

Bulli High School

Address:
Ursula Road, Bulli NSW 2516

Phone Number:
(02) 4284 8266

Website:
www.bulli-h.schools.nsw.gov.au

Email:
bulli-h.school@det.nsw.edu.au



YEAR 8 ASSESSMENT GUIDE 2024

Respect - Responsibility - Integrity

This booklet was published in March 2024 and is subject to change. Students and parents are advised to refer to the school's website for the latest version:

<https://bulli-h.schools.nsw.gov.au/>

Bulli HS website



Learning at our school



Assessment and Reporting



**YEAR 8 Assessment Guide
2024**

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2024	Term 1	Term 2	Term 3	Term 4
Week 1	***Staff only JAN 30/31 1/2/24 – YEARS 7, 11 AND 12 return 2/2/24 – Years 8, 9 and 10 return	***29/4/24 Staff only *30/4/24 Students begin T2	***22/7/24 Staff only Students begin T3 23/7/24.	14/10/24 – 18/10/24 Staff & students return
Week 2	5/2/24 – 9/2/24	6/5/24 – 10/5/24	29/7/24 - 2/8/24	21/10/24 – 25/10/24
Week 3	12/2/24 – 16/2/24	13/5/24 – 17/5/24	5/8/24 - 9/8/24 <i>Education Week</i>	28/10/24 – 1/11/24
Week 4	19/2/24 - 23/2/24	20/5/24 – 14/5/24	12/8/24 – 16/8/24	4/11/24 – 8/11/24
Week 5	26/2/24 - 1/3/24	27/5/24 – 31/5/24	19/8/24 – 23/8/24	11/11/24 – 15/11/24
Week 6	4/3/24 – 8/3/24	3/6/24 – 7/6/24	26/8/24 – 30/8/24	18/11/24 – 22/11/24
Week 7	11/3/24 – 15/3/24 NAPLAN Tests 7 & 9	10/6/24 – 14/6/24 <i>**King's Birthday Public Holiday 10/6/24</i>	2/9/24 – 6/9/24	25/11/24 – 29/11/24
Week 8	18/3/24 – 22/3/24 NAPLAN Tests 7 & 9	17/6/24 – 21/6/24	9/9/24 – 13/9/24	2/12/24 – 6/12/24
Week 9	25/3/24 – 29/3/24 **29/3/24 Good Friday PUBLIC HOLIDAY	24/6/24 – 28/6/24	16/9/24 – 20/9/24	9/12/24 – 13/12/24
Week 10	1/4/24 – 5/4/24 **1/4/24 Easter Monday PUBLIC HOLIDAY	1/7/24 – 5/7/24	23/9/24 – 27/9/24	16/12/24 – 20/12/24 *18/12/24 = Last day for students 19-20/12/24 SDD
Week 11	8/4/24 – 12/4/24	School Holidays Starts 8/7/24	School Holidays Starts 30/9/24	School Holidays Starts 23/12/24
	School Holidays 15/4/24 – 26/4/24	School Holidays Ends 19/7/24	School Holidays Ends 11/10/24	School Holidays (2025 School begins 31/1/25 FOR 30/1/24 for staff)

Learning Expectations for Success

If you wish to exceed your own expectations in learning, the following non-negotiable rules of engagement apply:

1. Display a **positive attitude** and **strong work ethic** in every lesson.
2. Come fully prepared to learn and **take risks with your learning**.
3. **READ, READ, READ** – in class and beyond.
4. Work **collaboratively** with your peers and your teacher.
5. Develop a **habit of drafting, editing, and refining** final versions of your work.
6. Complete all classwork and homework to a **high standard**.
7. **Reflect** on your progress and assess your work.
8. Show how you **incorporate feedback** into your work.
9. Use the '**Checklist for Success**' table when you self-assess.
10. Understand that **ALL your work will contribute to your learning** and school reports. Every component counts – your class notes will be checked; your evidence of learning will be checked; your attitude and behaviours will be noted. See the pie chart below:



This booklet provides you with the GUIDELINES and PROCESSES to be a successful student at Bulli High School.

It also outlines Bulli High School's, NSW Department of Education, and the NSW Education Standards Authority (NESA) policies to ensure equity for all students undertaking their education at Bulli High School.

**Use this booklet as a guide.
Meeting all requirements and expectations
is now**

YOUR RESPONSIBILITY

Your teachers are here to help...

Key Points to Remember:

- You must **hand in the task ON OR BEFORE THE DUE DATE** to avoid a penalty. You should submit all tasks at the beginning of the due date, due period or time, as per scheduled on your Assessment Notification.
- Submitted tasks must be **A SERIOUS ATTEMPT** and be a reasonable standard according to your stage and ability.
- All submitted tasks must be **YOUR OWN WORK.**
- If you are **unexpectedly sick or away on the day of a task** **YOU STILL HAVE TO HAND IN YOUR TASK or attempt it on the next available day.**
- If you know you are going to be away because of a school event or another reason – **TALK TO YOUR TEACHER before you go – you may hand in your task before the due date.**
- Reading the **correct due date and time/period** for tasks is **YOUR RESPONSIBILITY.**
- **TECHNOLOGY MALFUNCTION** is NOT A VALID REASON to hand work in late. Read the notes on the Policy on **'Technology Use for Assessment Tasks' on Page 15**

INTRODUCTION

The purpose of this handbook is to inform students and their parents of the Schedule of Assessments for each subject in Year 8. The Assessment Schedule is a formal set of procedures, which is supervised by the respective Head of Faculty. Bulli High School's Assessment Schedule is designed to measure the achievement of all students undertaking a course in a consistent and comparable manner. Students will be asked to undertake many other tasks which do not form part of the Assessment Schedule, e.g. homework, class work, etc. Students will be assessed on all work attempted in class as well as in formal tasks as part of their final assessment and reporting for each stage in learning.

A careful examination of the Schedule of Assessments for each subject allows students to plan their time to ensure that work is not left to the last minute. Successful planning is an important key to students achieving their highest potential. Students are encouraged to write the dates into the school diary or a yearly planner or calendar (as provided in Appendixes B and C on the last two pages of this booklet).

Students are allocated a **grade** based on their demonstration of skills and achievement of outcomes.

All students and their parents are recommended to read through the handbook thoroughly.

Students are expected to be aware of assessment procedures and rules and follow them.

Reporting of student progress is also addressed in the handbook with the dates set out for completion for the whole year.

If you have any further questions or require clarification on the Assessment Policy or Guides, please do not hesitate to contact the **Head Teacher Secondary Studies**.

ASSESSMENT AND REPORTING GUIDE

Preamble

The central purpose of assessment is to provide information on student achievement and progress and to set the direction for ongoing teaching and learning.

What is an 'Assessment'?

Assessment of student learning in an outcomes-focused approach centres on describing student performance in relation to stated learning outcomes for each subject area. Provision of appropriate learning programs for all Bulli High School students is our core business. We are committed to implementing the most appropriate teaching, learning and assessment strategies that can be applied to address the stated outcomes.

What is the Purpose of an Assessment?

Assessment provides information for participants in the teaching and learning process to compare what is known and can be demonstrated against standards.

Assessment takes many forms in the classrooms:

- ☐ Formal and informal observation and discussion with students
- ☐ Formal assessment tasks
- ☐ Formative monitoring and adjustment of teaching
- ☐ Summative assessment at key stages
- ☐ Comparing evidence of achievement with other students
- ☐ Comparing evidence of achievement against syllabus standards.

Assessment provides vital information at the point of planning, along the way and at the end of a cycle in preparation for the next teaching and learning cycle.

What is the K - 10 Curriculum Framework?

The K-10 Curriculum Framework establishes parameters for the NSW Education Standards Authority curriculum for the compulsory years of schooling. The framework draws on an understanding of effective pedagogy that emphasizes outcomes and standards. The syllabuses clearly articulate standards that show what students are expected to know and be able to do at each stage from Year 7 to Year 9. This provides the context for realistic assessment and meaningful reporting of student achievement.

What is the Standards Framework?

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Standards-referenced assessment:	Standards describe:
<ul style="list-style-type: none"> □ Links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations overtime □ Involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes. 	<ul style="list-style-type: none"> □ What students are expected to know, understand and do at each stage, described in NSW syllabuses through outcomes, content and stage statements □ How well students have achieved.

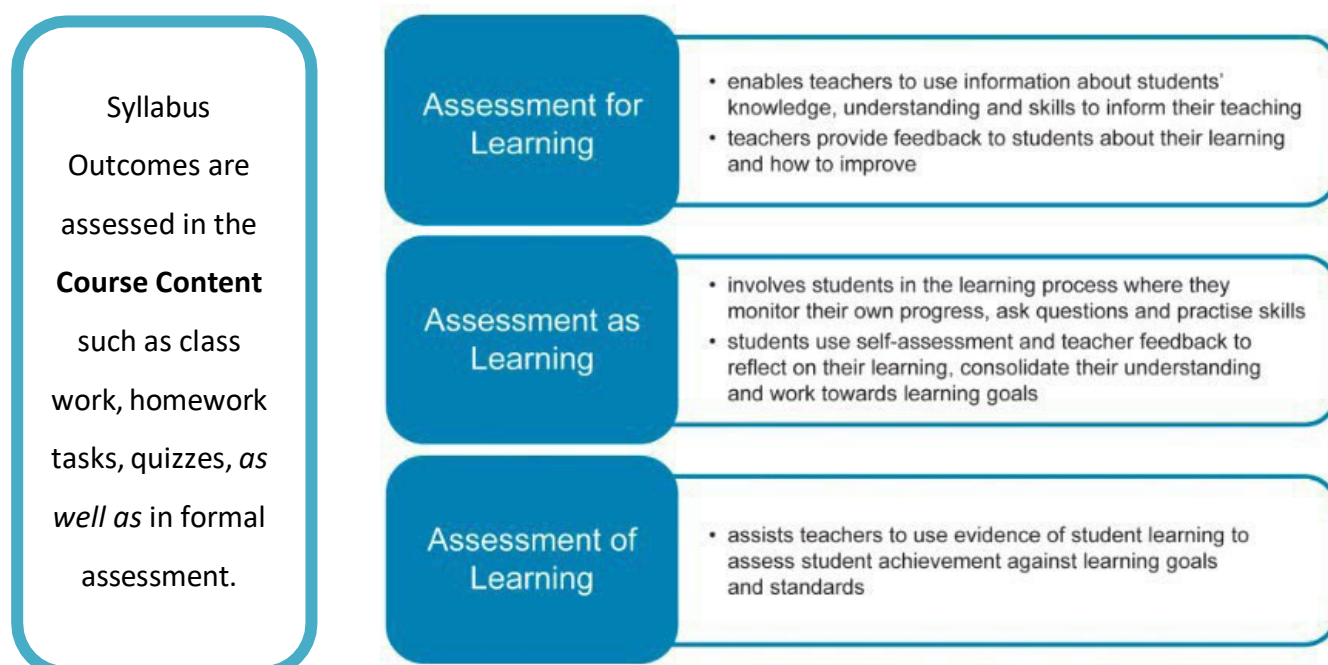
What is an Outcomes-Focused Approach to Teaching and Learning and Assessment?

Syllabus outcomes:

- indicate the knowledge, understanding and skills expected to be acquired by most students by the end of a stage
- are derived from the syllabus objectives
- present a sequence of learning for each stage and take into account prior and subsequent learning of students.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities
- monitor student progress throughout each stage
- assess and measure student achievement against intended learning at each stage
- report student progress and achievement during and at the end of a stage.



ASSESSMENT POLICIES

Year 8 Assessment Schedules

Each subject has an assessment schedule for the year.

The schedule is a guide to enable students and teachers to plan their time in an efficient and effective manner. The assessment schedule is not fixed, as there are many reasons for a change to occur. If tasks are to change, students will be notified.

Notification

This booklet serves as a **preliminary notification of all assessment tasks**. Assessment Task notifications will be issued in writing, at least two weeks before the due date.

Penalties for Late Submissions

Students are required to **submit their assessment task on or before the due date**.

STAGE 4: Years 7 and 8

The penalty for late submission is:

- ☐ A reduction of 10% per day overdue to a maximum of 3 days
- ☐ A mark of zero for tasks submitted 4 or more days late.
- ☐ A notification to parents/carers of an Academic Concern for the Task.
- ☐ The student will be required to re-submit the task to a 'satisfactory standard to RESOLVE the academic concern notification.

The consequences of failing to submit a task or a Non-diligent attempt' of a task is:

- ☐ A mark of zero.
- ☐ A notification to parents/carers of an Academic Concern for the student.
- ☐ The student will be required to re-submit the task to a 'satisfactory standard to RESOLVE the academic concern notification.

The consequence for 'continued academic concern; due to unresolved tasks within 2 weeks of the due date will lead to:

- ☐ An interview with the Head Teacher or Deputy Principal and parents/carers.
- ☐ Student at risk of not meeting course requirements, mandatory hours of study or achievement of outcomes at their current Stage of learning.

Illness / Misadventure Appeal Process

Planned Absence	Unexpected Absence
<p>The student MUST:</p> <ul style="list-style-type: none"> ▪ inform the teacher <u>at least one week in advance to discuss an alternative arrangement.</u> ▪ seek approval for a Principal's Leave for extended planned absences (see Principal or Deputy Principal) ▪ submit an Illness/Misadventure appeal form with supporting evidence to explain the nature of the student's absence from the task or failure to submit the task on the due date. The supporting evidence must be independently verified by a medical practitioner or Justice of the Peace, or supervising/organising teacher for school events and commitments. ▪ attempt or resolve the assessment task on their return to school or within the timeframe specified, in accordance with the assessment policy or extension of time if granted. 	<p>The student MUST:</p> <ul style="list-style-type: none"> ▪ inform the teacher as soon as possible, <u>on the day of the assessment task.</u> ▪ submit an Illness/Misadventure appeal form with supporting evidence to explain the nature of the student's absence from the task or failure to submit the task on the due date. The supporting evidence must be independently verified by a medical practitioner or Justice of the Peace, or supervising/organising teacher for school events and commitments. ▪ attempt or resolve the assessment task on their return to school or within the timeframe specified, in accordance with the assessment policy or extension of time if granted.

A student who misses an assessment task through illness or misadventure **MUST comply with the process outlined above. An Illness/Misadventure Appeal approved may result in the student:**

- a) submitting the task at the earliest possible opportunity and being awarded the mark received;
- b) be given a substitute task on return to school;
- c) be given an estimate for the task (only where (a) and (b) are not possible)

Evidence of Dishonesty

Students who are proven to have been dishonest in completion of an assessment task will be **awarded zero for that task**. The task is to be attempted again and submitted.

Plagiarism

All submitted work must be the work of the student. Work copied from other students, books, pamphlets, electronic or digital devices, from the internet, etc. and submitted as 'original' pieces or the student's own work, will be given **zero due to malpractice**. Students should ensure that they reference their work appropriately to acknowledge the original source. The student may be required to attempt the task again. Please read the **Academic Integrity Policy** at the back of this handbook for more information (Appendix A).

Student Appeal

Any student who feels that they have been treated differently to other students, or that a mistake has been made must bring this to the attention of their **classroom teacher as soon as possible**. Any student who feels that assessment procedures were not followed may make a **formal appeal in writing to the Head Teacher Secondary Studies**.

Satisfactory Completion of Course Requirements

During the courses of study, students will be given many tasks that are designed to increase knowledge and skills of the course material. It is important that all of these tasks are completed to the best of the student's ability in order to obtain maximum benefit from the courses. Only some of the tasks that students complete will be assessable but it is a requirement to complete all set work including homework; and submit it to the teacher on the due date.

Students must demonstrate their satisfactory effort and achievement.

Satisfactory Attendance Record

Students who have an unsatisfactory attendance record run the risk of not meeting course requirements. Students who are likely to be absent from school for a significant period of time because of illness, injury, etc. must notify their Year Adviser. Where possible, 'catch-up work' will be set in order for students to satisfactorily complete all course requirements.

REPORTING

What is Reporting?

Reporting is the process of identifying, gathering and interpreting information about student achievement and progress gained from the assessment process.

What is the Purpose of Reporting?

The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students' learning achievements and progress are also reported to other schools and to employers.

At Bulli High School students will receive a level of achievement as outlined below:

Level	General Performance Descriptors
Outstanding	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 the new situations.
High	The student has a thorough knowledge and understanding of the content and a high level of competence in the process and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound	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.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	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.
Not demonstrated	The student has not demonstrated the knowledge and understanding necessary to make an assessment of the competence in this course.

It should be noted that a student working at their expected level for their age will be expected to gain outcome of "sound".

Reporting Dates

Bulli High School reports on 7-10 students three times during a school year:

- Semester 1 Reports – End Term 2
- Semester 2 Reports - End Term 4

These are anticipated dates and may vary due to unforeseen circumstances. Actual dates will be published in the school newsletter at the time of issue.

Studied a Set Pattern of Courses

English	<input type="checkbox"/> All students must have studied English in each Years 7-10 <input type="checkbox"/> All students must have completed a minimum of 400 hours of English by the end of Year 9.
Mathematics	<input type="checkbox"/> Students must have studied Mathematics in each Years 7-10 <input type="checkbox"/> All students must have completed a minimum of 400 hours of Mathematics by the end of Year 9.
Science	<input type="checkbox"/> All students must have studied Science in each Years 7-10 <input type="checkbox"/> All students must have completed a minimum of 400 hours of Science by the end of Year 9.
Human, Society & Its Environment	<input type="checkbox"/> All Students must have studied either History, Geography or Commerce in each of Years 7-10. <input type="checkbox"/> All students must have completed a minimum of 400 hours in one or more of these courses by the end of Year 9. <input type="checkbox"/> Note: At some stage during Years 7-10 students must have completed a minimum of 100 hours of Australian History and 100 hours of Australian Geography.
Creative Arts	<input type="checkbox"/> All students must have completed at least 100 hours of music before the end of Year 9. <input type="checkbox"/> All students must have completed at least 100 hours of Visual Arts before the end of Year 9.
Technological & Applied Studies	All students must have completed at least 200 hours in these subjects from Years 7-10. This includes at least 50 hours of computer studies.
PD/H/PE	<input type="checkbox"/> All students must have studied PD/Health/PE in each of the Years 7-10. <input type="checkbox"/> All students must have completed a minimum of 300 hours of PD/H/PE by the end of Year 9.
LOTE	All students must have completed at least 100 hours in one language other than English in one year before the end of Year 9.

Satisfactorily Completed Course Requirements

You will be considered to have satisfactorily completed a course if, in your Principal's view, there is sufficient evidence that you have met the following course completion criteria:

1. Followed the course developed or endorsed by NESAs
2. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. Achieved some or all of the course outcomes.

***It is unlikely that you will be able to satisfactorily complete the course if you do not attend all classes regularly because you will not have followed the course or applied yourself with diligence.**

ASSESSMENT POLICY FOR STAGE 4 – YEARS 7 & 8

STUDENT RESPONSIBILITIES

1. It is a requirement that each student satisfactorily complete each course in which they are enrolled. In order to do this, students are required to demonstrate that they have:
 - ☐ Followed the course which has been developed by NESAs & BHS
 - ☐ Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course and,
 - ☐ Achieved some or all of the course outcomes.
2. Each student is required to make a serious attempt of all tasks which are set out in the assessment program of each course. This includes all oral assessment tasks.
3. Students must present their own work at all times and submit all tasks by the due date. See Appendix A for the School's Academic Integrity Policy.
4. In courses where students are required to submit a major project for assessment they must:
 - ☐ Show consistent progress over a period of time.
 - ☐ Provide all supporting evidence of where they obtained their information or carried out their work
 - ☐ Maintain a log or process diary detailing the progress of the project.
5. In the event of a student failing to complete a set task on the due date, they must complete an application for Accident/Misadventure/Illness/Special Circumstances following the procedures. Appendix B sets out a summary of the procedure to be followed. The relevant Faculty Head Teacher will consider the request and determine whether:
 - An estimate based on all other assessment tasks be given
 - A substitute task be set and completed
 - An extension of time be granted
 - A mark of zero be given
 - A non-attempt be awarded and an Academic Warning be issued.
6. Students will receive a ZERO mark for tasks which:
 - are not their 'own work'
 - have not been submitted on the due date
 - have not been exempted by the process above.
7. Students must make a genuine attempt at completing assessment tasks which contribute in excess of 50 of the available marks. Students who do not meet this requirement will be deemed to have not completed the course.

8. If a student decides to question the grading or mark awarded, a request must be made to the course teacher, in **writing**, within **two days** of the task being returned.
9. Students are required to complete non-assessable tasks as determined by their teachers. Non-compliance with this requirement may result in the student not having satisfactorily completed the relevant course.
10. Bulli High School will inform students and their Parents/Carers in writing concerning non-completion of courses.
11. Students must follow the procedures set out in the "Examination Rules" (Appendix A) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination and awarded zero.

TECHNOLOGY USE FOR ASSESSMENT TASKS

1. Assessment tasks should be presented in 'hard copy' (printed copy or hand-written) **unless specifically requested by the teacher.**
2. Submission of assessment tasks by email will only be allowed with express **permission of the teacher setting the task and/or students will be notified on the Task Notification Sheet.**
3. If the task requires electronic submission or by its nature must be submitted in digital format (e.g. a PowerPoint presentation, webpage etc.), **students are responsible for keeping a backup copy of the entire task.**
4. Students who hand in their task on an electronic storage device **must demonstrate to the teacher prior to the task due date, that the file can be opened and read** by the computer to be used by the teacher.
5. **Students are responsible for any printing required for tasks prior to the date and/or period the task is due.**
6. **Technology malfunction on the due date of a task will not be considered for an appeal.** Students are responsible for ensuring they have a copy of their work or draft work. Students are able to access a range of products and services available before school, during class and break times, such as desktops, email or cloud-based programs, and printer. **Students are advised to access these products and services at school if there are issues with technology at home.**

STUDENT APPEAL PROCESS

1. Accident, Illness and Misadventure

- a) If a student believes that their performance in an assessment task has been affected by illness or an unforeseen accident or misadventure they may appeal to the relevant Faculty head Teacher.
- b) Students may also appeal if an accident/illness and/or misadventure prevents them from attending an examination. Failure to attend an examination is serious. The School must be informed at once if a student is unable to sit for an examination. (Parents/carers should ring the front office and ask for the message to be passed on to their teacher.)
- c) Misadventure appeals include incidents which are outside the students' control but which allegedly affect performance in an examination or the ability to submit an assessment task.

2. Special Circumstances

If a student knows that an assessment task is due when they will be absent from school due to "Special Circumstances", (e.g. representative sporting commitments/performing arts festivals, work experience etc.), then the student must lodge an appeal at least **two days prior** to their departure, via their teacher to the Faculty Head Teacher.

It is a school expectation and policy that students can and will submit hand-in tasks the day before or prior to departure time for excursions, other school commitments or appointments, scheduled on the due date of such assessment tasks.

3. The Appeals Process Does Not Cover

- a) Matters relating to long term loss of preparation time.
- b) Matters that could have been avoided e.g. misreading a timetable, missing a bus, misreading the due date etc.
- c) Long-term illnesses such as glandular fever, anxiety attacks or similar unless there is a "flare up" during the time.
- d) Technology failure such as printer malfunction, internet failure, etc. (See previous page - 15)

4. Evidence

Students must be able to provide evidence that clearly identifies the disadvantage experienced.

Supporting evidence must include:

- a) A detailed statement by the student explaining how they have been affected.
- b) A detailed medical certificate with dates as well as a statement of how their performance had been affected. In the case of misadventure a statutory declaration should be provided with dates and times.
- c) Any other evidence the student believes to be appropriate.

Note: Submission of a Medical Certificate does NOT mean that an Appeal will be automatically upheld.

5. Time Frame for Lodging an Appeal:

Appeals relating to:

Assessment Tasks	Your teacher must be notified on or before the due date. Written evidence must be supplied within one week of the due date.
Written Examinations	Your teacher must be notified on the day of the examination. Written evidence must be supplied within one week of the last examination.

Note: Appeals lodged outside these times will only be considered by the Faculty Head Teacher in EXCEPTIONAL cases. Appeals lodged AFTER the marks or grades are issued will NOT be considered in ANY CIRCUMSTANCES.

COMPLETION OF YEAR 8 COURSE

The school is required to warn students and their Parents/Carers in writing, and allow sufficient time for the student to correct the problem which has placed them at risk. In general, a student will receive three warnings.

What are Academic Concern notifications?

Students must be 'satisfactory' to complete the Stage 4, Year 8 course. Students who do not comply by completing course work (class tasks) or (assessment tasks) may be at risk of being 'unsatisfactory' in their course.

Teachers are responsible for reminding or alerting students to their unsatisfactory status, but it is the student's responsibility to ensure they resolve tasks to rectify the situation and become satisfactory by following the teacher's instructions on Academic Concern notifications.

Academic Concern notifications may be issued by for Malpractice, Integrity concerns, Plagiarism, Non-diligent Attempt of coursework and assessments.

FIRST WARNING OF ACADEMIC CONCERN:

This Academic Concern notification will be issued by the Class Teacher.

The Class Teacher will explain the reasons for the warning and indicate what has to be done to correct the situation.

Parents/Carers will be informed in writing.

SECOND WARNING OF ACADEMIC CONCERN:

This Academic Concern notification indicates that the student must speak immediately with his /her class teacher and make every effort to correct the problem.

The Head Teacher may contact Parents/Carers who may be asked to attend an interview.

CONTINUED OR FURTHER CONCERN:

If the Academic Concern Warnings have not been resolved, the student will be notified and/or interviewed by the Head Teacher and/or Deputy Principal, who will explain what actions, if any, the student can take to meet requirements.

The Deputy Principal will notify Parents/Carers.

MANDATORY COURSE: YEAR 8 ENGLISH				KLA: ENGLISH	
ASSESSMENT SCHEDULE: 2024					
Name of Task	Task 1: Speaking Task	Task 2: Listening	Task 3: Reading	Task 5: Classwork	Weighting
Task Description	Students will present a 3-4 discursive minute speech.	Students will listen to an audio excerpt and answer a series of multiple-choice questions based on the excerpt.	Students will be given unseen texts to read. They are required to answer a series of multiple choice and short answer questions based on their reading and understanding of these texts.	Ongoing classwork including assignments, homework, class activities, quizzes, tests, book work, participation and communication	
Proposed Date	Term 2 Week 5	Term 3 Week 4	Term 4 Week 3	Ongoing throughout the year	
Syllabus Outcomes	EN4-1A, EN4-2A, EN4-3B, EN4-7D	EN4-1A, EN4-2A, EN4-4B	EN4-1A, EN4-3B, EN4-8D	EN4-1A, EN4-2A, EN4-3B, EN4- 4B, EN4-5C, EN4-6C, EN4-7D, EN4-8D, EN4-9E	
Components					
Reading	-	-	10		10
Speaking	20	-	-		20
Listening	-	10	-	-	10
Writing	-	-	-		60
Marks	20	10	10	60	100%

MANDATORY COURSE: YEAR 8 GEOGRAPHY			KLA: HSIE
ASSESSMENT SCHEDULE: 2024			
Name of Task	Task 1: Skills Test	Task 2: Water In the World Research Task	Weighting
Task Description	Test examines Year 7 Geography skills such as the reading and comprehension of graphs, statistics and photographs.	Students research a hazard and complete a written response in class.	
Proposed Date	Term 3 Week 6	Term 4 Week 2	
Syllabus Outcomes	GE4.1 - 4.8	4.5 – 4.8	
Components			
Knowledge and understanding of course content	20	20	40
Skills	30	-	30
Research/Fieldwork	-	20	20
Literacy	-	10	10
Marks	50	50	100%

MANDATORY COURSE: YEAR 8 HISTORY			KLA: HSIE
ASSESSMENT SCHEDULE: 2024			
Name of Task	Task 1: Research	Task 2: History Examination	Weighting
Task Description	Research assignment on Medieval society. Mandatory ICT task connected to assignment.	Written examination - Test examines student’s ability to interpret sources and identify and describe key terms and concepts of the topics studied	
Proposed Date	Term 1 Week 9	Term 2 Week 4	
Syllabus Outcomes	HT4.3, H4.5, H4.7 – H4.10	HT4.2, 4.3, 4.6, 4.9, 4.10	
Components			
Knowledge and understanding of course content	10	40	50
Skills	10	10	20
Research/Fieldwork	20	-	20
Literacy	10	-	10
Marks	50	50	100%

MANDATORY COURSE: YEAR 8 MATHEMATICS				KLA: MATHEMATICS	
ASSESSMENT SCHEDULE: 2024					
Name of Task	Task 1: Semester 1 Topic Tests	Task 2: Common Test 1	Task 3: Semester 2 Topic Tests	Task 4: Common Test 2	Weighting
Task Description	Topic tests completed at end of each topic <i>Calculators are absolutely necessary for each lesson, topic test, and examination in Years 7- 10.</i>	Formal examination completed simultaneously by all classes in the year	Topic tests completed at end of each topic	Formal examination completed simultaneously by all classes in the year.	
Proposed Date	Progressive	Term 2 Week4	Progressive	Term 4 Week 4	
Subject Outcomes	Chapters 1-5 inclusive	Topics 1-4 inclusive.	Topics 6-11 inclusive.	Topics 5-10 inclusive.	
Components					
Knowledge	10	10	10	10	40
Application	10	10	10	10	40
Problem Solving	5	5	5	5	20
Marks	25	25	25	25	100%

MANDATORY COURSE: YEAR 8 PDHPE				KLA: PDHPE	
ASSESSMENT SCHEDULE: 2024					
Name of Task	Task 1: Practical Assessment	Task 2: Formative Assessment	Task 3: Practical Assessment	Task 4: Formative Assessment	Weighting
Task Description	Aqua Fitness / Carnivals / Territory Games	‘Risky situations, informed decisions’ and ‘Let’s all get along’ units. Ongoing written tasks and class- based assessments.	Target Games / Dancing / Striking & Catching / Net Games	‘Love and all that Jazz’ and ‘Mindful or Mind Full’ units. Ongoing written tasks and class- based assessments.	
Proposed Date	Term 1: Weeks 3 – 8 Term 2: Weeks 1 - 7	Ongoing throughout Terms 1 & 2	Term 3: Weeks 2 - 9 Term 4: Weeks 1 - 6	Ongoing throughout Terms 3 & 4	
Syllabus Outcomes	PD4-4, PD4-5, PD4-10, PD4- 11	PD4-1, PD4-2, PD4-6, PD4-9	PD4-4, PD4-5, PD4- 10, PD4- 11	PD4-2, PD4-6, PD4-7	
Components					
Knowledge & Understanding	10	15	10	15	50
Skills	15	10	15	10	50
Marks	25	25	25	25	100%

MANDATORY COURSE: YEAR 8 SCIENCE				KLA: SCIENCE
ASSESSMENT SCHEDULE: 2024 – SEMESTER 1				
Name of Task	Task 1: Skills Test	Task 2: End of Semester Examination	Task 3: Homework Tasks	Weighting
Task Description	Including interpreting secondary data and graphing.	Understanding of course content.	10 tasks to be completed.	
Proposed date	Term 1 Week 8	Term 2 Week 5	Ongoing	
Syllabus Outcomes	Working Scientifically: SC4 - WS4, WS5, WS6, WS7, WS8, WS9 <input type="checkbox"/> Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system (SC4 – 12ES) <input type="checkbox"/> Explains how scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management (SC4 – 13ES)			
Components				
Knowledge and Understanding	-	40	10	50
Working Scientifically	30	5	-	35
Communication	10	5	-	15
Marks	40	50	50	100%

MANDATORY COURSE: YEAR 8 SCIENCE				KLA: SCIENCE	
ASSESSMENT SCHEDULE: 2024 – SEMESTER 2					
Name of Task	Task 1: Experiment Plan	Task 2: Research Task	Task 3: Semester 2 Examination	Task 4: Homework Tasks	Weighting
Task Description	Experiment design and research plan	Student Research Project - report	Understanding of course content.	10 tasks to be completed.	
Proposed date	Term 3 Week 6	Term 4 Week TBC	Term 4 Week 5	Ongoing	
Syllabus Outcomes	Working Scientifically: SC4 - WS4, WS5, WS6, WS7, WS8, WS9 <input type="checkbox"/> Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles (SC4- 16CW) <input type="checkbox"/> Explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life (SC4-17CW)				
Components					
Knowledge and Understanding	-	-	40	10	50
Working Scientifically	10	20	5	-	35
Communication	5	5	5	-	15
Marks	15	25	50	10	100%

MANDATORY COURSE: YEAR 8 MUSIC					KLA: CAPA
ASSESSMENT SCHEDULE 2024					
Name of Task	Task 1	Task 2	Task 3	Task 4	Weighting
Task Description	Individual performance	Composition Task	Performance Task	Theory and Listening Task	
Proposed Date	Term 1 Week 6 Term 3 Week 6	Term 1 Weeks 9 - 10 Term 3 Weeks 9 - 10	Term 2 Weeks 3 - 4 Term 4 Weeks 3 - 4	Term 2 Weeks 5 - 6 Term 4 Weeks 5 - 6	
Syllabus Outcomes	4.1,4.2, 4.11,4.12	4.4,4.5, 4.6,4.12	4.1,4.2,4.11,4.12	4.3,4.7,4.8,4.9,4.11,4.12	
Components					
Performance	20	-	20	-	40
Composition	-	30	-	-	30
Listening	-	-	-	30	30
Marks	20	30	20	30	100%

COURSE: YEAR 8 VISUAL ARTS					KLA: CAPA
ASSESSMENT SCHEDULE: 2024 - SEMESTER 1 and SEMESTER 2 (tasks 2 & 4 may be delivered in any order)					
Name of Task	Task 1: Critical and Historical Task	Task 2: Artwork ANIMALS	Task 3: VISUAL DIARY	Task 4: Artwork SCULPTURE	Weighting
Task Description	Task linking artists associated with class work through the conceptual framework and Frames	2-D works looking at Animals in Art; painting, &/or drawing &/or printmaking	A record of investigations into artmaking and Critical and Historical practice. Completed in class as coursework & at home	Ceramic sculpture based around the role of creatures within art history & linked to the Frames	
Proposed Date	Term 1 Week 10 Term 3 Week 10	Term 1 Week 11 Term 3 Week 10	Term 2 Week 4 Term 4 Week 4	Term 2 Week 5 Term 4 Week 5	
Syllabus Outcomes	4.6, 4.7, 4.7, 4.9, 4.10	4.1 - 4.5	4.1 - 4.10	4.1, 4.2, 4.3, 4.4, 4.5	
Art making Practice		30	10	30	70
Art History and Criticism	20		10		30
Weighting	20	30	20	30	100
Marks	20	50	20	20	

MANDATORY OR ELECTIVE COURSE: YEAR 8 French					KLA: Languages	
Name of Task	Task 1: Composing	Task 2: Accessing and Responding	Task 3: Accessing and Responding	Task 4: Interacting	Task 5: Formative Assessment	Weighting
Task Description	Students make a short audition video for a T.V or sports team. Students must also write their introduction.	Students are preparing for a trip to France and need to sit an online test to see which class they will fit into. All term content covered.	Students are at the end of their exchange program in France and need to sit a ‘contôle écrite’ to see how much they have learned	Students will play a card game in pairs, asking each other questions about their lives.	Ongoing formative assessment of involvement in class activities, bookwork, language perfect and overall participation throughout the year	
Proposed Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5	Throughout the year	
Subject Outcomes	ML4-CRT -01	ML4-UND-01	ML4-CRT-01, ML4-UND-01	ML4-INT-01	All	
Components						
Interacting				30	5	35
Understanding Texts		15	10			25
Creating Texts	30		5		5	40
Marks	30	15	15	30	10	100%

MANDATORY COURSE: YEAR 8 TECHNOLOGY MANDATORY						KLA: TECHNOLOGIES	
ASSESSMENT SCHEDULE: 2024							
Name of Task	Unit 1 Technology Review (8 weeks)	Unit 2 Storage Solution (8 weeks)	Unit 3 Designers & Engineers (8 weeks)	Unit 4 Fantastic Food (8 weeks)	Unit 5 Creative Coding (8 weeks)	Unit 6 Yearly Examination	Weighting
Task Description	A review unit focusing on expectations, digital literacy, citizenship, WHS and digital storage and communication systems within the Technology curriculum area.	Timber based storage solution with opportunities for advanced manufacturing inclusions including CAD, CNC machining, vacuum forming &/or laser engraving/cutting.	Students learn about function, form and the factors affecting design and engineering through the design, assembly and detailing of a portable speaker along with associated graphic design, presentation and promotions.	Students learn about the different nutrients present in food sources plus the link between healthy food choices and wellbeing. They learn how to prepare healthy meals with a variety of cooking methods & how to make healthy dietary choices.	Students complete a series of design tasks to produce a basic coded light box or lantern using a range of digital, electronics & advanced manufacturing techniques.	Online annual review and examination requiring students to complete multiple choice, true or false & short response questions. This unit’s mark does not go towards the final mark, however this mark may be used to differentiate when determining grades and ranks.	
Proposed Date	First 4 Weeks of Term 1	Units 2, 3, 4 and 5 are 8-week units delivered on rotation, throughout Terms 1-4. Unit order will vary from class to class, however all classes complete all of the units.				Examination Period Term 4 Week 2	
Syllabus Outcomes	TE4-1DP, TE4-2DP, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-FO, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-7DI, TE4-9MA, TE4-10TS	TE4-1DP TE4-2DP TE4-7DI TE4-8N TE4-5AG TE4-6FO TE4-9MA TE4-10TS	
Weighting	10	25	25	25	15	N/A	100%

Appendix A: BHS Academic Integrity Policy

School Responsibilities

- ☐ Provide students with assessment guidelines
- ☐ Provide advice for students on avoiding plagiarism, collusion and collaboration
- ☐ Provide guidance on referencing required
- ☐ Ensure that students are instructed on the academic skills required in all courses
- ☐ Ensure that all students have an understanding of the Academic Integrity Policy
- ☐ Ensure that pertinent school publications (printed and electronic) have statements that:
 - State clearly that plagiarism and collusion are not acceptable;
 - Provide comprehensive rules on what constitutes collaboration;
 - Provide rules and guidelines on group work and assessment
- ☐ Implement suitable procedures on penalties
- ☐ Provide an appeals process
- ☐ Maintain records of academic misconduct
- ☐ Malpractice, Invalid or Unreliable Tasks are referred to The Senior Review Panel. The Panel will determine the procedure to be implemented that may include an alternative task. Malpractice is recorded on the NESA Administration site.

Student Responsibilities

- ☐ Must read, understand and respect the Academic Integrity Policy and rules concerning academic integrity
- ☐ Ensure understanding of the referencing requirements for courses
- ☐ Ensure that original work is submitted, without plagiarising or cheating
- ☐ Understand all aspects of Assessment guidelines
- ☐ Avoid all undertakings that could be considered instances of academic dishonesty

Procedures and Penalties for Suspected Plagiarism and/or Collusion

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardize your exam results.

(NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

'Collusion occurs when two or more people work secretly for the purpose of deliberately misleading others'
(NESA, All My Own Work, 2006)

- ☐ When a staff member detects alleged plagiarism by a student, it must be reported to the Head Teacher
- ☐ The Head Teacher and member of staff must make an assessment of whether the alleged plagiarism is either;
Intended or Unintended plagiarism

Actions to be followed when:

1 Intended Plagiarism is detected:

- ☐ Review whether the student has received a previous written warning
- ☐ Compare the extent of the plagiarism with the student's original work
- ☐ Review how it will adversely affect other students
- ☐ Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.

2 Where the nature of the plagiarism is *not* considered very serious:

- ☐ Issue a written warning which refers to the consequences of any further actions of this nature
- ☐ The Head Teacher may also take the following action:
 - ✓ Student must re-submit the work
 - ✓ Student must re-submit another form of assessment
 - ✓ Give the student a fail mark

3 Where the nature of the Plagiarism *is* considered very serious:

- ☐ Refer the matter to the Principal, who may:
 - ✓ Issue a written warning which refers to the consequences of any further actions of this nature
 - ✓ Ask the student to re-submit the work
 - ✓ Ask the student to re-submit another form of assessment
 - ✓ Give the student zero marks for the work

Appeals Process

- ☐ A student may appeal against the Assessment and/or actions taken in cases of Plagiarism or Collusion
- ☐ The Appeals Committee will consist of: at least two of the Principal, Deputy Principal, Head Teacher (Secondary Studies) and Year 9 Adviser
- ☐ The student must apply in writing to the Principal
- ☐ The Appeals Committee will confirm or vary any recommendations that were originally made
- ☐ The student will be notified in writing of the Committee's decision and their reasons for their decision

Appendix B: BHS Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy.

Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues, they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination.

Students found to be cheating will receive zero for their examination.

Before the Examination:

- ☐ Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
- ☐ Ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
- ☐ Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination.
- ☐ Carry your equipment in a clear plastic bag. You will not be permitted to use a pencil case.
- ☐ Do not bring mobile phones into the examination room. Using mobile phones during an examination (even if you have finished and even if you are just playing games) will result in a zero mark being awarded for the examination.
- ☐ Do not take paper or other written material into the examination.
- ☐ Bags for personal items must be left at the back of the room.

During the Examination:

- ☐ Enter the examination hall only after instructions from the supervisor.
- ☐ Sit in your allocated seat quickly.
- ☐ Do not touch/open the examination paper until instructed.
- ☐ Complete the attendance slip and place in the top right hand corner of your desk.
- ☐ Reading time is provided for all examinations. You must not write in this time.
- ☐ Write your name or student number on all examination papers.
- ☐ Once the examination has commenced, you will not talk or communicate with other students in the room/hall.
- ☐ If you need to go to the toilet, raise your hand and wait for the permission of the supervisor.
- ☐ You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
- ☐ At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
- ☐ Wait quietly until you are instructed to leave.
- ☐ Do not remove any papers from the examination room.

Appendix C: Honesty in Assessment

NESA and the School treat honesty very seriously:

The honesty of students in completing assessment tasks, examination and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. 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. The NESA NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESA NSW will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course.

Appendix D: Assessment Planner

Week	TERM 1 – 2024	TERM 2 – 2024	TERM 3 – 2024	TERM 4 – 2024
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Appendix E: Mark Record Sheet

Subject/Course	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total Marks
English							
Mathematics							
Science							
Geography							
History							
PDHPE							
Languages							
Music							
Technology							
Visual Arts							

More Useful Links for 7 - 10 Students

7 - 10 Course Syllabuses – read and be familiar with your course outline, rubric and outcomes: _

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-syllabuses-NSW>

Awarding Grades (detailed outline):

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>

NAPLAN 7 & 9: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/naplan>