

Student Name: _____

Ballina High School



YEAR 8

2016

Stage 4

ASSESSMENT GUIDELINES

This booklet is issued for the information of students and parents.

The booklet contains information on the school's assessment procedures.

Please read its contents carefully.

You will be required to sign for your handbook for our records.

If you have any queries, please contact the Deputy Principal, Mr Parker.

FILE IN A SAFE PLACE

Stage 4 Assessment Booklet

Contents

1. The Award of the Record of School Achievement
2. Satisfactory completion of course
3. Responsibilities of Stage 4 students
4. School based assessment- allocation of grades
5. Submission of Tasks
6. Students who submit tasks late
7. Forms
 - a. Illness or Misadventure Application
 - b. Assessment Template
8. Assessment Schedules

1. THE AWARD OF THE RECORD OF SCHOOL ACHIEVEMENT – (RoSA)

1.1 REQUIREMENTS

To qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board’s curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

1.2 ELIGIBILITY

A student who is given an ‘N’ determination in a mandatory course will not be eligible for a Record of School Achievement. Transcripts of study will list the mandatory course(s) in which an ‘N’ determination has been awarded and grades in any Stage 5 courses that have been satisfactorily completed. The document will carry the statement Not Eligible for the Record of School Achievement.

A student who is given an ‘N’ determination in an additional course in Stage 5 retains eligibility for the Record of School Achievement provided that all mandatory requirements are met.

1.3 MANDATORY CURRICULUM REQUIREMENTS FOR THE AWARD OF RoSA

| | |
|--|---|
| English | 500 hours by the end of Year 10 |
| Mathematics | 500 hours by the end of Year 10 |
| Science | 500 hours by the end of Year 10 |
| Human Society and Its Environment | 400 hours by the end of Year 10. Must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5. |

| | |
|--|---|
| Languages Other than English | 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8. |
| Technological and Applied Studies | 200 hours by the end of Year 10 |
| Creative Arts | 200 by the end of Year 10 100 in Music 100 in Visual Arts |
| Personal Development, Health and Physical Education | 300 hours by the end of Year 10 |

Students also are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by the Board of Studies. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

ELECTIVE SUBJECTS:

At Ballina High School students must study 2 electives each year. One elective must be studied for 200 hours (Year 9 & Year 10). Students may wish to change their second elective in Year 10. Electives available at Ballina High school are:

Drama
Food Technology
Industrial Technology – Metal
Industrial Technology – Timber
Information & Software Technology
Marine Studies
Music
Photography & Digital Media
Physical Activity & Sports Studies
Visual Arts

2. SATISFACTORY COMPLETION OF A COURSE

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; 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

2.1 ATTENDANCE

In addition to meeting the satisfactory effort and achievement in the courses, a student must have a satisfactory record of attendance.

Where a student's attendance pattern may jeopardise the satisfactory completion of a mandatory and/or Stage 5 course, the reason for absence and its likely effect on the student's course progress should be established.

As a guide, if a student's attendance falls below 85% of the school's programmed lesson time for a course, the Principal may determine that as a result of the absence, the above course completion criteria may not be met.

2.2 'N' DETERMINATIONS

Principal's delegation – authority to determine satisfactory completion of a course for the Record of School Achievement.

The Board has delegated to principals the authority to determine whether candidates for the award of the Record of School Achievement have satisfactorily completed the mandatory curriculum requirements for the award of the Record of School Achievement.

3. RESPONSIBILITIES OF STAGE 4 STUDENTS

- Attending school regularly
- Completing each assessment task to the best of their ability
- Ensuring that any questions they have about marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back
- Demonstrating that through effort and achievement they have met all the requirements of their course

4. SCHOOL BASED ASSESSMENT - ALLOCATION OF GRADES

- In English, Science, History, Geography, Personal Development, Health, and Physical Education and the elective subjects, the school based assessment is reported using grades, A, B, C, D, E based on Course Performance Descriptors issued by the Board of Studies.
- In Mathematics the school based assessment is reported across the year at the end of Year 10 using the grades A10, A9, B8, B7, C6, C5, D4, D3, E2 based on Course Performance Descriptors issued by the Board of Studies.
- A student who does not meet one or more of the Board of Studies requirements for satisfactory completion of a course will receive an "N" award.
- The Board of Studies has developed General Performance Descriptors describing varying levels of student achievement. These descriptors are grouped into five different levels, ranging from limited to outstanding. The school will match students to the descriptors that best fits their overall achievement. The grade that corresponds with that descriptor is then awarded to the student.
- A copy of the assessment schedules for all subjects has been included in this booklet.

THE GENERAL PERFORMANCE BAND DESCRIPTORS

- No predetermined percentage of students is allocated to any grade.
- The descriptors below apply to all courses, with some variations in Mathematics.
- More specific Course Performance Descriptors apply to each individual subject.

| |
|---|
| Grade A Outstanding Achievement |
| The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| Grade B High Achievement |
| The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| Grade C Sound Achievement |
| The student has a sound knowledge and understanding of the main areas of the content and has achieved an adequate level of competence in the processes and skills. |
| Grade D Basic Achievement |
| The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| Grade E Limited Achievement |
| The student has an elementary knowledge and understanding in a few areas and has achieved limited competence in some of the processes and skills. |

5. SUBMISSION OF TASKS

- All tasks must be submitted with the cover sheet on the due date.
- Students are required to complete all scheduled assessment tasks. If a student is unable to complete a task, he/she should notify the school as soon as possible and alternative arrangements will be made. An illness/misadventure form must be completed.
- For an unexpected absence on the day of an assessment task, the student's parents/caregivers must contact the school. An illness/misadventure form must be completed within two school days.
- Students who fail to complete assessment tasks will be sent a Non-completion (N) warning letter and will be expected to complete the task,

6. STUDENTS WHO SUBMIT TASKS LATE

Students who submit tasks after the due date without a verified excuse (an illness/misadventure form completed) will be required to:

- Complete the task in a negotiated timeframe with the class teacher
- If the student misses the negotiated deadline the Head Teacher will negotiate a new time
- If the student fails to complete then phone call home and first warning letter.
- The task must still be completed and outcomes will be assessed.

7. ILLNESS OR MISADVENTURE

If you are absent on the day a task is due in you must see the Head Teach of that subject when you next return to school and complete an illness or misadventure form. The Head Teacher will then negotiate the completion of the task.

**BALLINA HIGH SCHOOL
ILLNESS OR MISADVENTURE APPLICATION**

Must be submitted within 2 school days of the due date or before due date if applying for an extension

ILLNESS

MISADVENTURE

Student Name:..... Year:.....

Subject/Course:..... Task Number:.....

Task Description:.....

Date Due:..... Due Time:.....

I wish to apply for special consideration for the following reasons:.....
.....
.....

The following documentary evidence is attached (e.g. doctor's certificate, letter from parent or guardian).....

The school was contacted by phone Yes No

Date of Contact:.....

Student's Signature:.....

Parent/Guardian's Signature:.....

Date:.....

APPROVED NOT APPROVED

Decision/Reason.....
.....
.....

HEAD TEACHER'S SIGNATURE:..... DATE:.....

A copy of the completed form must be given to the student

Ballina High School



ASSESSMENT SCHEDULES

Year 8 Assessment Calendar 2016

| Week | Term 1 | Term 2 | Term 3 | Term 4 |
|------|--|--|---|--|
| 1 | | | | |
| 2 | | PE - Fitness | | |
| 3 | | HSIE – Ancient Civilisation Report | TAS - Food | English – Changing form Music - Keynote |
| 4 | Maths – Algebra TAS - Safety | English – Test short film PE – Track and Field Music – written response | Maths - Numbers | Maths - Homework PE – Throw, catch and strike |
| 5 | English – Poem HSIE – Timeline Visual arts – diary | Visual arts – artworks PE – beach safety | Science - Research English – Life Stories PE – Dance | TAS – Computer International Cuisine - Culture |
| 6 | Science Practical Task PE – Gymnastics Music – performance | Science- Exam Maths – Exam PE - Exam | Music notation Visual Arts- Ceramics International Cuisine - Research | HSIE – Indigenous Peoples Multi Media – School Promotion Visual arts – graphic painting PE – Exam |
| 7 | Visual arts – analysis Maths - measurement | Multi Media – SketchUP Music – performance International Cuisine - Practical | HSIE – Medieval Europe Music – performance | Science Yearly Exam Music – Performance Maths - Exam |
| 8 | Music – Keynote TAS - Timber | Visual arts- article TAS - Metal | Maths - Geometry | Science Class Work (ongoing) English – Game |
| 9 | Multi Media – Portrait International Cuisine - Hygiene | English – Short film PE – Throw and Pass | Science - Communication | |
| 10 | English – Sustainability | Maths- Homework | English – Life Stories PE – Kick and Pass | |

English Year 8

| Task | Weighting | Date |
|-------------------------------|-----------|--------|
| Sustainability – Poem | 10% | Term 1 |
| Sustainability – Presentation | 15% | Term 1 |
| Short Film – Test | 10% | Term 2 |
| Short Film – Film | 15% | Term 2 |
| Life Stories – Analysis | 15% | Term 3 |
| Life Stories – Composition | 10% | Term 3 |
| Horror – Changing Form | 15% | Term 4 |
| Horror – Game | 10% | Term 4 |

Maths Year 8

| Task | Weighting | Date |
|-------------------------|-----------|--------|
| Algebra Task | 10% | Term 1 |
| Measurement Task | 10% | Term 1 |
| Half-Yearly Examination | 20% | Term 2 |
| Class/Home Work | 5% | Term 2 |
| Number Task | 10% | Term 3 |
| Geometry Task | 10% | Term 3 |
| Yearly Examination | 30% | Term 4 |
| Class/Home Work | 5% | Term 4 |

Science Year 8

| Task | Weighting | Date |
|--|-----------|--------|
| Practical Task | 20% | Term 1 |
| Half Yearly Examination | 10% | Term 2 |
| Investigative Research Project | 20% | Term 3 |
| Communicating Information | 20% | Term 3 |
| Class Work (Ongoing through terms 1-4) | 20% | Term 4 |
| Yearly Examination | 10% | Term 4 |

History Year 8

| Task | Weighting | Date/Term |
|-----------------------------------|-----------|-----------|
| Timeline Construction | 25% | Term 1 |
| Ancient Civilisation | 25% | Term 2 |
| Medieval Europe | 25% | Term 3 |
| Aboriginal and Indigenous Peoples | 25% | Term 4 |

Music Year 8

| Task | Weighting | Date |
|------------------------------|-----------|--------|
| Performance "Black Boy" | 10% | Term 1 |
| Keynote Aboriginal Performer | 10% | Term 1 |
| Written Response Rock Bands | 10% | Term 2 |
| Performance Rock Band | 10% | Term 2 |
| Notation Test | 15% | Term 3 |
| Performance 2 Rock Band | 15% | Term 3 |
| Keynote Film Composer | 15% | Term 4 |
| Performance Improvisation | 15% | Term 4 |

Visual Art Year 8

| Task | Weighting | Date |
|-----------------------|-----------|--------|
| Diary: Critical Study | 5% | Term 1 |
| Study: Analysis | 5% | Term 1 |
| Portrait Artworks | 25% | Term 2 |
| Article | 10% | Term 2 |
| Ceramics | 25% | Term 3 |
| Study: Presentation | 10% | Term 3 |
| Graphics Painting | 20% | Term 4 |

PD/Health/PE - Semester One Year 8

| Task | Weighting | Date |
|-----------------|-----------|---------------|
| Gymnastics | 22% | Term 1 Week 6 |
| Fitness | 22% | Term 2 Week 2 |
| Track and Field | 22% | Term 2 Week 4 |
| Beach safety | 10% | Term 2 Week 5 |
| Exam | 24% | Term 2 Week 5 |

PD/Health/PE - Semester Two Year 8

| Task | Weighting | Date |
|-------------------------|-----------|----------------|
| Throw and Pass | 16.5% | Term 2 Week 9 |
| Basic Ballroom Dance | 16.5% | Term 3 Week 5 |
| Kick and Pass | 16.5% | Term 3 Week 10 |
| Throw, catch and strike | 16.5% | Term 4 Week 4 |
| Exam | 34% | Term 4 Week 6 |

TAS Year 8

| Task | Weighting | Date |
|---------------------------------------|-----------|--------|
| Safety Tests | 20 | Term 1 |
| Timber Practical & Portfolio | 20 | Term 1 |
| Metal Practical & Portfolio | 20 | Term 2 |
| Food Technology Practical & Portfolio | 20 | Term 3 |
| Computing Technology & 3D Printing | 20 | Term 4 |

International Cuisine Year 8

| Task | Weighting | Date |
|---------------------|-----------|--------|
| Hygiene and safety | 20% | Term 1 |
| Practicals | 20% | Term 2 |
| Research Questions | 20% | Term 3 |
| Cultural Assignment | 40% | Term 4 |

Multimedia Year 8

| Task | Weighting | Date |
|--------------------|------------------|-------------|
| Portrait of a year | 30% | Term 1 |
| SketchUP | 30% | Term 2 |
| School Promotion | 40% | Term 4 |

