



# Year 8 ASSESSMENT BOOKLET

2024



# YEAR 8 ASSESSMENT POLICY AND PROCEDURES INNER SYDNEY HIGH SCHOOL

## Contents

INTRODUCTION .....	2
PURPOSE .....	2
STUDENT RESPONSIBILITIES .....	3
ASSESSMENT PROCEDURES .....	4
ILLNESS / MISADVENTURE.....	5
DISABILITY PROVISIONS .....	6
FURTHER INFORMATION.....	7
Course Assessment Outlines.....	8
English.....	8
History (HSIE) .....	9
Languages (Italian).....	10
Languages (Japanese).....	11
Mathematics .....	12
Music .....	13
PDHPE .....	14
Science.....	15
Technology Mandatory .....	16
Visual Arts .....	17
YEAR 8 ASSESSMENT OVERVIEW- SEMESTER ONE .....	18
YEAR 8 ASSESSMENT OVERVIEW - SEMESTER TWO .....	19
APPENDIX.....	20

## INTRODUCTION

Inner Sydney High School has high expectations for all students and supports students in achieving learning outcomes. This document is designed to ensure consistency in assessment throughout the school and to ensure knowledge of requirements.

## PURPOSE

The purpose of assessment at Inner Sydney High School is to successfully drive student growth and attainment through effective teaching and learning practices.

To assess the development of individual student's skills and understanding, each course has an assessment program which will comprise a series of formal assessment tasks. Examples of assessment tasks include formal examinations, presentations, performances, assignments, topic tests, fieldwork reports, laboratory reports, research and practical projects.

Each assessment task provides individualised feedback on student strengths, identifies areas for improvement and suggests strategies to improve on these areas. Students are then supported to set goals and undertake the learning needed to achieve them.

At Inner Sydney High School, we also assess student achievement to:

- Evaluate and report on student learning and achievement
- Gather, analyse and interpret data about teaching and learning, to identify areas where specific improvements can be targeted and achieved
- Evaluate the effectiveness of, and plan for improvement in, teaching programs and strategies
- Provide data to help create student Personalised Learning and Support Plans (PLSPs)
- Acknowledge academic excellence
- Meet New South Wales Education Standards Authority (NESA) and Department of Education (DoE) requirements.

### **Formative assessment**

Formative assessment is used to monitor student learning and provide ongoing feedback that can help students to identify strengths and weaknesses, and target areas for improvement. Students may be required to submit components of their Assessment Tasks for feedback during the process of completing the task.

## How can you help your child?

You can:

- Encourage your child to organise, plan, complete and submit work on time
- Provide a space for effective study and school work
- Contact the school if your child is experiencing difficulty.

Students and families will be notified via a Letter of Concern of non-submission of an Assessment Task. This will provide the opportunity for students and their families to put in further supports to ensure that students are able to meet future deadlines.

## STUDENT RESPONSIBILITIES

### READ AND UNDERSTAND THE ASSESSMENT POLICY

- Students should be familiar with this Assessment Policy and Procedures. Students need to know and understand the expectations, tasks and timing of assessments for each of their courses.

### ORGANISATION

- Students must collect any work or Assessment Task Notifications missed due to absence from class for any reason.
- Students should bring all required equipment to assessment tasks or examinations.
- Absence is not an excuse for missing an assessment task.

### SATISFACTORY COMPLETION

- It is important that students make a serious attempt at completing all assessment tasks, including submitting their work in an appropriate format and on time. Students should demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.

### PLAGIARISM

- Students must ensure that assignments are all their own work and that the work of others is appropriately presented and referenced in a bibliography. Plagiarised work will be awarded 'Unable to Assess'.
- The piece of work will need to be re-submitted for feedback only if it is found to be plagiarised.

### SUBMITTED TASKS

- The completed assessment task should be submitted via the Assignments Tab on the subject MS Team, or where stipulated on the Assessment Task Notification, by the time stated on the task notification. It is the students' responsibility to ensure that the task can be accessed by the teacher and that it is submitted on time. Late submissions will result in 'Unable to Assess'.

## **NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS**

- If students have a clash of assessment with another school event or school business, they must discuss this situation in advance with Head Teacher of the relevant subject. It is not necessary to submit the Illness/Misadventure Form.
- Students must ensure that they leave adequate time to discuss any concerns with the Head Teacher of the relevant subject.

## **EXTENDED ABSENCES**

- Extended absences, like an overseas holiday, will not be taken into account and can lead to students not meeting outcomes in that course, as well as achieving 'Unable to Assess' for that task. Students must seek approval for leave from the Principal in advance by completing an Application for Extended Leave - travel form. Submitted tasks should be submitted either in advance or whilst the student is on leave. If the task is an in-class task, students will be awarded 'Unable to Assess' and may be given the opportunity to complete the task for feedback only. It is the responsibility of the student to discuss the impact of their absenteeism with each teacher.

## **FEEDBACK**

- Students should ensure that any questions about grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.

# **ASSESSMENT PROCEDURES**

## **NOTIFICATION OF TASK**

- Students will be provided with at least two weeks' notice in writing of any assessment task in the form of an official Assessment Task Notification. If students are absent, it is their responsibility to request an Assessment Task Notification from the teacher upon their return to school.
- Assessment Task Notifications will also be posted on the respective MS Teams.

## **SUBMISSION OF DRAFTS**

- Students are encouraged to submit one draft only per task, depending on the nature of the task.
- The due date of the draft will be noted on the Assessment Task Notification.

## **LATE SUBMISSIONS**

- Work submitted late without an Illness/Misadventure application will be awarded 'Unable to Assess'.
- Teachers will provide feedback on the task to enable student growth for future tasks.

## **COMPUTER AND TECHNOLOGY ISSUES**

- Computer and associated technology malfunctions, even theft, without evidence of 'work in progress' is not a reason for late submission.
- Students should ensure that they back up all work as they work on their assessment tasks.
- Students must ensure that they have submitted the task online and that teachers have access to the documents linked to the MS Teams Assignments Tab if it is electronically submitted.
- Students have access to printers at school.

## **NON-SERIOUS ATTEMPTS**

- Students are required to make a serious attempt in all assessment tasks and class work.
- Students may be awarded 'Unable to Assess' depending on the degree of the attempt made.

## **ABSENTEEISM AND FAIRNESS**

- To ensure fairness and equity in the lead up to an Assessment Task, students that are absent on the day prior or in the morning of the day of when the task is due should provide a Doctor's Certificate to the school to certify their absence.

## **MALPRACTICE**

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- Breach of school examination rules.
- Copying someone else's work (in whole or part) and presenting it as their own, including work from text books, websites and AI produced work.
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts).
- Using non-approved aids during an assessment task including mobile phones, smart watches or other electronic devices.
- Creating false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

Students will be required to resubmit the assessment task, with feedback being provided by the class teacher only.

## **ILLNESS / MISADVENTURE**

### **ABSENCE ON THE DAY OF TASK**

- Students must ensure that their assessment tasks are submitted on the due date. If a student is absent with reason and does not submit or attend an assessment task, they must complete and submit Illness/Misadventure Form.
- Parents should contact the school on the morning of a task to notify that the student is unable to attend.

## **MEDICAL CERTIFICATE**

- Students will be required to obtain a medical certificate from an independent medical practitioner not immediately related to them, or other formal documentation to explain their absence.
- This medical certificate should be obtained on the day of the task and state the reason for the absence.

## **RETURN TO SCHOOL**

- On the morning of their return to school, students must take their Illness/Misadventure Form and relevant documentation to the Head Teacher of the subject.
- Students will be required to submit or take any missed assessment tasks in consultation with the Head Teacher, regardless of the outcome of the Illness/Misadventure Form application.

## **EXTENSIONS**

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension prior to the due date must:

- complete an 'Illness/Misadventure Form'; and
- provide the completed 'Illness/Misadventure Form' to their usual classroom teacher or the relevant Head Teacher as soon as reasonably possible prior to the due date. Any requests for an extension to the due date will be assessed by the relevant Head Teacher on a discretionary basis.

Please see Appendix for Illness/Misadventure Forms and Flowchart.

## **DISABILITY PROVISIONS**

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Mental Health concerns

To apply for Disability Provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal Wellbeing.

## FURTHER INFORMATION

All syllabus requirements and outcomes for each course/subject can be found on the NESA website at <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4>. Please refer to this for clarification.

Note that there may be minor adjustments made to due dates and outcomes. Please see the Assessment Task Notification (issued two weeks before the assessment task) for up-to-date information.



## Course Assessment Outlines

### English – Year 8

#### Subject overview

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value, and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

#### Topics and Outcomes Covered

- Novel Study: Outcomes - EN4-ECA-01, EN4-URA-01, EN4-URB-01
- Short Fiction Writing: Outcomes - EN4-URA-01, EN4-ECA-01
- Visual Literacy, Picture Books: Outcomes - EN4-ECA-01, EN4-ECB-01
- Shakespeare, *Romeo and Juliet*: Outcomes - EN4-ECA-01, EN4-URA-01, EN4-URB-01

#### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	Novel Study	Short Fiction Writing	Visual Literacy & Picture Books	Shakespeare – <i>Romeo and Juliet</i>
<b>Task Type</b>	Essay Response - Submitted	Short Fiction response - In class	Picture Book & justification - Submitted	Persuasive Essay - In class
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 5	Term 3 Week 7	Term 4 Week 5
<b>Assessment Outcomes</b>	EN4-ECA-01 EN4-URA-01 EN4-URB-01	EN4-URA-01 EN4-ECA-01	EN4-ECA-01 EN4-ECB-01	EN4-ECA-01 EN4-URA-01 EN4-URB-01

## History (HSIE) – Year 8

### Subject overview

The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China.

Students study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650 – c. 1750). During this period, major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

### Topics and Outcomes Covered

- **Overview: The Ancient World / Investigating the Ancient Past** (Including Aboriginal CCP) HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10
- **The Mediterranean World – Egypt and Ancient Project**, interdisciplinary project with English HT4-2, HT4-3, HT4-6, HT4-9, HT4-10
- **The Asian World – China** HT4-2, HT4-3, HT4-6, HT4-9, HT4-10
- **Overview: The Medieval World / The Western and Islamic World – Medieval Europe** HT4-3, HT4-7, HT4-8, HT4-9, HT4-10
- **The Asia Pacific World – Japan under the Shoguns** HT4-3, HT4-4, HT4-7, HT4-9, HT4-10
- **Expanding Contacts – The Spanish Conquest of the Americas** HT4-2, HT4-3, HT4-4, HT4-7, HT4-10

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	Investigating the Ancient Past	The Mediterranean World – Egypt and The Ancient Project)	Overview: The Medieval World / The Western and Islamic World – Medieval Europe	The Asia Pacific World – Japan under the Shoguns
<b>Task Type</b>	In class test	Submitted Project	Picture Book (w/English)	In Class Test
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 7	Term 4 Week 3
<b>Assessment Outcomes</b>	HT4-1, HT4-9	HT4-2, HT4-3, HT4-5, HT4-10	HT4-3, HT4-8, HT4-10	HT4-4, HT4-6, HT4-9

## Languages (Italian) – Year 8

### Subject overview

The aim of Modern Languages K–10 is to empower students to become effective communicators in Italian by developing linguistic competence and intercultural capability.

Students:

- learn to interact, understand and create texts in Italian
- reflect on and understand their own and others' languages, cultures and identity
- develop an interest in and enjoyment of language learning.

### Topics and Outcomes Covered

- Self Introduction
- Family & Friends
- Likes and Dislikes
- School Life
- Shopping and Eating Out
- Discovering Italy

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	Self Introduction	Family and Friends	School Life	Shopping and Eating Out
<b>Task Type</b>	In-class examination (Understanding & Creating skills)	In-class examination (Interacting skill)	In-class examination (Understanding & Creating skills)	In-class examination (Interacting skill)
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 3	Term 3 Week 3	Term 4 Week 3
<b>Assessment Outcomes</b>	ML4-UND-01, ML4-CRT-01	ML4-INT-01	ML4-UND-01, ML4-CRT-01	ML4-INT-01

## Languages (Japanese) – Year 8

### Subject overview

The aim of Modern Languages K–10 is to empower students to become effective communicators in Japanese by developing linguistic competence and intercultural capability.

Students:

- learn to interact, understand and create texts in Japanese
- reflect on and understand their own and others' languages, cultures and identity
- develop an interest in and enjoyment of language learning.

### Topics and Outcomes Covered

- Self Introduction
- Sports and Hobbies
- Eating Out
- Discovering Japan

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	Self Introduction	Self Introduction	Sports and Hobbies	Eating Out
<b>Task Type</b>	In-class examination (Understanding & Creating skills)	In-class examination (Interacting skill)	In-class examination (Understanding & Creating skills)	In-class examination (Interacting skill)
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 3	Term 3 Week 3	Term 4 Week 3
<b>Assessment Outcomes</b>	ML4-UND-01, ML4-CRT-01	ML4-INT-01	ML4-UND-01, ML4-CRT-01	ML4-INT-01

## Mathematics – Year 8

### Subject overview

Mathematics is used to identify, describe and apply patterns and relationships. It provides a means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure. Mathematics in Years 7-10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

### Topics Covered

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Indices</li> <li>• Algebra and Equations</li> <li>• Measurement</li> <li>• Pythagoras' Theorem</li> <li>• Linear Relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Ratios and Rates</li> <li>• Percentages and Financial Mathematics</li> <li>• Geometry</li> <li>• Statistics</li> </ul> |
|--|---|

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	Indices Algebra and Equations	Measurement, Pythagoras' Theorem	Linear Relationships Ratios and Rates	Percentages and Financial Mathematics Geometry
<b>Task Type</b>	In-class	In-class	In-Class	Formal Exam
<b>Due Date</b>	Term 1 Week 7	Term 2 Week 5	Term 3 Week 3	Term 4 Week 4
<b>Assessment Outcomes</b>	MA4-9NA, MA4-8NA, MA4-10NA	MA4-12MG, MA4-13MG, MA4-14MG, MA4-16MG	MA4-11NA, MA4-7NA	MA4-5NA, MA4-6NA, MA4-17MG, MA4-18MG

## Music – Year 8

### Subject overview

Students participate in listening, performing and composing activities covering a range of musical style and concepts.

### Topics Covered

- Be a Producer
- You're in the Band
- Australian Music

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	<b>Be a producer</b>	<b>You're in the Band</b>	<b>You're in the Band</b>	<b>Australian Music</b>
<b>Task Type</b>	Composition submitted online	In class examination	In class group performance	Composition submitted online
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 6	Term 4 Week 4
<b>Assessment Outcomes</b>	4.6	4.8	4.3	4.4, 4.5

## PDHPE – Year 8

### Subject overview

In Year 8 PDHPE, students will further develop their knowledge and understanding of lifestyle choices and the importance of healthy habits. They will also start to analyse relationships and become further educated on how to identify unsafe or unhealthy relationships. In addition, students will study a sexual health unit focusing on forms of contraception methods and STI's.

### Topics and Outcomes Covered

- Healthy Lifestyles (PD4.6, PD4.7, PD4.9)
- Positive Relationships (PD4.2, PD4.3, PD4.9, PD4.10)
- Sexual Health (PD4.1, PD4.7, PD4.10)
- You, Me & Society (PD4.1, PD4.2, PD4.9)

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	Healthy Lifestyles Task	Practical Task	STI Awareness Task	Practical Task
<b>Task Type</b>	Submitted online	Ongoing in class	Submitted online	Ongoing in class
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6
<b>Assessment Outcomes</b>	PD4-6	PD4-5	PD4-7	PD4-11

## Science – Year 8

### Subject Overview

In Year 8, students continue to explore topics from all areas of Science. They will learn to write valid procedures for experiments and to process and present data using tables and graphs. Students will also evaluate scientific models and continue to build their knowledge and understanding of a variety of concepts from the chemical, living and physical worlds. A mandatory group research project will also allow students to apply their skills to answer a scientific question through investigation.

### Topics and Outcomes Covered

- Energy (SC4-5WS, SC4-11PW)
- Rocks (SC4-5WS, SC4-12ES)
- Particle theory (SC4-16CW)
- Elements and compounds (SC4-9WS, SC4-16CW, SC4-17CW)
- Forces (SC4-7WS, SC4-10PW)
- Student group research project (SC4-4WS, SC4-7WS)
- Cells and systems (SC4-9WS, SC4-14LW, SC4-15LW)

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	Energy	Energy, Rocks, Particle theory	Forces	Energy, Rocks, Particle theory Forces and Cells and systems
<b>Task Type</b>	Analysing scientific validity	Evaluating scientific models	Student group research project	Yearly examination
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 9-10	Term 4 Week 5
<b>Assessment Outcomes</b>	SC4-5WS, SC4-11PW	SC4-11PW, SC4-12ES, SC4-16CW	SC4-7WS, SC4-9S, SC4-10PW	SC4-16CW, CW, SC4-11PW, SC4-14LW



## Technology Mandatory – Year 8

### Subject overview

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

### Topics and Outcomes Covered

Students will undertake the following units of work on rotation for approximately 13 weeks each.

- **Mouse Trap Racer** (Engineered Systems TE4-1DP, TE4-3DP, TE4-8EN)
- **Fantastic Food** (Food Technologies TE4-1DP, TE4-3DP, TE4-6FO)
- **Oz Tales Digital Storybook** (Materials Technologies TE4-1DP, TE4-2DP, TE4-3DP)

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	Role of a Designer Written Report based on Rotation 1	Rotation 1	Rotation 2	Rotation 3
<b>Task Type</b>	Research Task: Role of a Designer Report Submission task on current unit of study.	Project and Design Portfolio Submitted	Project and Design Portfolio Submitted	Project and Design Development Pitch
<b>Due Date</b>	Term 1 Week 7	Term 2 Week 3	Term 3 Week 7	Term 4 Week 4
<b>Assessment Outcomes</b>	TE4-10TS	Outcomes are dependent on the topic being completed within each rotation.		

## Visual Arts – Year 8

### Subject overview

Students demonstrate their understanding of Visual Arts Artmaking and Critical and Historical studies through practical and theoretical conventions and concepts. Students investigate artistic movements including Surrealism, Pop Art and Postmodernism.

### Topics Covered

- Pop Art
- Street Art
- Surrealism

### Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
<b>Topic(s)</b>	<b>Sculpture</b> Artmaking	<b>Artis Case Study</b> Critical and Historical Studies	<b>Street Art</b> Artmaking	<b>Surrealism</b> Artmaking
<b>Task Type</b>	Practical Task. Pop Art artwork and Visual Arts Process Diary  Submitted in class	Theoretical Exam  Submitted in Class	Practical Task. Skateboard design with accompanying Artist Statement  Submitted in class	Practical Task. Surreal inspired artwork.  Submitted in class
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 2	Term 3 Week 6	Term 4 Week 4
<b>Assessment Outcomes</b>	4.3	4.9, 4.10	4.6, 4.7	4.4

## YEAR 8 ASSESSMENT OVERVIEW- SEMESTER ONE

	<b>TERM 1</b>	<b>TERM 2</b>
<b>Week 1</b>		
<b>Week 2</b>		AT2-English AT2-Visual Arts
<b>Week 3</b>		AT2-Languages (Italian/Japanese) AT2- Technology Mandatory
<b>Week 4</b>		AT2-Music
<b>Week 5</b>		AT2-HSIE AT2-Mathematics AT2-Science
<b>Week 6</b>		AT2-PDHPE
<b>Week 7</b>	AT1-Mathematics AT1-Technology Mandatory	
<b>Week 8</b>	AT1-HSIE AT1-Languages (Italian/Japanese) AT1-Music AT1-Science	
<b>Week 9</b>	AT1-PDHPE AT1-Visual Arts	
<b>Week 10</b>	AT1-English	
<b>Week 11</b>		

## YEAR 8 ASSESSMENT OVERVIEW - SEMESTER TWO

	TERM 3	TERM 4
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>	AT3-Languages (Italian/Japanese) AT3-Mathematics	AT4-HSIE AT4-Languages (Italian/Japanese)
<b>Week 4</b>		AT4-Mathematics AT4-Music AT4- Technology Mandatory AT4-Visual Arts
<b>Week 5</b>		AT4-English AT4-Science
<b>Week 6</b>	AT3-Music AT3-Visual Arts	AT4-PDHPE
<b>Week 7</b>	AT3-English AT3-HSIE AT3- Technology Mandatory	
<b>Week 8</b>		
<b>Week 9</b>	AT3-Science	
<b>Week 10</b>	AT3-Science AT3-PDHPE	

# APPENDIX

# ILLNESS/MISADVENTURE FLOWCHART

**STUDENT IS ABSENT, DOES NOT COMPLETE TASK OR FAILS TO SUBMIT BY THE DUE DATE AND TIME**



## **STEP ONE: Contact the School**

- Students or parents/carers must inform the school on the day of the absence by phone or via email.
- For hand in tasks, students should submit the task via Microsoft Teams if possible.



## **STEP TWO: Obtain relevant documentation**

- Students should obtain and complete an Illness/Misadventure Form. This is available in the Assessment Booklet, the Year Group Team and the school website. Hard copies are also available from the Administration Office and the Library.
- For ILLNESS, the student must also obtain a medical certificate from an independent medical practitioner stating the reason for illness and cover the period of absence.
- For MISADVENTURE, the student must also obtain a statement or any supporting documentation outlining the situation.



## **STEP THREE: On the first day of return to school**

- It is the student's responsibility to report to the Faculty Head Teacher of the subject and submit the completed Illness/Misadventure Form and accompanying documentation.
- If possible, students may sit the examination or submit the assessment task before receiving the outcome of the application for Illness/Misadventure. The date will be negotiated between the Faculty Head Teacher and student.



## **STEP FOUR: Illness/Misadventure and Feedback**

- The relevant Head Teacher will consider the Illness/Misadventure application and inform the student of the outcome.
- If the application is not accepted, students in years 7-9 will receive Unable to Assess and years 10-12 will receive zero marks.
- If the student wishes to appeal this decision, they must firstly discuss with the Head Teacher, and if unresolved, submit the Assessment Task Appeal Application Form to the Deputy Principal of the year group.



# Illness / Misadventure Form

First Name: \_\_\_\_\_ Surname: \_\_\_\_\_

Year: \_\_\_\_\_ Subject: \_\_\_\_\_

Task Type: \_\_\_\_\_ Task Number: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Due date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I wish to inform the school of the following circumstances which affected my performance in the above Assessment Task.

Please tick one (or more)

- Circumstances prior to the Assessment Task affected my preparation for this task
- I was absent on the day of the Assessment Task
- I attempted the Assessment Task but was unable to complete it to my usual standard
- Other \_\_\_\_\_

Reason (if insufficient space, also write on the back of this page):

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I have notified the Head Teacher of the subject of my absenteeism Yes / No

I have attached supporting documentation (eg. Medical Certificate) Yes / No

Student Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

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## STAFF USE ONLY

### Outcome

- Student is to be awarded 'Unable to Assess'
- Student is to be awarded the grade they achieved in the Assessment Task
- Student is to hand in / sit for the Assessment Task on \_\_\_\_\_
- Student is to be given an estimated grade.

Comment:

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