



Kellyville High School

Learning Excellence Integrity

**Year 8
Assessment Booklet**

2025

Name: _____

Principal: Mr I. Maric
Deputy Principal: Mr G. Kayes
Year Adviser: Ms L. Matley

Address: cnr York Rd & Queensbury Ave KELLYVILLE 2155
Telephone: 8824 5955
Email: kellyville-h.school@det.nsw.edu.au
Website: www.kellyville-h.schools.nsw.edu.au



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Welcome to Year 8

Introduction

The Middle School is a key time to establish a positive attitude and effort towards assessment for learning.

The purpose of this booklet is to provide information and guidance to our community about Kellyville High School's assessment and homework requirements for Year 8 during 2025 to help you **plan for assessment**.

It informs you of all the tasks, the due dates and weighting of each task and provides support structures to our community to achieve their best aligned with our values of students being **aspirational, resilient and respectful**.

We hope that students and parents will take the time to read through this information together to help understand the school's expectations regarding assessment and assist in organising the time for students to complete necessary homework and assessment tasks successfully.

HOW CAN PARENTS/CAREGIVERS HELP?

- Take an active interest in your child's homework and assessment tasks.
- Support your child in setting aside time each day for their study.
- Provide a dedicated place for homework and study if possible.
- Assist teachers to monitor homework by signing completed work if requested and be aware of the amount of homework set.
- Communicate with teachers any concerns about the nature of tasks or your child's approach to homework and assessment tasks.
- Encourage your children to read and take an interest in current events.
- Alert the school, as early as possible, to any circumstances which may need to be taken into consideration when homework and assessment tasks are being set or marked.
- If you have any questions about the information contained in this booklet, please contact the Head Teacher of the relevant faculty.

Remember to put all the tasks that you have due on a calendar, so you do not forget when one is due.

Remember good grades do not just happen; they happen because of hard work and dedication.

Good luck!

Mr I. Maric
Principal
February 2025

ASSESSMENT SCHEDULES

The assessment schedules included in this booklet indicate the major components in each course. The outcomes relate directly to the task and will be measured using the marking criteria. Use the marking criteria as a guide to get you the best results. It is recommended that you go through your schedules and draw up a calendar in your diary, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

Dates may change due to unforeseen circumstances. In this instance the Principal will approve the change. As much notice as possible will be given of the new date.

The Assessment Policy rules about lateness will be applied to all these tasks.

All subjects are Mandatory. After English all Courses are listed in alphabetical order.

Notes:

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class but the final product is assessed on completion.
3. Ongoing observation also contributes to final assessment marks in many areas. No set date can be attached to this form of assessment.
4. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.

Formative Assessment

In addition to the summative assessment tasks, there will be formative assessment occurring throughout the year. The evidence for formative assessment of learning will be conducted throughout the year based around learning experiences conducted. The formative assessment is used to help guide learning and provide students an opportunity to improve on their understanding and knowledge.

Semester One

Term 1 2025			
Week	Subject	Year 8 Assessment Task	%
0			
1A			
2B			
3A	PDHPE	TASK 1: Movement Skill	30
4B			
5A			
6B			
7A	Music	Task 1: Performance	25
	HSIE	In class writing topic test/ writing task – HISTORY Topic (formal/Summative assessment)	35
8B	Visual Arts	Task 1: Critical/Historical Task	15
9A	English	Task 1: Poetry Anthology & Reflection	30
10B			

Term 2 2025			
Week	Subject	Year 8 Assessment Task	%
1A			
2B			
3A	Technology Mandatory	Task 1: Project and Folio 1	50
4B	Mathematics	Task 1: Half Yearly Examination	30
5A	Music	Task 2: Podcast Submission	25
	Science	Task 1: Half Yearly Examination	30
	Visual Arts	Task 2: Portfolio of Work	35
6B			
7A	HSIE	On going in class activities Guided writing (formative assessment)	15
8B			
9A			
10B			

Semester Two

Term 3 2025			
Week	Subject	Year 8 Assessment Task	%
1A			
2B	PDHPE	TASK 2: Movement Participation and Performance	30
3A			
4B	Science	Task 2: Research Project	30
5A	Mathematics	Task 2: Working Mathematically Task/Class Test	30
	HSIE	On going in class activities Guided writing (formative assessment)	15
6B			
7A	Music	Task 3: Film Score	25
8B	English	Task 2: Novel Review	35
	Visual Arts	Task 3: Critical/Historical Task	15
9A	PDHPE	Task 3: Yearly Examination	40
10B			

Term 4 2025			
Week	Subject	Year 8 Assessment Task	%
1A			
2B	Mathematics	Task 3: Yearly Examination	40
	Technology Mandatory	Task 2: Project and Folio 2	50
4B	Science	Task 3: Yearly Examination	40
	English	Task 3: Yearly Examination	35
	HSIE	In class writing topic test/ writing task – GEOGRAPHY Topic (formal/Summative assessment)	35
5A	Music	Task 4: Performance	25
	Visual Arts	Task 4: Portfolio of Work	35
6B			
7A			
8B			
9A			
10B			

ENGLISH – YEAR 8

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Poetry Anthology & Reflection	'How Do Words Come Off The Page?'	EN4-URA-01, EN4-ECA-01 EN4-ECB-01	30	T1, W9
2	Novel Review	Novel Study	EN4-RVL-01, EN4-URB 01, EN4-URC-01, EN4-ECA- 01	35	T3, W8
3	Yearly Examination	Reading, writing	EN4-RVL-01, EN4-URA-01 EN4-ECA-01	35	T4, W4

A student:

- EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- EN4-ECA-01** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

HSIE – YEAR 8

Task	Task Description	Topic	Outcomes	Weighting	Due date
1	In class writing topic test/ writing task (Summative assessment)	The Ancient to the Modern World: Depth Study 4: <i>The Western and Islamic World</i> Topic 4b: Medieval Europe (c.AD590-c. 1500)	B, G, H, I, J	35	T1, W7/8
2	On going in class activities Guided writing (formative assessment)	Interconnections	C, D, E, H, I, J,	15	T2, W7/8
3	On going in class activities Guided writing (formative assessment)	The Ancient to the Modern World: Depth Study 6: Spanish Conquest of the Americas	B, G, H, J	15	T3, W5/6
4	In class writing topic test/ writing task (Summative assessment)	Water in the World	C, D, E, F, H, J	35	T4, W4/5
				100	

HISE combines the Geography and History topics which are taught alternatively throughout the year. In addition to the two formal (summative) tasks listed above teachers will use a range of formative tasks throughout the year to help guide their overall judgement on a student's learning and progress in the course. These may include learning experiences such as: book work and guided in class writing tasks. The formative tasks are ongoing and set check points will be used to assess progress and guide further support requirements.

A student:

- A Describes the nature of history and archaeology and explains their contribution to understanding of the past
- B Describes major historical time periods and the impacts of individuals and groups on past societies, events and developmentsC
- C Understands the distribution of global environments and the processes that form and change them
- D Explains how interactions between people, place and environment results in change
- E Discusses management of places and environments for their sustainability
- F Explains differences in human wellbeing
- G Identifies and draw basic conclusions from historical sources
- H Identifies different perspectives and interpretations in a historical and geographical contextI
- I Researches and uses relevant information
- J Communicates using appropriate terminology in a range of oral, written, visual and digital forms

MATHEMATICS – YEAR 8

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Half Yearly Examination	Ratio and Rates, Data Analysis, Angle Relationships	MAO-WM-01, MA4-RAT-C-01, MA4-DAT-C-02, MA4-ANG-C-01	30	T2, W4
2	Working Mathematically Task/Class Test	Linear Relationships, Right-angled Triangles (Pythagoras theorem)	MAO-WM-01, MA4-LIN-C-01, MA4-PYT-C-01	30	T3, W5
3	Yearly Examination	Length, Area, Volume	MAO-WM-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01	40	T4, W2

A student:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance–time graphs
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-PYT-C-01	applies Pythagoras’ theorem to solve problems in various contexts
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders

MUSIC - YEAR 8

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Podcast submission	Guitar Performance - <i>Chords</i> Aural/Musicology	44.4, 4.5, 4.7, 4.10	25	T1, W7/8
2	Performance	Guitar Performance - <i>Chords</i>	4.1, 4.2, 4.3	25	T2, W5/6
3	Film Score	Aural/Musicology	4.7, 4.8, 4.9, 4.11, 4.12	25	T3, W7/8
4	Performance	Guitar Performance / Composition <i>Riffs</i>	4.1, 4.2, 4.6	25	T4, W5/6

- A student:**
- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
 - 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
 - 4.3 performs music demonstrating solo and/or ensemble awareness
 - 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
 - 4.5 notates composition using traditional and/or non-traditional notation
 - 4.6 experiments with different forms of technology in the composition process
 - 4.7 demonstrates an understanding of the musical concepts through listening, observing, responding, discrimination, analysing, discussing and recording musical ideas
 - 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
 - 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
 - 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
 - 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
 - 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION - YEAR 8

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Movement Skill	Dance, Track and Field, Fitness	PD4-1, PD4-4, PD4-5, PD4-8, PD4-9, PD4-10, PD4-11	30	T1/2 Ongoing
2	Movement Participation and Performance	Games, Skills, Application and Performance	PD4-1, PD4-4, PD4-5, PD4-8, PD4-9, PD4-10, PD4-11	30	T3/4 Ongoing
3	Yearly Examination	Knowledge and Understanding	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7	40	T3, W9/10

A 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
PDP4-3	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
PDP4-5	transfers and adapts solutions to complex movement challenges
PDP4-6	recognises how contextual factors influence attitudes, behaviours & proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PDP4-7	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
PDP4-9	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

SCIENCE - YEAR 8

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Half Yearly Examination	Energy, Should we dig it up, Working Scientifically Skills	SC4-4WS, SC4-6WS, SC4-7WS, SC4-12ES, SC4-13ES, SC4-11PW	30	T2, W5
2	Mandatory Student Research Project	Scientific method and investigation	SC4-5WS, SC4-7WS, SC4-8WS, SC4-9WS	30	T3, W4
3	Yearly Examination	Working Scientifically skills Knowledge and Understanding	SC4-4WS - SC4-9WS all Working Scientifically skills SC410PW- SC417CW all Knowledge and Understanding from Living World, Chemical World, Physical World and Earth and Space outcomes covered	40	T4, W4

A 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	makes 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	presents 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

TECHNOLOGY MANDATORY – YEAR 8

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Technology Context 1 Project & Folio	Knowledge and Design skills Generation of creative ideas and practical skills	TE4-1DP, TE4-2DP, TE4-3DP TE4-4DP, TE4-10TS	50	T2, W3
2	Technology Context 2 Project & Folio	Knowledge and Design skills Generation of creative ideas and practical skills	TE4-1DP, TE4-2DP, TE4-3DP TE4-4DP, TE4-10TS	50	T4, W3

A 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

VISUAL ARTS – YEAR 8

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Critical/Historical Task	Critical / Historical	4.9, 4.10	15	T2, W1
2	Portfolio of Work	Art Making	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	35	T2, W5
3	Critical/Historical Task	Critical / Historical	4.7, 4.8, 4.9	15	T3, W8
4	Portfolio of Work	Art Making	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	35	T4, W5

A 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

1. HOMEWORK

WHAT ARE HOMEWORK TASKS?

Homework is schoolwork that you complete at home. It bridges the gap between learning at school and learning at home and reinforces work completed during class time. The minimum expectation for a year 8 student is 1 hour, five times a week. The KHS homework expectation guide is available on their year 8 Google Classroom.

Homework is also reported on your semester academic reports as a component of the 'Commitment to Learning' using the scale:

- Always Usually Sometimes Rarely

WHY IS HOMEWORK IMPORTANT?

Homework is a very important part of learning because:

- It helps to establish the habits of study, commitment and self-discipline. These are important for success as you move through the middle school.
- Homework helps you to identify gaps in your learning.
- You can learn to work independently and develop concentration and organisational skills. These skills are highly valued by employers.
- It helps develop skills such as research and time management.
- It provides challenges and stimulus to gifted and talented children.
- Homework is like training for sport: the more you train the better you become.

2. ASSESSMENT TASKS

WHY ARE THEY SO IMPORTANT?

Assessment is the opportunity to show **what you know** and **what you can do**.

Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. They are designed to measure how well students have achieved the outcomes of a particular course. The outcomes will then be reported on in each of your semester reports using the Levels of Achievement scale.

HOW WILL STUDENTS' BE ASSESSED?

There are assessment tasks in each subject that are highlighted in the previous **Assessment Schedules**. The assessment tasks that you will complete could be:

- formal examinations
- creative works
- project based tasks
- unit tests
- in class assessment task
- research/essays
- field studies
- excursion reports

All assessment tasks contribute towards your final grade and achievement level in each subject you study. The results of this work will be shown in your Semester Reports.

Additional formative assessments will also occur in each subject which will help inform teachers judgement of the students understanding of learning outcomes.

Each assessment task will include:

- a description of the task requirements and the course outcomes being assessed
- the weighting of the task and how the task will be marked.

This provides students an understanding of the required expectations regarding the task.

SAMPLE: ASSESSMENT TASK COVER SHEET



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COURSE & SUBJECT

TASK:

This section gives you the details of the task and the due date

DATE DUE:

if the task is not submitted by the due date you will receive zero – see the school's assessment policy

IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:

This section tells you how the task will be assessed

OUTCOMES TO BE ASSESSED:

Outcomes from the syllabus related to the task are listed here

The completed task is to be handed in with this cover sheet

NAME: _____ CLASS: _____ DATE SUBMITTED: ____/____/____

STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, skills or workmanship or its development without appropriate acknowledgement

You state that the work is yours and have acknowledged sources

STUDENT SIGNATURE: _____

DATE: ____/____/____

RECEIPT (Retained by Student)

You fill in the receipt and retain it as proof you submitted the task

SUBJECT	_____	TEACHER	_____
TASK	_____		
NAME	_____	CLASS	_____
DATE DUE	____/____/____	DATE SUBMITTED	____/____/____
RECEIVED BY	_____	SIGNED	_____

WHAT DOES GREAT WORK LOOK LIKE?

The outcomes will then be reported on in each of your semester reports using the following scale.

Levels of Achievement	
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 high level of competence in the processes and skills of the course and can apply these skills to new situations.
High	The student has a thorough knowledge and understanding of the content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new 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 of the course.
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 of the course.
Elementary	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 of the course.

3. TIME MANAGEMENT

WHEN IS IT BEST TO COMPLETE TASKS?

- **START STRAIGHT AWAY!** – as soon as you receive a task, you should break it down into small manageable parts.
- Put a reminder into an electronic organiser or diary.
- The best time to do your homework is soon after you arrive home from school (snack first!).
- Sitting down to complete assessment tasks doesn't just happen...you have to **PLAN** your time.
- Ask your parents or teachers **EARLY** for help if you experience difficulty understanding the tasks required.

WHAT IS STUDY?

Study is revising class work to help move the knowledge you are learning into your working memory. This will help you retain the information and be able to recall it when completing summative assessment tasks. You are expected to use your own initiative and time management skills to plan ahead for this. Use the information that is provided in this booklet and your calendar to plan time to complete additional study. Some suggested revision techniques are discussed with students in their wellbeing lessons throughout their time at high school.

PLEASE REMEMBER

**You are required to complete class work, homework and assessment tasks.
Use your school diary to record when ALL tasks are due.**

4. SCHOOL ASSESSMENT POLICY

SCHOOL RESPONSIBILITIES

The school is responsible for:

- Setting relevant, high quality tasks to measure student performance in each subject.
- an assessment schedule and course requirements for each course
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- Providing the criteria which will be used to assess the task.
- Providing the outcomes which will be assessed in the task.
- Adhering to the published assessment task schedule and specifying the mark value for each task.
- Using the school **BLUE** assessment task **COVER SHEET** for the publication of tasks and ensuring consistency in presentation of information across all subjects.
- Maintaining a record of each student's performance on each task and reporting on it.
- Providing students with information on their progress.
- Appropriate nature of change to a previously notified task approved by the Principal

STUDENT RESPONSIBILITIES

To complete the assessment task **STUDENTS' will need to:**

- Carefully read the assessment task issued.
- Plan and mark the due dates for the tasks in your calendar/diary and the calendar in this book.
- When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up.
- Break the task into small manageable parts and complete it gradually.
- Organise any notes, materials and resources that you are using.
- integrity – work submitted must be your own and sources consulted must be acknowledged
- Speak to your teacher early if you need help and to check your progress.
- Check that any technology or equipment needed to complete the task is working prior to the due date.
Always keep an electronic backup on your computer hard drive, email or school network.
- Keep a record of your submission of the task and keep a record of your results.
- Regularly check Google Classroom for any updates or advice on assessments.
- Be aware of where to submit any take home tasks to the teacher **before 8.30am on the due date.**

FREQUENTLY ASKED QUESTIONS (FAQs)

Failure to follow these instructions may lead to a ZERO mark for an assessment task.

A. COMPLETION OF ASSESSMENT TASKS

Your class teacher will keep records of the assessment task being submitted by the class.

When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

An assessment task *Receipt Sheet* will be signed by each student at the time an assessment is handed out.

In a formal examination, students will complete an examination attendance slip for each subject.

B. LATENESS and ABSENCE

Assessment tasks in the form of a take home task are to be submitted directly to the teacher **before 8.30am**.

In the case of unavoidable 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 electronically or a friend or relative bringing it to the school.

If this not possible, then a medical certificate, funeral notice or other appropriate documentation must accompany the assessment task, and must be handed in to the **Deputy Principal** within **TWO DAYS** of the student returning to school. Bring in your drafts as evidence of attempting the task. If the task was an in class exam students should be prepared to do the exam on the day they return to school. The classroom teacher in consultation with the faculty head teacher will make arrangements with the student about when the exam is to be completed.

If you know that you will be LATE or ABSENT with valid reason eg) A funeral, approved school activity or urgent medical attention, you will need to explain the circumstances in a note, **before** the absence, to the **Deputy Principal** and negotiate a new due date, alternate task or estimate with the relevant **Head Teacher**.

- Unexplained absences are unacceptable because it has the potential to advantage you over your peers.
- Requests for extension must be made to the HEAD TEACHER **prior to the due date of the assessment task**.
- Students who hand in/complete assessment tasks AFTER THE DUE DATE *without the appropriate documentation will be awarded a ZERO mark*.
- Patterns of regular absence leading into assessment periods may be looked at for potential malpractice.

Note: Late tasks will still be checked by the teacher so that you can benefit from the teacher's feedback.

C. MALPRACTICE

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Using material directly from AI, books, journals, or the internet or any other source without reference to the source; Building on the ideas of another person without referring to the source;
- Damaging another student's work;
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially; Buying, stealing or borrowing another's work and presenting it as your own;
- Breaking published school examination rules; Using non-approved aides during an assessment task;
- Providing false explanations for work not handed in by the due date;
- Assisting another student to engage in malpractice.

The HEAD TEACHER, in consultation with the classroom teacher, will establish that malpractice has occurred.

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. If it is found that malpractice has occurred, no substitute task will be given. Students found to have committed any form of malpractice will be awarded a ZERO mark.

D. TECHNOLOGY FAILURE

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 his/her work frequently and back it up to both hard drive and disk regularly.

If technology failure occurs, the student must submit their last printed hard copy as evidence of completed work. If the assignment is to be submitted online, the last saved copy is to be submitted. If students have portable storage devices they can bring it to school and print in the library on the due date. Students could also email themselves a copy of the task to present as evidence or submit via google classroom to the classroom teacher.

E. REVIEW / APPEAL

For appeals against an internal assessment mark the student should see the classroom teacher immediately and then the Head Teacher. This must occur on the same day the task was returned to the student. The task must be retained by the Head Teacher. It should be noted that a teacher's professional judgement cannot be the basis of an appeal.

The process to follow is:

- discuss first with the teacher – request a review of the mark
- if not satisfied, discuss with the Head Teacher
- if still not satisfied complete a request for review of assessment and submit to the Deputy Principal
- the appeal will be considered by an assessment review panel consisting of the Faculty Head Teacher and Deputy Principal.
- a further appeal can be requested and will be reviewed by the Principal.

F. DISABILITY PROVISIONS

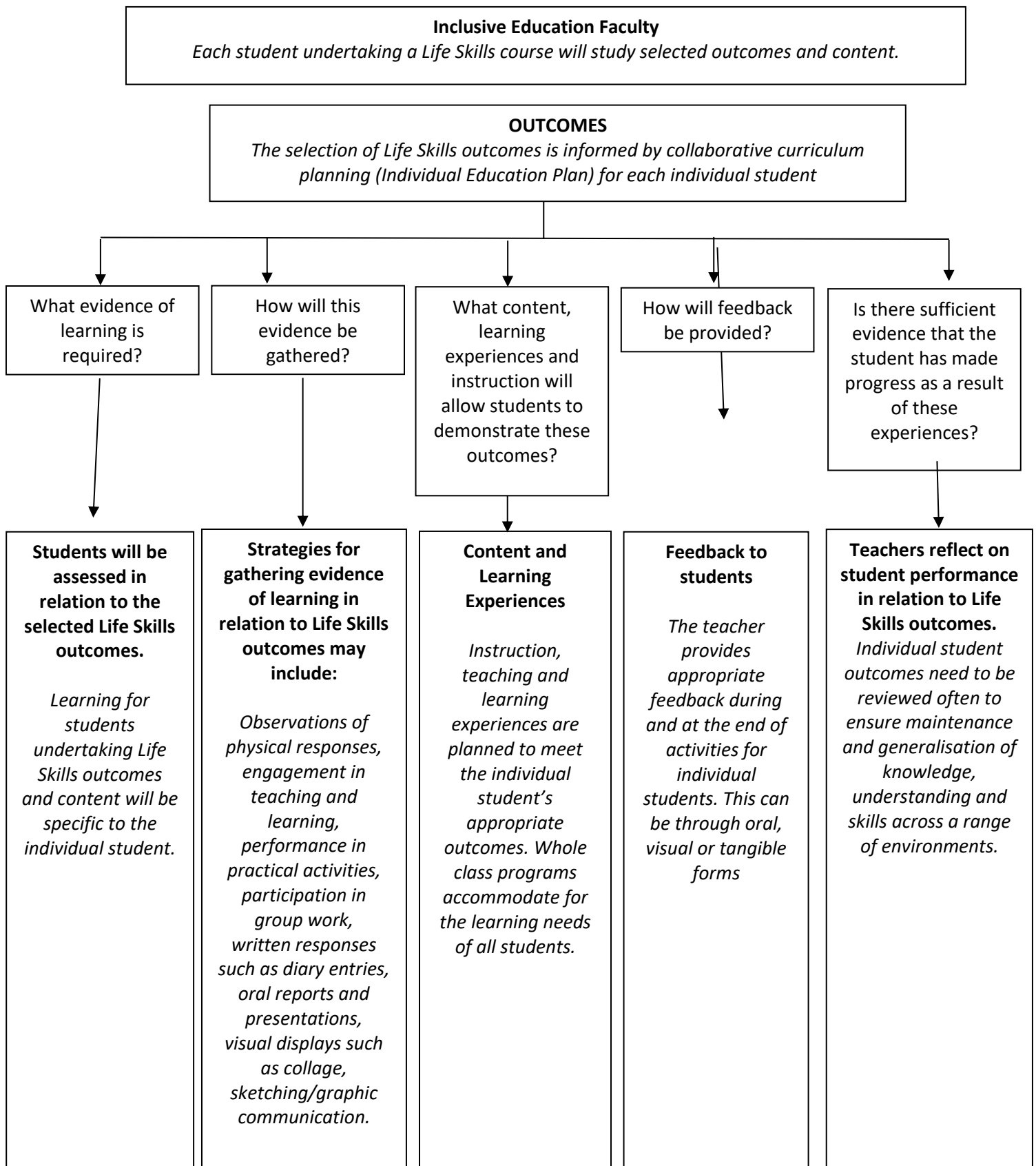
In Year 7 – 11 the Principal, on advice from the Learning Support Team, provides for suitable disability provisions (eg additional time, separate supervision or even a reader and/or writer). Extensive medical evidence is required for such provisions. Disability provision forms can be obtained from the Head Teacher Teaching and Learning and must be returned to the Head Teacher Teaching and Learning, Mrs Graham, for consideration by the Learning Support Team at the next meeting. The Learning Support team utilises advice issued by NESA to help guide us in the level of provision provided at school.

Head Teachers for 2025

English	Mr Timothy Kearns
Creative and Performing Arts/LOTE	Ms Megan Vasilescu
HSIE	Mr Damian Knott/Ms Emma Wood
Inclusive Education	Ms Helen Alalikin
Learning and Support	Mrs Kim Upcroft
Mathematics	Ms Michelle Wise
PDHPE	Mr Anthony Jack
Science	Mr Fabio Caprarelli
Technology Mandatory	Mr Anthony Depalo
Wellbeing	Mrs Denise Maloney
Administration	Mr Damian Knott
Aboriginal Education	Ms Emma Wood

LEARNING SUPPORT: LIFE SKILLS ASSESSMENT

Please note once a student commences life skills in a subject they are no longer eligible to complete mainstream outcomes in future years.



LEARNING SUPPORT: A GLOSSARY OF KEY WORDS

These verbs as they will be commonly used in assessment tasks at Kellyville High School.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



Stage 4 - Illness and Misadventure Application Form

Full Name: _____

Year 7 Year 8
Please Circle

Date Form Submitted: _____

Completed by Student			Completed by Deputy		
Subject	Teacher	Assessment/ Examination	Approved /Declined	New Date	Outcome/Other
			A / D		
			A / D		
			A / D		
			A / D		
			A / D		
			A / D		

Did you attend the task/s on the due date? Yes / No If No complete

Details of the effect on my performance are: _____

a) Are you applying due to illness?** Yes / No ***Medical certificate is attached*
Date/s of Absence: _____ Details: _____

or

b) Are you applying due to misadventure*? Yes / No **Independent evidence is attached*
Details of the effect on my performance are: _____

- I consider that my assessment or examination performance will be / was affected by misadventure or an illness which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true and have attached appropriate documentation.

Student Sign: Parent Sign: Date:

Deputy Principal Sign: _____ Date: _____

Office Use Only

Outcome forwarded to:

Head Teacher Year Advisor Class Teacher Student

Processed by: _____ Date: _____



**Stage 4
Request for Review of Assessment**

Name: _____

Class: _____

Subject: _____

Teacher: _____

Task: _____

Due Date: _____

Reason for review:

Supporting evidence:

APPROVED / NOT APPROVED

Comment:

Deputy Principal: _____

Date: _____

Notifications: Student/Parent Staff/Executive/LST File

INDIVIDUAL ASSESSMENT CALENDAR

TERM 1 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
Jan 27 – Jan 31	0	Australia Day	School Holidays	School Holidays	School Holidays	School Development Day	
Feb 3 – Feb 7	1A	School Development Day	School Development Day	School Development Day	All students return		
Feb 10 – 14	2B						
FEB 17 -21	3A						
FEB 24 – 28	4B						
Mar 3 – Mar 7	5A						
Mar 10 – MAR 14	6B						
MAR 17 – 21	7A						
MAR 24- 28	8B						
MAR 31 – Apr 4	9A						
Apr 7 - 11	10B					Last day term 1	

TERM 2 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
APRIL 28 – May 2	1A	School Development Day	School Development Day	All students return			
MAY 5- 9	2B						
MAY 12 – 16	3A						
MAY 19 -23	4B						
MAY 26 – 30	5A						
Jun 2 – 6	6B						
JUN 9 - 13	7A	Public Holiday					
JUN 16 – 20	8B						
JUN 23 – 27	9A						
Jun 30 - July 4	10B					Last day term 2	

TERM 3 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JUL 21 – 25	1A	School Development Day	All students return				
JUL 28 – AUG 1	2B						
AUG 4 – AUG 8	3A						
AUG 11 – 15	4B						
AUG 18 – 22	5A						
AUG 25 – 29	6B						
SEP 1 – SEP 5	7A						
SEP 8 – 12	8B						
SEP 15 – 19	9A						
SEP 22 - 26	10B					Last day term 3	

TERM 4 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
OCT 13 – 17	1A	School Development Day					
OCT 20 – 24	2B						
OCT 27 – 31	3A						
NOV 3 – 7	4B						
NOV 10 – 14	5A						
NOV 17 – 21	6B						
NOV 24 – 28	7A						
DEC 1 – DEC 5	8B						
DEC 8 – 12	9A						
DEC 15 - 19	10B					Last day term 4	