4.5 Appeals for Unsatisfactory Course Completion – Student Appeals

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- They were ill or suffered a misadventure at the time of the assessment. This must be supported a medical certificate.

Formal appeals must be based on identified problems with the assessment process rather than an unsuccessful assessment result. Appeals must be lodged within five (5) school days from the date of assessment.

Where there are grounds for appeal, a teacher/qualified assessor, other than the classroom teacher/assessor used to moderate course assessment, will then assess the student's competence. This assessor may be a teacher from another school or TAFE.

4.6 Work Placement

4.6.1 Work Placement is a mandatory requirement for each VET course

Failure to complete a Work Placement will render the student ineligible for the award of a HSC credential. Students **MUST** complete their work placement at times given to them by the school or they will be N determined and they will need to organise their own replacement work placement.

A minimum of 70 hours of work placement in the Preliminary and HSC Course for each VET course is a mandatory NESA requirement. The first 35 hour work placement is to be completed in the Preliminary year with the second 35 hour work placement completed in the HSC year.

4.6.2 Student Responsibilities for Assessment Tasks Due During Work Placement:

- You may submit the assessment task on the day before you go to work placement or make arrangements for the task to be submitted on your behalf on the due date.
- No extensions will be granted for work placement.
- Work Placement is not a reason for the non-completion of assessment tasks.

4.6.3 Non-Attendance at the Workplace

- If you are absent from the workplace you must inform your employer before the workplace starting time, and also inform school, on any day you cannot attend work placement.
- Days missed must be made up, so that you successfully complete the minimum hours. You must submit assessment tasks on the day before you go to work placement if your work placement is only one day per week.

HOXTON PARK HIGH SCHOOL

ASSESSMENT TASK COVER SHEET

All assessment tasks must be submitted with this completed and attached *Assessment Task Cover Sheet* to their teacher, or another teacher of that faculty.

Students must:

- submit all assessment tasks **on or before the due date**.
- **attend school for the whole day** on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school to work on a task and then submit the task before the end of the day.
- **retain a signed receipt** ('Part B' of this form) **as proof of submission**.

Failure to complete/submit an assessment task on the due date and time will result in a ZERO (0) mark and an N Determination Warning letter issued.

All applications for an extension of time should be in writing prior to the due date of submission of the assessment task as per the Hoxton Park High School Assessment Policy.

ASSESSMENT TASK COVER SHEET – PART A *(To be securely attached to the Assessment Task)*

STUDENT'S NAME:

SUBJECT: CLASS:

CLASS TEACHER:

ASSESSMENT TITLE:

DUE DATE:/...../..... DATE SUBMITTED:/...../.....

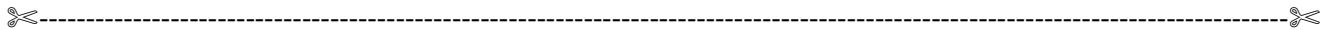
Statement of Originality:

The work contained in this assessment, other than that specifically referenced to another source, is my own work. I declare that it contains no material that has been previously published or written by another person.

Student

Signature:

MEMBER OF STAFF: SIGNED:



ASSESSMENT TASK COVER SHEET – PART B

(Once a staff member has received & signed for the Assessment Task, the student retains this as a receipt)

STUDENT'S NAME:

SUBJECT: CLASS:

CLASS TEACHER:

ASSESSMENT TITLE:

DUE DATE:/...../..... DATE SUBMITTED:/...../.....

MEMBER OF STAFF: SIGNED:

HOXTON PARK HIGH SCHOOL

Illness / Misadventure Form

Students who become ill or suffer a misadventure (eg. accident, family bereavement) that may adversely affect performance in an examination or assessment task are entitled to submit an Illness-Misadventure Appeal. The Illness Misadventure Form must be completed in full to support the appeal. This includes the student statement and independent documentary evidence.

Name: Class:

Subject: Teacher:

Assessment Task No: Due Date:/...../.....

Assessment Task Title:

Reason for request for consideration:

.....

.....

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

Supporting Documentation: Yes / No e.g. Doctor's Certificate

How has the reason provided affected the completion of the task:

.....

NB. Part A or B (overleaf) will also need to be completed

Parents Name: Phone No.:

Parents Signature: Date:/...../.....

Teacher Comment:

.....

Teacher Signature: Date:/...../.....

Approval – Completed by the Head Teacher	Application Approval: Yes / No
Explanation:	
.....	
New Submission Date (if appropriate):/...../.....	
Head Teacher Signature: Date:/...../.....	

Illness / Misadventure Form

The person completing this form must not be related to the student

Part A - Independent Evidence of Illness

Diagnosis of medical condition:

Date of onset of illness:/...../..... Date(s) and Times(s) of all consultations related to illness:

.....

.....

Please describe how the student's condition/symptoms could impede their performance in the relevant task.

.....

.....

Name of Doctor or Health care professional:

Profession: Place of Work:

Address:

Contact Number: Signed: Date:/...../.....

Part B - Independent

Evidence of Misadventure

Date of Event causing misadventure:/...../..... Were you a witness to the event: Yes / No

If No, how did you obtain the information you are providing?

What is your relationship to the student?

Describe the event:

.....

Name: Profession:

Contact Number: Signed: Date:/...../.....

HOXTON PARK HIGH SCHOOL

Special Consideration Form

Students may apply for special consideration for an *in class* assessment task/examination that falls on the day of an important religious / cultural event. To be considered you must complete the *Special Consideration Form* and attaching appropriate evidence/documentation and submit to the Head Teacher of the course **at least 3 school days prior to the task**.

Name: Class:

Subject: Teacher:

Assessment Task No: Due Date:/...../.....

Assessment Task Title:

Reason for request for consideration:

.....

.....

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

Supporting Documentation: Yes / No

How has the reason provided affected the completion of the task:

.....

.....

Parents Name: Phone No.:

Parents Signature: Date:/...../.....

Teacher Comment:

.....

.....

Teacher Signature: Date:/...../.....

Approval – Completed by the Head Teacher	Application Approval: Yes / No
Explanation:	
.....	
New Submission Date (if appropriate):/...../.....	
Head Teacher Signature: Date:/...../.....	

Student Examination Procedures

1. The examination will take place according to the timetable.
2. Examinations will be held in the Hall or room specified on the timetable.
3. Full school uniform must be worn. There must be no hats, no mobile phones, no dark glasses, no head phones/air pods, no smart watches and no programmable calculators (only NESAs approved calculators are permitted).
4. Students' bags/folders etc must be left at the front of the examination room in the place designated by the teacher in charge.
5. Students should report to the examination venue 10 minutes prior to the commencement of each examination. No extra time is given to late arrivals. Students are to **line up outside the Hall or other allocated venue**. For students accessing Special Provisions, all examinations will be held in a room specified by Head Teacher Administration.
6. Students will not be attending morning assemblies or roll call.
7. Attendance slips must be completed prior to each examination.
8. Examination attendance is compulsory and marks gained form part of the final assessment. Students must remain in the examination venue for the duration of their examination.
9. Parents should phone the school on 9607 4222 by 8.45am in the event of student absence. **Students must obtain a Medical Certificate that specifies the nature of the illness, which must be handed in immediately upon returning to school. Students must comply with the School's Assessment Policy and follow the appropriate protocols. Refer to the Assessment Policy for further details.**
10. When a student fails to sit an examination, it is not the student's automatic right to sit that examination at a later date. This is a serious matter and will be dealt with by the Head Teacher and Head Teacher Administration. Zero marks may be given unless the circumstances are accepted by the school as genuine, unavoidable and as per the Assessment Policy. Students should report to the appropriate Head Teacher on the next day they attend school with all appropriate documentation. Students must comply with the school's Assessment Policy and follow the appropriate protocols. Students must see the Head Teacher Administration for the rescheduling of examinations.
11. Misbehaviour will not be tolerated and all incidents will be recorded on Sentral. At the conclusion of the examination the faculty Head Teacher will be notified, who will issue consequences, e.g. Contact parents or refer to the relevant DP. The details will be entered on Sentral and an appropriate consequence issued. **Note:** That in extreme cases of misbehaviour the supervising teacher will remove the student from the examination room and refer to the relevant Deputy Principal. As this is a formal examination, it is likely that a zero mark and an N-Determination Course Warning Letter will be issued.
12. **Mobile phones are not to be brought into the examination room. You are to keep them at home or hand in to the Front Office prior to your examination.** If a mobile phone causes a disturbance it will be confiscated and processed as per mobile phone policy. The incident will be recorded on Sentral. If a phone rings in a bag, the bag is to be confiscated and processed at the Fees Office as per mobile phone policy. Bringing a mobile phone into an examination room is considered malpractice. A zero mark and an N Determination warning will be issued.

13. No borrowing of materials or other equipment is allowed. Ensure that you have the appropriate materials for each examination. For Mathematics you will need a NESA approved calculator, pens, ruler, etc. It is your responsibility to ensure the calculator is functioning correctly and that the battery is charged. For NESA approved calculators, visit: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

You **can** bring the following items into your exams:

- A clear pencil case
- black pens
- pencils (must be at least grading 2B), erasers and a sharpener
- a ruler marked in millimetres and centimetres
- highlighter pens
- a clear bottle of water
- a non-programmable watch, which you must take off, place on your desk in clear view and not touch during the examination.

You **cannot** bring any of the following into the examination room:

- mobile phones
- programmable watches, like smart watches
- any electronic devices (except a NESA approved calculator, if allowed), including communication devices, organisers, tablets, music players, earphones, air pods or electronic dictionaries
- paper or any printed or written material (including your exam timetable)
- dictionaries (except in language examinations, if allowed)
- correction fluid or correction tape.

You cannot borrow equipment during exams. Teachers may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

14. Anyone found cheating (Malpractice) in an examination will be referred to the Head Teacher of the subject and may be awarded zero marks in that examination and an N-Determination Course Warning Letter (as per the Assessment Policy).
15. **Year 11 & 12 Only:** Please be reminded that during the Examination period, students are on a flexible timetable. This means that they only attend school when they have a scheduled examination. Students will be able to leave school after their examination and study at home. This time should be used to study and prepare for their success in the HSC. Students are welcome to remain at school only if they are utilising the Senior Study Room in the Library for private study. As per normal procedure, students should follow the sign in procedures in the Library and the Front Office and sign in as a visitor.
16. Students who have TAFE commitments must see the Head Teacher Administration prior the commencement of the Examination period.

FEES LIST FOR 2023

Year 7

Mathletics	\$11
TAS – Technology Mandatory	\$50
Visual Arts	\$25

Year 10

Agriculture	\$20
Construction	\$70
Diary	\$10
Design & Technology	\$60
Hospitality (Food & Beverage)	\$100
Mathletics	\$11
Photographic & Digital Media	\$25
Industrial Technology Timber	\$70
iStem	\$30
Textiles Technology	\$60
Visual Arts	\$40
Visual Design	\$40
Music	\$10

Year 8

Diary	\$10
Mathletics	\$11
TAS – Technology Mandatory	\$50
Visual Arts	\$25
Music	\$10

Year 11

Construction	\$75
Diary	\$10
Design & Technology	\$60
Hospitality	\$100
Retail	\$15
Textiles & Design	\$60
Visual Arts	\$50
Visual Design	\$50

Year 9

Agriculture	\$20
Design and Technology	\$60
Diary	\$10
Food Technology	\$60
Industrial Technology Timber	\$60
iStem	\$30
Mathletics	\$11
Photographic & Digital Media	\$25
Textiles Technology	\$60
Visual Arts	\$40
Visual Design	\$40
Music	\$10

Year 12

Construction	\$100
Diary	\$10
Hospitality	\$120
Retail	\$15
Textiles & Design	\$60*
Visual Arts	\$20*
Visual Design	\$20*

* Additional costs / materials are required for major projects in: Textiles and Design
Visual Arts
Visual Design

Year 11 Construction WHS White Card Fee: \$30 (or as determined by the course provider)

Year 8 Assessment Calendar Term 1, 2022

Term 1	Tasks due in this week
Week 1 [A]	
Week 2 [B]	
Week 3 [A]	
Week 4 [B]	
Week 5 [A]	Literacy Task 1: Grammar Task (15%)
Week 6 [B]	
Week 7 [A]	History Task 1: Topic Test (50%)
Week 8 [B]	PDHPE Task 1: Healthy Habits (35%) Numeracy Stage 4 Task 1 - Common Test (20%)
Week 9 [A]	Science Task 1: First-Hand Investigation (20%)
Week 10 [B]	Literacy Task 2: Reading Task (25%) Visual Arts Task 1: Artist Study (15%)

Year 8 Assessment Calendar Term 2, 2022

Term 2	Tasks due in this week
Week 1 [A]	
Week 2 [B]	
Week 3 [A]	History Task 2: Topic Test (50%) Music Task 1: Composition (30%) Numeracy Stage 4 Task 2 - Half Yearly Examination (30%) Science Task 2: Half Yearly Examination (30%) Technology Mandatory Task 1: Design and Production Folio (15%) Technology Mandatory Task 2: Design Project (35%) Japanese Task 1: Comprehension (30%) Visual Arts Task 2: VAPD (35%)
Week 4 [B]	
Week 5 [A]	
Week 6 [B]	
Week 7 [A]	
Week 8 [B]	
Week 9 [A]	Literacy Task 3: Persuasive Writing Task (30%)
Week 10 [B]	

Year 8 Assessment Calendar Term 3, 2022

Term 3	Tasks due in this week
Week 1 [A]	
Week 2 [B]	PDHPE Task 2: Striking and Fielding (35%) (Week 2 to Week 10)
Week 3 [A]	
Week 4 [B]	
Week 5 [A]	Numeracy Stage 4 Task 3 - Practical Task (20%)
Week 6 [B]	Geography Task 1: Research Report (50%)
Week 7 [A]	
Week 8 [B]	
Week 9 [A]	Literacy Task 4: Narrative Writing Task (30%) Science Task 3: First-Hand Investigation (20%) Music Task 2: Performance (30%)
Week 10 [B]	Japanese Task 2: Postcard (40%) PDHPE Task 2: Striking and Fielding (35%) (Week 2 to Week 10) Visual Arts Task 3: Artmaking (35%)

Year 8 Assessment Calendar Term 4, 2022

Term 4	Tasks due in this week
Week 1 [A]	
Week 2 [B]	
Week 3 [A]	
Week 4 [B] -5 [A] Formal Assessment period	Geography Task 2: Final Examination (50%) PDHPE Task 3: Final Examination (30%) Science Task 4: Final Examination (30%) Visual Arts Task 4: Artwork Analysis (15%) Japanese Task 3: Yearly Examination (30%) Music Task 3: Final Examination (40%) Numeracy Stage 4 Task 4 - Final Examination (30%) Technology Mandatory Task 3: Design and Production Folio (15%) Technology Mandatory Task 4: Design Project (35%)
Week 6 [B]	
Week 7 [A]	
Week 8 [B]	
Week 9 [A]	
Week 10 [B]	
Week 11 [A]	

Hoxton Park High School - Year 8 Assessment Schedule

Faculty: Human Society and Its Environment

Course: Geography

COMPONENTS	WEIGHTING %	TASK 1	TASK 2
		Due: Term 3 Week 6	Due: Term 4 Formal Assessment Period
		Research Report	Final Examination
		OUTCOMES GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8	OUTCOMES GE4-1, GE4-2, GE4-3, GE4-5, GE4-7
Knowledge and understanding of course content	25%		25%
Geographical tools	25%		25%
Geographical inquiry and research	25%	25%	
Communication of geographical information, ideas and issues	25%	25%	
Total Marks	100%	50%	50%

Geography Course Outcomes:

The Student:

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

Note – Geography runs in Semester 2 ONLY.

Hoxton Park High School - Year 8 Assessment Schedule

Faculty: Human Society & Its Environment

Course: History

COMPONENTS	WEIGHTING %	TASK 1	TASK 2
		Due: Term 1 Week 7	Due: Term 2 Week 3
		Research Task	Topic Test
		OUTCOMES HT4-5, HT4-8, HT4-9, HT4-10	OUTCOMES HT4-3, HT4-4, HT4-6, HT4-7, HT4-9
Knowledge and Understanding	40%	20%	20%
Skills: Historical Inquiry	20%	20%	
Communication: Understanding of History	40%	10%	30%
Total Marks	100%	50%	50%

History Course Outcomes:

The Student:

- HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2 describes major periods of historical time and sequences events, people and societies from the past
- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4 describes and explains the causes and effects of events and developments of past societies over time
- HT4-5 identifies the meaning, purpose and context of historical sources
- HT4-6 uses evidence from sources to support historical narratives and explanations
- HT4-7 identifies and describes different contexts, perspectives and interpretations of the past
- HT4-8 locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past
- HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Note – History runs in Semester 1 ONLY.

Hoxton Park High School - Year 8 Assessment Schedule 2023

Faculty: Languages other than English

Course: Japanese

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 2 Week 3	Due: Term 3 Week 10	Due: Term 4 Formal Assessment Period
		Comprehension	Postcard	Yearly Examination
		OUTCOMES LJA4-6U LJA4-9U LJA4-8U	OUTCOMES LJA4-4C LJA4-5U LJA4-7U	OUTCOMES LJA4-1C LJA4-2C LJA4-3C
Communicating	50%		20%	30%
Understanding	50%	30%	20%	
Total Marks	100%	30%	40%	30%

Japanese Course Outcomes:

A student:

Communicating

LJA4-1C Interacting: Uses Japanese to interact with others to exchange information, ideas and opinions and make plans

LJA4-2C Accessing and responding: Identifies main ideas in, and obtains information from texts

LJA4-3C Accessing and responding: Organises and responds to information and ideas in texts for different audiences

LJA4-4C Composing: Applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences

Understanding

LJA4-5U Systems of language: Applies Japanese pronunciation and intonation patterns

LJA4-6U Systems of language: Demonstrates understanding of key aspects of Japanese writing conventions

LJA4-7U Systems of language: Applies features of Japanese grammatical structures and sentence patterns to convey information and ideas

LJA4-8U Systems of language: Identifies variations in linguistic and structural features of texts

LJA4-9U Systems of language: Identifies that language use reflects cultural ideas, values and beliefs

Hoxton Park High School - Year 8 Assessment Schedule

Faculty: English

Course: Literacy

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 5	Due: Term 1 Week 10	Due: Term 2 Week 9	Due: Term 3 Week 9
		Grammar Task	Reading Task	Persuasive Writing Task	Narrative Writing Task
		OUTCOMES 1,2,3,4,8	OUTCOMES 1,4,7,9	OUTCOMES 3,4,5,6,	OUTCOMES 5,6,7,8
Reading	40%	15%	25%		
Writing	60%			30%	30%
Total Marks	100%	15%	25%	30%	30%

English Course Outcomes:

The Student:

- EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- EN4-6C identifies and explains connections between and among texts
- EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- EN4-8D identifies, considers and appreciates cultural expression in texts
- EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

Hoxton Park High School - Year 8 Assessment Schedule

Faculty: Creative & Performing Arts

Course: Music

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 2 Week 3	Due: Term 3 Week 9	Due: Term 4 Final Assessment Period
		Composition	Performance	Final Examination
		OUTCOMES 4.4, 4.6	OUTCOMES 4.1, 4.2, 4.12	OUTCOMES 4.7, 4.8 4.10
Performance	30%		30%	
Composition	30%	30%		
Listening	40%			40%
Total Marks	100%	30%	30%	40%

Music Course Outcomes:

The Student:

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

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

Hoxton Park High School - Year 8 Assessment Schedule

Faculty: Mathematics

Course: Numeracy Stage 4

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 8	Due: Term 2 Week 3	Due: Term 3 Week 5	Due: Term 4 Weeks 4-5
		Common Test	Half Yearly Examination	Practical Task	Final Examination
		OUTCOMES 1, 2, 3, 10, 11, 12, 13	OUTCOMES 1, 2, 3, 8, 9, 10, 11, 12, 13	OUTCOMES 1, 2, 3, 19, 20	OUTCOMES 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Knowledge, Skills And Understanding	50%	10%	15%	10%	15%
Working Mathematically	20%	10%	15%	10%	15%
Total Marks	100%	20%	30%	20%	30%

Numeracy Course Outcomes:

The Student:

1. MA4-1WM Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
2. MA4-2WM Applies appropriate mathematical techniques to solve problems
3. MA4-3WM Recognises and explains mathematical relationships using reasoning
4. MA4-4NA Compares, orders and calculates with integers, applying a range of strategies to aid computation
5. MA4-5NA Operates with fractions, decimals and percentages
6. MA4-6NA Solves financial problems involving purchasing goods
7. MA4-7NA Operates with ratios and rates, and explores their graphical representation
8. MA4-8NA Generalises number properties to operate with algebraic expressions
9. MA4-9NA Operates with positive-integer and zero indices of numerical bases
10. MA4-10NA Uses algebraic techniques to solve simple linear and quadratic equations
11. MA4-11NA Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
12. MA4-12MG Calculates the perimeters of plane shapes and the circumferences of circles
13. MA4-13MG Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
14. MA4-14MG Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
15. MA4-15MG Performs calculations of time that involve mixed units, and interprets time zones
16. MA4-16MG Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
17. MA4-17MG Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
18. MA4-18MG Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
19. MA4-19SP Collects, represents and interprets single sets of data, using appropriate statistical displays
20. MA4-20SP Analyses single sets of data using measures of location, and range
21. MA4-21SP Represents probabilities of simple and compound events

Hoxton Park High School - Year 8 Assessment Schedule

Faculty: PDHPE

Course: Personal Development Health & Physical Education

OBJECTIVES	TASK 1	TASK 2	TASK 3
	Due: Term 1 Week 8	Due: Term 3 Week 2-10	Due: Term 4 Formal Assessment Period
	Healthy Habits	Striking and Fielding	Final Examination
	OUTCOMES PD4-7, PD4-8	OUTCOMES PD4-4, PD4-10, PD4-11	OUTCOMES PD4-1, PD4-2, PD4-6, PD4-7, PD4-8, PD4-9
Knowledge and Understanding	20%	15%	20%
Skills	15%	20%	10%
Total	35%	35%	30%

Personal Development Health & Physical Education Course Outcomes:

The Student:

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Hoxton Park High School - Year 8 Assessment Schedule 2023

Faculty: Science

Course: Science

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 9	Due: Term 2 Week 3	Due: Term 3 Week 9	Due: Term 4 Formal Assessment Period
		First-hand Investigation	Half Yearly Examination	Student Research Project	Final Examination
		OUTCOMES SC4-1VA,16CW, 6WS, 9WS,17CW	OUTCOMES SC4-17CW, 11PW, 1VA, 2VA, 7WS	OUTCOMES SC4-4WS, 5WS, 6WS, 8WS, 2VA	OUTCOMES SC4-1VA,17CW, 11PW, 15LW, 17CW
<p>Values and Attitudes:</p> <ul style="list-style-type: none"> develop an appreciation of the contribution of science to finding solutions to personal, social develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens 	30%	5%	10%	5%	10%
<p>Skills in:</p> <ul style="list-style-type: none"> develop knowledge, understanding of and skills in applying the processes of Working Scientifically 	30%	15%		15%	
<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science 	40%		20%		20%
Total Marks	100%	20%	30%	20%	30%

Science Course Outcomes:

The Student:

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

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

Hoxton Park High School - Year 8 Assessment Schedule

Faculty: Technological & Applied Studies

Course: Technology (Mandatory)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 2 Week 3	Due: Term 2 Week 3	Due: Term 4 Week 5	Due: Term 4 Week 5
		Design and Production Folio	Design Project	Design and Production Folio	Design Project
		OUTCOMES TE4-1DP, TE4-5AG, TE4-6FO, TE4-8EN, TE4-10TS	OUTCOMES TE4-2DP, TE4-3DP, TE4-4DP, TE4- 7DI,TE4-9MA	OUTCOMES TE4-1DP, TE4-5AG, TE4-6FO, TE4-8EN, TE4-10TS	OUTCOMES TE4-2DP, TE4-3DP, TE4-4DP, TE4- 7DI,TE4-9MA
Knowledge and understanding of the factors influencing design. Selects, analyses, presents and applies research to communicate creative design ideas and innovative solutions to authentic problems and opportunities.	30%	15%		15%	
Applies a broad range of contemporary and appropriate tools, materials and processes with competence in the development of design solutions.	70%		35%		35%
Total Marks	100%	15%	35%	15%	35%

Stage 4 Technology (Mandatory) Course Outcomes:

The Student:

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-5AG investigates how food and fibre are produced in managed environments

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-7DI explains how data is represented in digital systems and transmitted in networks

TE4-8EN explains how force, motion and energy are used in engineered systems

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Note: Not all outcomes need to be covered each year. All outcomes will be covered across Stage 4.

Hoxton Park High School - Year 8 Assessment Schedule

Faculty: Creative & Performing Arts

Course: Visual Arts

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 10	Due: Term 2 Week 3	Due: Term 3 Week 10	Due: Term 4 Formal Assessment Period
		Artist Study	VAPD	Artmaking	Artwork Analysis
		OUTCOMES 4.8, 4.9	OUTCOMES 4.4, 4.5	OUTCOMES 4.1, 4.6	OUTCOMES 4.7, 4.10
Artmaking	70%		35%	35%	
Art Criticism and Art History	30%	15%			15%
Total Marks	100%	15%	35%	35%	15%

Visual Arts Course Outcomes:

The Student:

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

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.