



PORT HACKING HIGH SCHOOL

**YEAR 8
ASSESSMENT
POLICY
2023**

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OVERVIEW

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- a) **followed** the course developed by each faculty; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes

SCHOOL ASSESSMENT AND REPORTING

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks or grades in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements.

From 2021, there will be no weightings on formal assessment tasks for Years 7 – 10.

Outcomes on reports will not be mapped to marks from assessment tasks, but will include professional teacher judgement based on both informal and formal assessment, and both formative and summative assessment tasks and aligned to the common grade scale and subject specific grade descriptors.

What is Formative and Summative Assessment?

Formative and summative assessment are two functions of assessment that work together to monitor and evaluate a student's progression along their learning path, to provide constructive feedback and for judgment against local and/or national standards.

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work, and assists teachers to recognise where students may be struggling and address problems immediately. Formative assessments are generally *low stakes*, which means that they have low or no point value.

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value. For example an assessment task or end of year examination.

COURSE ASSESSMENT SCHEDULES

The course assessment schedule is set out in the assessment booklet. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place. The date of each assessment task will be provided by the classroom teacher at **least two weeks prior to the task**.

SCHOOL ASSESSMENT POLICY

It is essential that students ensure they are present for and complete all assessment tasks. **If a student is absent on the day of an assessment task, he or she must contact the school to explain the absence, and then provide the classroom teacher with a letter from a parent/guardian explaining the reason for the absence on the first day of their return**, regardless of whether or not a lesson in that subject is timetabled on that day.

- Holidays/travel are NOT considered a valid excuse for missing an assessment task/exam OR for requesting an alternate date for the task/exam.
- Technological malfunctions are not automatically considered a valid excuse. (See next page)

If a task is missed with no valid reason parents will be contacted and students will be expected to complete the task in lunchtime catch ups.

Late Handing in of Tasks/Assignments due to absence

The student must contact the teacher on the first day of attendance after the missed submission date, regardless of whether or not a lesson in that subject is timetabled on that day. If the late handing in of a task, or request for an extension of time to submit that task, is not explained by a letter from a parent/guardian, **a zero mark** will be recorded for that task.

Where there is no valid reason for non-completion of an assessment task, a zero mark must be recorded for that task.

Malpractice and Plagiarism

A zero mark will be recorded for tasks where malpractice or plagiarism is involved. Malpractice is defined as failing to comply with the Rules of Conduct set out by the School (see below). Plagiarism is “when you pretend that you have written or created a piece of work that someone else originated.” Candidates who do not comply with these rules or who engage in malpractice in assessment tests or examinations, or in the preparation of assessments, will receive no marks for that task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes.

Assessment Policy Addendum (Inserted 12 May, 2023)

Use and Detection of Artificial Intelligence (AI)

It is important that the school and students take every measure to maintain the integrity of assessment tasks and to ensure that assessment task results are both valid and reliable. These measures include taking all available measures to ensure that students abide by the principles underlying "All My Own Work".

In January 2023, the NSW Department of Education has publicly announced that the use of generative AI programs (one example is ChatGPT) are banned in NSW public schools.

The emergence of generative AI programs has proven a challenge to ensuring the integrity of all assessment tasks. Therefore, **the use of artificial intelligence (AI) programs to either generate, write, modify, improve, edit or review student submissions is prohibited.**

At Port Hacking High School, most pre-prepared submissions are uploaded to Canvas. Once submissions are uploaded, a third-party software program, Turnitin, reviews all submissions and generates plagiarism and AI reports. Turnitin is a highly reputable plagiarism and AI detection software program. Turnitin will capture the use of AI for any reason.

Students should not use AI in ANY capacity when creating and reviewing their work. This includes using AI to:

- generate all or part of an assessment task;
- improve the standard of their work;
- review or edit work for spelling, punctuation, sentence structure or general language use or;
- run their work through an AI detection tool.

Additionally, students must assure that they adhere to all assessment task requirements which may include:

- specifying the software program/s allowed to be used to create the student's work eg for text based tasks only Microsoft Word and/or Google Docs can be used. (Both these programs are provided free to NSW Department of Education students.) This means, that this software is the only software that can be used in the creation of a student's work and only the embedded tools in these software programs are to be used.
- ensure that "track changes" is turned on from the time a student begins to create their task.
- ensure that at no time do they use or does their work come into contact with any software programs apart from those allowed by the assessment notification.

Non-serious attempts in assessment tasks and examinations

Any student who enters a non-serious attempt (including but not restricted to inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments, inappropriate diagrams or not making a genuine effort) will receive zero marks for that assessment task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes and avoid an n-warning; however, a zero will be recorded as the mark for the task.

Rules of Conduct

- a) Where a task takes the form of a test or examination, the teacher's instructions must be followed at all times.

Candidates must:

- NOT speak to any person other than the teacher during the examination.
- NOT behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
- NOT bring mobile phones into the exam room. All mobile phones are to be turned off and left in students' bags. Mobile phones are not to be in students' pockets.
- NOT wear a watch of any kind.

Nor may any books, notes, paper or equipment other than that specifically permitted by the teacher be taken into the room where the exam is taking place.

- b) All tasks must be the work of the student submitting them. All sources used in preparation of a task must be acknowledged. Teachers will use their professional judgement to decide what is the student's own work.
- c) Any attempt at malpractice or plagiarism will result in a zero mark.

Technology Problems:

Problems with computers crashing and printers not working may be a reason to apply for an extension. However it will not be automatic that a student has an extension granted due to a technology malfunction. A student will be required to show evidence of their work in order to be considered an extension. This evidence may be in the form of a:

- draft printout of the task
- handwritten draft version of the task
- USB handed to the teacher containing an electronic version of the task
- OR the student may email the completed assessment to the teacher

A student:

- must keep a back-up copy of tasks in progress. The school recommends this be done through the use of the DoE portal email. Students can email their work (as they progress through it) to their own email address, thereby having it accessible to show their teacher on request
- will be awarded a zero mark if they are unable to show evidence of the task in draft form
- must not expect to be granted an extension if they leave the printing of the task until the night before it is due, and then find that they experience technology problems
- must be able to supply independent evidence of computer malfunction (eg letter from a computer company)

SUBJECT INFORMATION

CREATIVE AND PERFORMING ARTS

Students will complete a different CAPA Rotation each semester.

Semester 1 – Music

Semester 2 – Dance and Drama (not formally assessed)

DANCE

	Semester 1 TASK 1	Semester 2 TASK 1
	Term 2 Week 4/5	Term 4 Week 4/5
Unit/Topic	Performance & Composition	Performance & Composition
Type of Task	Performance Composition	Performance Composition
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

DRAMA

	Semester 1 TASK 1	Semester 2 TASK 1
	Term 2 Weeks 4/5	Term 4 Weeks 4/5
Unit/Topic	Performance & Composition	Performance & Composition
Type of Task	Performance Playbuilding	Performance Playbuilding
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

MUSIC

	SEMESTER 1 TASK 1	SEMESTER 2 TASK 1
	Term 2 Week 4/5	Term 4 Week 4/5
Unit/Topic	Popular Music	Popular Music
Type of Task	Popular Music Individual and Ensemble Performances - formative and summative	Popular Music Individual and Ensemble Performances - formative and summative
Outcomes	4.1, 4.2, 4.3, 4.7, 4.9	4.1, 4.2, 4.3, 4.7, 4.9
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

	TASK 1	TASK 2
	Term 2 Week 3	Term 4 Week 3
Unit/Topic	Portraiture	Patterns in Nature
Type of Task	Mixed Media Portraits	Edition of prints
Outcomes Assessed	4.1, 4.2, 4.3, 4.5, 4.6	4.1, 4.2, 4.3, 4.4
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

ENGLISH

	TASK 1	TASK 2	TASK 3
	Term 1 Week 8	Term 2 Week 7	Term 4 Week 2
Unit/Topic	Speculative Fiction Film study	The Power of Literature	Australian Perspectives - Poetry
Type of Task	Viewing and Responding	Persuasive Letter	Extended Response
Outcomes Assessed	EN4-1A, EN4-2A, EN4-6C	EN4-3B, EN4-5C, EN4-7D	EN4-1A, EN4-3B, EN4-5C, EN4-8D
Form	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

HSIE

HISTORY – SEMESTER 1

	TASK 1	TASK 2	TASK 3
	Term 1 Week 7	Term 2 Week 2/3	Term 2 Week 5
Unit/Topic	The Western and Islamic World	The Western and Islamic World and Expanding Contacts	The Western and Islamic World and Expanding Contacts
Type of Task	Research task	Book work	Examination
Outcomes Assessed	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9	HT4-1, HT4-7,	HT4-2, HT4-3, HT4-4, HT4-6, HT4-10
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

GEOGRAPHY – SEMESTER 2

	TASK 1	TASK 2	TASK 3
	Term 3 Week 7	Term 4 Week 2/3	Term 4 Week 5
Unit/Topic	Research Task Place and Liveability	Bookwork	Yearly Examination – Place and Liveability and Interconnections
Type of Task	Hand in	In Class	Examination
Outcomes Assessed	GE4-3, GE4-4, GE4-6, GE4-8	GE4-8	GE4-1, GE4-2, GE4-5, GE4-7
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

LANGUAGES

FRENCH

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6
Unit/Topic	Welcome to France	Family & Pets	Food & Places in Town	All Units
Type of Task	Role play	Written Piece	Digital Presentation	Exam
Outcomes Assessed	LFR4-1C, LFR4-5U, LFR4-7U	LFR4-4C	LFR4-6U, LFR4-8U	LFR4-2C, LFR4-3C, LFR4-6U
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

MATHEMATICS

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 3	Term 4 Week 3
Unit/Topic	<ul style="list-style-type: none"> Financial Mathematics Data Analysis 	<ul style="list-style-type: none"> Financial Mathematics Data Analysis Index Laws and Roots 	<ul style="list-style-type: none"> Geometry Algebra Pythagoras' Theorem Length, Area and Volume 	<ul style="list-style-type: none"> Length, Area and Volume Linear Equations Rates and Ratios
Type of Task	Take home Investigation Style Task with a Calibration Test	In class written test	In class written test	In class written test
Outcomes Assessed	MA4-1WM, MA4-2WM, MA4-3WM MA4-6NA, MA4-19SP, MA4-20SP	MA4-1WM, MA4-2WM, MA4-3WM MA4-6NA, MA4-19SP, MA4-20SP, MA4-9NA,	MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA4-18MG MA4-8NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-16MG,	MA4-1WM, MA4-2WM, MA4-3WM, MA4-12MG, MA4-13MG, MA4-14MG, MA4-7NA, MA-11NA,
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
Unit/Topic	Positive Choices	Sports Skills 1	Why Should I Be Active?	Sports Skills 2
Type of Task	On Line Topic Test	Practical Application	Research Task	Practical Application
Outcomes	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-9	PD4-4, PD4-5, PD4-8, PD4-9, PD4-11	PD4-6, PD4-7, PD4-8, PD4-10	PD4-4, PD4-5, PD4-8, PD4-9, PD4-11
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

SCIENCE

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4
Unit/Topic	Living Things	Ecosystems	Captain Planet	Forces
Type of Task	IN CLASS EXAMINATION	KNOWLEDGE & SKILLS TEST	STUDENT RESEARCH PROJECT (SRP)	YEARLY EXAMINATION
Outcomes Assessed	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS SC4-10PW SC4-12ES	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS SC4-14LW SC4-15LW	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS SC4-12ES SC4-13ES	SC4-7WS SC4-8WS SC4-9WS SC4-16CW SC4-17CW
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

TECHNOLOGY

Students will complete a different TAS Rotation each semester.

An example of a pattern of study is:

Semester 1- TAS- Home Economics

Semester 2- TAS- IA

HOME ECONOMICS

	Semester 1		Semester 2	
	TASK 1	TASK 2	TASK 1	TASK 2
	Semester 1 Term 1 Week 9	Semester 1 Term 2 Week 4	Semester 2 Term 3 Week 9	Semester 2 Term 4 Week 4
Unit/Topic	Technology Mandatory Materials Technologies OR Food and Agricultural Technologies	Technology Mandatory Materials Technologies & Food and Agricultural Technologies	Technology Mandatory Materials Technologies OR Food and Agricultural Technologies	Technology Mandatory Materials Technologies & Food and Agricultural Technologies
Type of Task	In online class test	Practical Application	In online class test	Practical Application
Form	Take home ✓ In class Examination	Take home ✓ In class Examination	Take home ✓ In class Examination	Take home ✓ In class Examination

INDUSTRIAL ARTS

	SEMESTER 1 OR 2	
	TASK 1	TASK 2
	Semester 1 Term 1 Week 8 Semester 2 Term 3 Week 8	Semester 1 Term 2 Week 6 Semester 2 Term 4 Week 6
Unit/Topic	Engineered Systems OR Materials Technologies 2	Engineered Systems OR Materials Technologies 2
Type of Task	Practical/Workbook OR Practical/Folio	Practical/Workbook OR Practical/Folio
Outcome Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination