

Gosford High School



Integrity - Excellence - Spirit
Diversity - Opportunity

Year 8

Assessment Policy & Schedules

2022

This booklet contains essential information for students attempting courses in Year 8 2022. This booklet:

- specifies the assessment tasks and the weighting for each task
- provides a schedule of the tasks for each course
- outlines the school's assessment policies and procedures

Please become familiar with this document and retain it for future reference.

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A message from the Principal

At Gosford High School, ongoing assessment is used to determine the level of achievement for each student in each course. The term 'assessment' means the process of identifying, gathering and interpreting information about student learning. Completion of all assessment tasks is mandatory. These tasks form part of the assessment program of each course and may include tests, class tasks, written or oral assignments, practical activities, fieldwork and projects. Tasks are required to be completed on or by the scheduled dates and times which are announced at least two weeks in advance.

Student performance is measured against course performance descriptors designed by the NESA to indicate to teachers how to grade student work. Teachers use these course performance descriptors to describe student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents/ caregivers through a school report. It is important that parents and students use the grade and comments on reports to evaluate student achievement and effort and that each student strives to achieve their personal best.

This booklet contains the Assessment Procedures and Course Assessment Schedules for students beginning their assessment programs for the Year 8 2022 at Gosford High School. Students need to ensure that they have read and understood the requirements so that they are aware of their responsibilities and those of the school with regard to assessment. This handbook is a useful guide for all students – it can assist them to effectively plan ahead and take responsibility for managing their own learning in 2022. Students who are unclear about procedures or their responsibilities should arrange an interview with the Year 8 Adviser or contact the Deputy Principal.

Yours in education,



Michael Smith
Principal

SATISFACTORY COMPLETION OF A COURSE

When students enter Stage 4 they are commencing a pattern of study that eventually will result in the student being eligible for a Record of Student Achievement. 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 by NESA; 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. Attendance at school is considered to be an important component for the satisfactory completion of a course. As a guide, if a student's pattern of attendance does become an issue, the Principal may determine that, as a result of frequent absence, the above criteria may not be met. Clearly, absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

NESAS STAGE 4 MANDATORY STUDY REQUIREMENTS

Based on the Education Act requirements, NESAS has determined that for students to be eligible for a Record of Student Achievement they are required to study the following subjects:

- English, in each of Years 7 to 10
- Mathematics, in each of Years 7 to 10
- Science, in each of Years 7 to 10
- Geography and/or History in each of Years 7 to 10
- PDHPE, in each of Years 7 to 10
- Technology (Mandatory) in Years 7 and 8
- Visual Arts in Year 7 or 8
- Music in Years 7 or 8
- Languages in either Years 7 or 8

ASSESSMENT POLICY AND PROCEDURES

The Gosford High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NES requirements
- A fair and equitable environment in which each student can achieve individual excellence

Assessment programs are designed for each course. These:

- Identify the student tasks which best measure each component.
- Specify values to be applied to each of the tasks to maintain the relative importance of each of the components.
- Schedule the various tasks throughout the course.

An Assessment schedule for students is included in this booklet. This schedule includes:

- The components and weights for each course, and the week the tasks are due.
- Any changes to assessment dates must be given in writing and with two weeks' notice approved by the Deputy Principal except where an extension of time is notified.

PRINCIPLES OF EFFECTIVE ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students' what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

Satisfactory completion of a course

For the satisfactory completion of a course, it is your responsibility to:

- (a) follow the course developed or endorsed by NESAs; and
- (b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework completed, and your level of achievement. If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

SCHOOL ASSESSMENT PROCEDURES

Students will complete school-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects.

THE SCHOOL'S RESPONSIBILITIES

The NSW Education Standard Authority (NESAs) syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components.

Each school will determine:

- a. The practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based
- b. The weightings to be allocated to each task.

Schools are required to develop an assessment program for each of their courses.

This involves the following *responsibilities*:

- a. Number of tasks that will be used to measure students' achievement in each syllabus component
- b. Allocating weightings to each of the tasks
- c. Scheduling tasks
- d. Informing students at least two weeks in advance, in writing of:
 - the components and their weightings for each task
 - the general nature of each assessment task
 - a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task
 - the weight value of each task in relation to the total weighted mark for the course
 - details of administrative arrangements associated with each task
 - details of the school's policy on malpractice in assessment tasks
 - details of the procedures to be implemented if tasks produce invalid or unreliable results
 - details of the procedures for dealing with student appeals arising from assessment tasks
- e. Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
- f. Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt

School Principals have the authority to grant disability provisions for assessment tasks.

<http://ace.nesa.nsw.edu.au/ace-8072>

STUDENT'S RESPONSIBILITIES

This involves the following *responsibilities*:

- Meeting all course and school requirements including attendance at classes
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- Being aware of and following assessment requirements and procedures
- Making a serious attempt in all assessment tasks.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and or matching etc
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the questions/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- Including frivolous or objectionable material
- Bringing unauthorised notes into the assessment or examination
- Accessing and/or copying information from an electronic device

- Purchasing and modifying a commercial product and submitting this as their own project
- Using online translation tools
- Using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
- Tasks will have to **be redone** in order to meet course outcome requirements but the **zero mark will remain**
- ***Personal honesty – work submitted must be the student’s own work, and sources which have been consulted or quoted must be acknowledged***
- Submitting all tasks on or before the due date
- Being present for all ‘in-class’ tasks and examinations
- ***Understanding malpractice***

ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This assessment booklet provides you with an assessment schedule for each of your courses. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting.

NOTIFICATION OF ASSESSMENT TASKS

Students will be notified of the **due date** and **details** of an assessment task in writing at least two weeks before the task.

The written notification details of each task must include:

- The date and time of when the task will take place or when the task is due
- Components and their weighting as specified in the course assessment schedule
- The general nature (mode) of the assessment task
- The weight value of the task in relation to the total weighted mark for the course as specified in this policy
- Where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks’ notice provided the task is not being brought forward. If there are **any changes of date, students will receive an amended written notification.**

NOTE: The written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in the assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, term and week) from that listed in the assessment schedule in this assessment booklet.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided where ever possible. Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. In each case when submitting an assessment task, students are required to use the 'Assignment/Assessment Task Cover Sheet' included in this document (see page 37).

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Assessment Task Appeal Application** to the Deputy Principal (or if absent to the Principal) (see page 37 for a sample copy of form).

EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal using the school's **Assessment Task Appeal Application as soon as they are aware** of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task.

PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and a Principal approved school activity or leave, the student **MUST** notify the Deputy Principal. Students must complete an **Assessment Task Appeal Application before the end of the next school day**.

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Deputy Principal, submit an **Assessment Task Appeal Application** and complete the work at a time specified by the Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an **Assessment Task Appeal Application**.

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

Misadventure – refers to any other event beyond the student’s control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances.

It is the student’s responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of **ZERO** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Deputy Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Deputy Principal **IMMEDIATELY** if circumstances will prevent them from doing so.

Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Assessment Task Appeal Application** to the Deputy Principal.

A student may also submit an **Assessment Task Appeal Application** to the Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance in that task.

Students must immediately report to the Deputy Principal and submit an **Assessment Task Appeal Application** if they feel that an issue has arisen during a task which may have had an impact on their performance.

Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Deputy Principal before **9am** on the due date, or carry out the following procedures:

- a. **Notify the Deputy Principal by telephone before 9am** on the day that the assessment task is due. Speak to the Deputy Principal to make arrangements for the task to be submitted **AND**
- a. **Before 9am on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Assessment Task Appeal Application and submit the task**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time.

Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate **for the relevant time period. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACK DATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.** It is highly recommended that students request their doctor use the proforma provided on page 38 of this policy for this purpose. This is to be attached to the Application and given to the Deputy Principal before 9am on the day of their return to school (the first school day the student is not covered by the medical certificate). **A medical certificate that merely states a student was unfit for work/study is not acceptable.**

NOTE: In the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application:**

- a. Has not been submitted to explain their absence
- b. Has been submitted by the student but is not approved.

Absence on the day of an assessment task is to be conducted (exam, practical task, oral, test)

Students who are absent from school for a valid reason on the day of an assessment task **MUST:**

- a. **Notify the Deputy Principal by telephone by 9am** on the day of the assessment task and give an anticipated date for their return to school
- b. **Before 9am on the day of their return to school** (the first day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Assessment Task Appeal Application.** The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate certifying the illness **occurred on the day of the assessment task. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACK DATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.** It is highly recommended that students request their doctor use the proforma provided on page 38 of this policy for this purpose. This is to be attached to the Application and given to the Deputy Principal before 9am on the day of their return to school (the first school day the student is not covered by the medical certificate). **A medical certificate that merely states a student was unfit for work/study is not acceptable.**
- c. Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (the first school day the student is not covered by the medical certificate).

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Principal may authorise an estimate to be given.

Note: in the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application:**

- a. Has not been submitted to explain their absence on the day of their return (the first school day the student is not covered by the medical certificate) or
- b. Has been submitted by the student but is not approved.

Misadventure

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that short term **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student **MUST**:

- a. **On the day of the task**, see the Deputy Principal to obtain an **Assessment Task Appeal Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate time-frame to complete the **Assessment Task Appeal Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** obtain a medical certificate **for the relevant time period**.
- b. Return the completed **Assessment Task Appeal Application** to the Deputy Principal, with the independent evidence, as per the time-frame agreed upon.

Note: If you are receiving disability provisions refer to page 20 of this booklet.

In the case of a student who has completed an assessment task and has submitted an **Assessment Task Appeal Application** but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the following will apply:

- a. If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task
- b. If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher.

Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances

Limitations on Assessment Appeal Applications

You cannot submit an Assessment Appeal Application on the basis of:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Loss of study time or facilities
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- Misreading examination timetables or instructions
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

LATE SUBMISSION OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Deputy Principal receives a completed **Assessment Task Appeal Application** that provides an acceptable explanation for the late submission of a task (see page 35), the student will receive a **ZERO** mark for that task (see page 17).

GRANTING OF AN ASSESSMENT TASK APPEAL

If an **Assessment Task Appeal Application** has been upheld, then the Deputy Principal may:

- Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- Authorise for an estimate to be given
- Grant an extension of time
- Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

Note: an application for an Assessment Task Appeal is no guarantee that it will be upheld.

TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- When working at school, save the latest version of your work to your personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - Check the compatibility of your home software with the school's technology
 - Sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
 - Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

- Students are to adhere to the instructions in regard to the proctoring of the task, this may include supervision by teams or other digital platforms and the integrity of the task must be upheld with no involvement from third parties
- Submission of any digital task within the due time is the responsibility of the student
- Digital submission of any task constitutes a digital signature that the student has submitted their own work

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing.

(Note: printing at school should only be a last resort and must be completed before the due hand in time).

FEEDBACK

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students. Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher. For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or particular section).

ORAL/PERFORMANCE/PRACTICAL TASKS

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time.

ZERO MARKS

A **ZERO** will be awarded when a student:

- Submits a task late (without a valid reason)
- Does not attempt the assessment task (non-attempt)
- Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded
- Is found to be involved in substantial malpractice

In such cases:

- Parents/guardians will be informed in writing
- Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal

Students who do not make a serious attempt at assessment tasks will receive formal written notification.

MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. Malpractice includes, but is not limited to:

- Cheating
- Attempting to cheat
- Assisting others to cheat
- Colluding to facilitate either own advantage or advantage of another student.
- Submitting an assessment that was completed in a group and presenting it as individual work rather than completing it separately as per the notification.
- Copying someone else's work in part or in whole, and presenting it as their own
- Copying in an exam from other student or using information secretly brought in
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task in any way
- Breaching school examination rules
- Using non-approval aides during an assessment task
- Using online translation tools
- Contriving false explanations to explain work not submitted by the due date
- Altering of an assessment task that has already been marked
- Attempting to alter an assessment task that has already been marked

- Making up journal entries for a research project
- Copying information from an electronic device

If an allegation of malpractice is made by the class teacher or marker, it will be referred to the head teacher of the course. The incident will then be referred to an Assessment review panel for investigation where student(s) and their parents are made aware of the details and given an opportunity to respond. The decision with regard to malpractice having occurred will be made by the panel. The decision will be communicated in writing to the students with any penalty outlined. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

In all situations involving malpractice, the Principal will be aware of the circumstance

INVALIDITY OF ASSESSMENT TASKS

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration. An investigation will be undertaken by the Deputy Principal and Head Teacher of the faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- Negotiation with all students affected
- Implement an alternate task supplied for the whole or part of the original
- Mark adjustment to discount the invalid part of the test
- Other, as determined by the Head Teacher and Deputy Principal

QUERYING THE RESULT OF AN ASSESSMENT TASK

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. A teacher's professional judgement cannot be the basis of an appeal.

ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Assessment Task Appeal Application** must be submitted to the Deputy Principal no later than **2 days AFTER** the assessment task is submitted or completed. Only information provided with the application will be considered as part of the appeal process. The Deputy Principal assesses the assessment task appeal application to determine whether the student's application is to be upheld or declined. An **'Upheld'** determination is made after assessing that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify:

- no penalty being applied to the student's mark for the task
- an alternate task is scheduled
- a determination to estimate results to maintain rank or
- the application is classed as 'to be reviewed.'

If the assessment appeal application is **'Declined'**, no adjustments will be made. The **'Declined'** determination is made on the basis that the student **has not** followed the appropriate process to apply for consideration or provided sufficient evidence.

If a student has applied for special consideration using the **Assessment Task Appeal Application**, and the task is 'to be reviewed', the outcome will be determined by the Assessment Review Panel after completion of all assessment tasks.

Students who have received provisions under disability provisions procedures should not submit an assessment appeal application as their performance in the assessment task has been supported - unless the application would request review of separate circumstances.

Subsequent/alternate task submission

If students are absent due to illness or misadventure and they satisfy the requirements of the policy an alternate task will be organised by school executive. Once the task has been completed by the student they cannot then apply for special consideration for the same task.

Tasks to be reviewed at end of course

If a student completes a task but submits an assessment appeal form that has been assessed as 'to be reviewed', then the assessment review panel will review similar tasks to determine if disadvantage is evident. NOTE this cannot occur on multiple tasks within the course assessment schedule.

Task estimation to maintain rank

In exceptional circumstances it is not appropriate for the student to sit an alternate task in which case the Deputy Principal may determine the student's relative assessment rank is to be maintained.

A students' rank or mark cannot be provided on their school report until the review panels decision has been finalised. It is not the role of the Assessment review panel to determine a degree of disadvantage due to an illness, injury, or misadventure rather to determine if disadvantage has occurred through the comparison of similar tasks.

A further appeal may be lodged through the Principal to NESAs if the student is dissatisfied with the school review procedures.

ASSESSMENT CONCERNS

Where circumstances arise in the administration of the assessment of courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

DISABILITY PROVISIONS

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any assessment tasks. This can be negotiated with the Head Teacher Welfare and Learning and Support Teacher.

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESAs/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

PROCEDURES FOR TASK ADMINISTRATION

For separate classes completing the same course, Head Teachers are required to ensure:

- Students receive the same information to ensure consistency in the administration of the assessment task.
- Where possible, the task should be completed on the same day/period to protect the integrity of the task.
- All students have the same examination conditions and experiences.
- In subjects more than one class exists, all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

During an assessment task, students must turn off their mobile phone and place it in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- Be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement of the examination, test or assessment).
- Wear full school uniform to all examinations.
- Cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor.
- Complete an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal.
- **Follow** the examination supervisor's **instructions** at all times.
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- Not write, use any equipment including highlighters, or annotate the examination paper in any way during reading time.
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:

- ✓ **NESA awards zero** to any script in which only the multiple choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as **a non-attempt of the examination in that course.**
- You must not bring any of the following items into your assessments/exams:
 - ✓ Mobile phones
 - ✓ Programmable watches eg smart watches
 - ✓ Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
 - ✓ Stopwatches
 - ✓ Paper or printed or written material (including your exam timetable)
 - ✓ Dictionaries (except in language exams, if allowed)
 - ✓ Correction fluid or correction tape
- You cannot borrow equipment during assessments or exams. Exam supervisors may inspect your equipment when you enter the room and will tell you where to place unauthorised items.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- **Behave ethically** – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

REPORTING

- Each year you will receive two written reports during the year on your child's achievements at school. The Half Yearly Report includes assessments undertaken in Semester 1, and the Yearly Report is a summative report of all assessments completed during the course.
- The information contained in the written report is a summary of a student's achievement and is one of a number of ways that Gosford High School communicates with parents/caregivers about their child's progress. We also provide opportunities for you to meet with your child's teachers to discuss ways to work together to help them. Parent /teacher meetings are advertised in the Calendar section of the school website: <http://www.gosford-h.schools.nsw.edu.au> and on Sentral. Parents should contact the Head Teacher of a particular course listed in the first instance if support or clarification is required.

A student's progress is assessed using the following five point scale:

- **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.
- **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.

- **C – Sound Achievement:** 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.
- **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
- **E – Limited Achievement:** 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

Tips for Being a Successful Student

Be Organised

- The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when school work is due, and being able to find things when you need them. If you have your own room, make sure that all your books and equipment are in one place.
- Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment.
- Your school diary is a very useful resource that can help you get organised. Your diary has a calendar and a weekly planner where you can write when homework, assignments or other school work is due.
- Develop a habit of regularly writing in your diary and looking up the things you write.
- Your study guide is a great tool that can help you get organised. You can quickly glance over important dates and events. Your study guide works well with your diary if you regularly update your guide with dates you write in your diary.
- Your weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due. Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks.
- You should have separate exercise books for all subjects. You should use headings and subheadings for things you write and you should always date your work so it's easier to sequence.

Prioritise Your Time and Work

To prioritise means to make a decision on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.

Being organised, knowing when work is due and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important. Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.

Your **“To Do List”** will help you always feel in control and it will give you a sense of achievement. Your list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list. Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just school work. However, by prioritising you will be able to find a balance between everything that is important to you. It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there. School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use your weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.

Get Things Done

Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step. Your study schedule should help you work out how much time you have to complete each step.

Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.

You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

Creative & Performing Arts

MUSIC

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Composition	Performance	Listening	Performance	
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 10	Term 4 Week 3	
Outcomes	4.4, 4.5, 4.6, 4.10	4.1, 4.2, 4.3	4.7, 4.8, 4.9, 4.11	4.1, 4.2, 4.3, 4.12	
Performance		15		30	45
Composition	25				25
Listening			30		30
Total	25	15	30	30	100

English

Task	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Podcast	Written Response	Written Response	Speech	
Week	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9	Week 4	
Outcomes assessed	EN4-1A EN4-5C EN4-9E	EN4-3B EN4-6C EN4-8D	EN4-2A EN4-7D EN4-9E	EN4-1A EN4-4B EN4-7D	
Total %	25	25	25	25	100

History

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Investigating the Ancient Past	The Mediterranean World	The Western and Islamic World: Project / Night of the Notables	
Timing	Week 6, Term 1	Week 2, Term 2	Week 9, Term 3 = Project Week 10, Term 3 = Night of the Notables	
Outcomes assessed	HT4-1, HT4-1	HT4-7, HT4-10	HT4-8, HT4-9	
				Weighting %
Total %	25	25	50	100

Languages

FRENCH

<p>Outcomes</p> <p>Interacting LFR4-1C uses French to interact with others to exchange information, ideas and opinions, and make plans</p> <p>Accessing and Responding LFR4-2C identifies main ideas in, and obtains information from texts LFR4-3C organises and responds to information and ideas in texts for different audiences</p> <p>Composing LFR4-4C applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences</p> <p>Systems of Language LFR4-5U applies French pronunciation and intonation patterns LFR4-6U applies features of French grammatical structures and sentence patterns to convey information and ideas LFR4-7U identifies variations in linguistic and structural features of texts</p> <p>The Role of Language and Culture LFR4-8U identifies that language use reflects cultural ideas, values and beliefs</p> <p>*note that scripted languages such as Japanese have 9 outcomes in the new syllabus, non-scripted languages e.g. French have 8. The systems of language and role of language and culture are assessed through tasks focusing on interacting, accessing and responding and composing.</p>			TASK 1	TASK 2	TASK 3	TASK 4
	Due Date		Term 1 Week 8	Term 2 Week 7	Term 3 Week 6	Term 4 Week 3
	Topic		Introduction to France	Rate your Region	Leisure	Tell me a Story
	Format		Conversation & Topic Test	Video Advertisement	Conversation & Topic Test	Picture Book or Short Film
	Outcomes	Weightings				
	Interacting	20	10		10	
	Accessing and Responding	40	15		25	
	Composing	40	5	15		20
	TOTAL	100	30	15	35	20
	Outcomes		LFR4-1C, LFR4-2C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U	LFR4-4C, LFR4-5U, LFR4-6U	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-5U, LFR4-6U, LFR4-7U	LFR4-4C, LFR4-5U, LFR4-6U

JAPANESE

Outcomes Interacting LJA4-1C uses Japanese to interact with others to exchange information, ideas and opinions, and make plans Accessing and Responding LJA4-2C identifies main ideas in, and obtains information from texts LJA4-3C organises and responds to information and ideas in texts for different audiences Composing LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences Systems of Language LJA4-5U applies Japanese pronunciation and intonation patterns LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas LJA4-8U identifies variations in linguistic and structural features of texts The Role of Language and Culture LJA4-9U identifies that language use reflects cultural ideas, values and beliefs <small>*note that scripted languages such as Japanese have 9 outcomes in the new syllabus, non-scripted languages e.g. French have 8. The systems of language and role of language and culture are assessed through tasks focusing on interacting, accessing and responding and composing.</small>		TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	Term 1 Week 9	Term 2 Week 7	Term 3 Week 6	Term 4 Week 3
Topic	Introduction to Japan	Pitch your Prefecture	Daily Routine/School	Tell me a Story	
Format	Conversation & Topic Test	Video Advertisement	Conversation & Topic Test	Picture Book or Short Film	
Outcomes	Weightings				
Interacting	20	10	10		
Accessing and Responding	40	15	20	5	
Composing	40	5	15	20	
TOTAL	100	30	15	30	25
Outcomes	LJA4-1C, LJA4-2C, LJA4-5U, LJA4-6U, LJA4-9U	LJA4-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-8U	LJA4-1C, LJA4-2C, LJA4-3C LJA4-5U, LJA4-6U, LJA4-7U	LJA4-2C, LJA4-4C, LJA4-6U, LJA4-7U, LJA4-8U	

Mathematics

Task	Task 1	Task 2	Task 3	
Timing	Term 2 Week 1	Term 3 Week 2	Term 4	
			Paper 1 Week 2 Semester 1	Paper 2 Week 3 Semester 2
Nature of Task	Topic Test Algebraic Techniques, Indices, Applications of Percentages, Ratio	Paper Topic Test Rates, Equations and Inequations, Pythagoras, Linear Relationships	Yearly Examination Paper 1: Semester 1 review Paper 2: Semester 2	
Total %	25	30	45	
Outcomes	MA5.1-5NA, MA5.2-6NA, MA4-5NA, MA4-6NA, MA4-7NA	MA5.2-8NA, MA4-16MG, MA4-11NA, MA5.2-9NA, MA4-7NA	All outcomes to date	

PDHPE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Health and Wellbeing PBL Group Task	Movement Skills (Athletics, Volleyball, Fitness)	Game Sense (Oz tag, Soccer, Basketball)	Research Essay	
Timing	Term 1 Week 6 & 7	Throughout Terms 1 & 2	Throughout Terms 1 & 2	Term 3 Week 10	
Outcomes assessed	PD4-2, PD4-10	PD4-4, PD4-5, PD4-10, PD4-11	PD4-4, PD4-5, PD4-10, PD4-11	PD4-6, PD4-7	
Component				Weighting %	
Research, Written Tasks or Topic Test	25%			25%	50
Movement Task		25%	25%		50
Total %	25%	25%	25%	25%	100

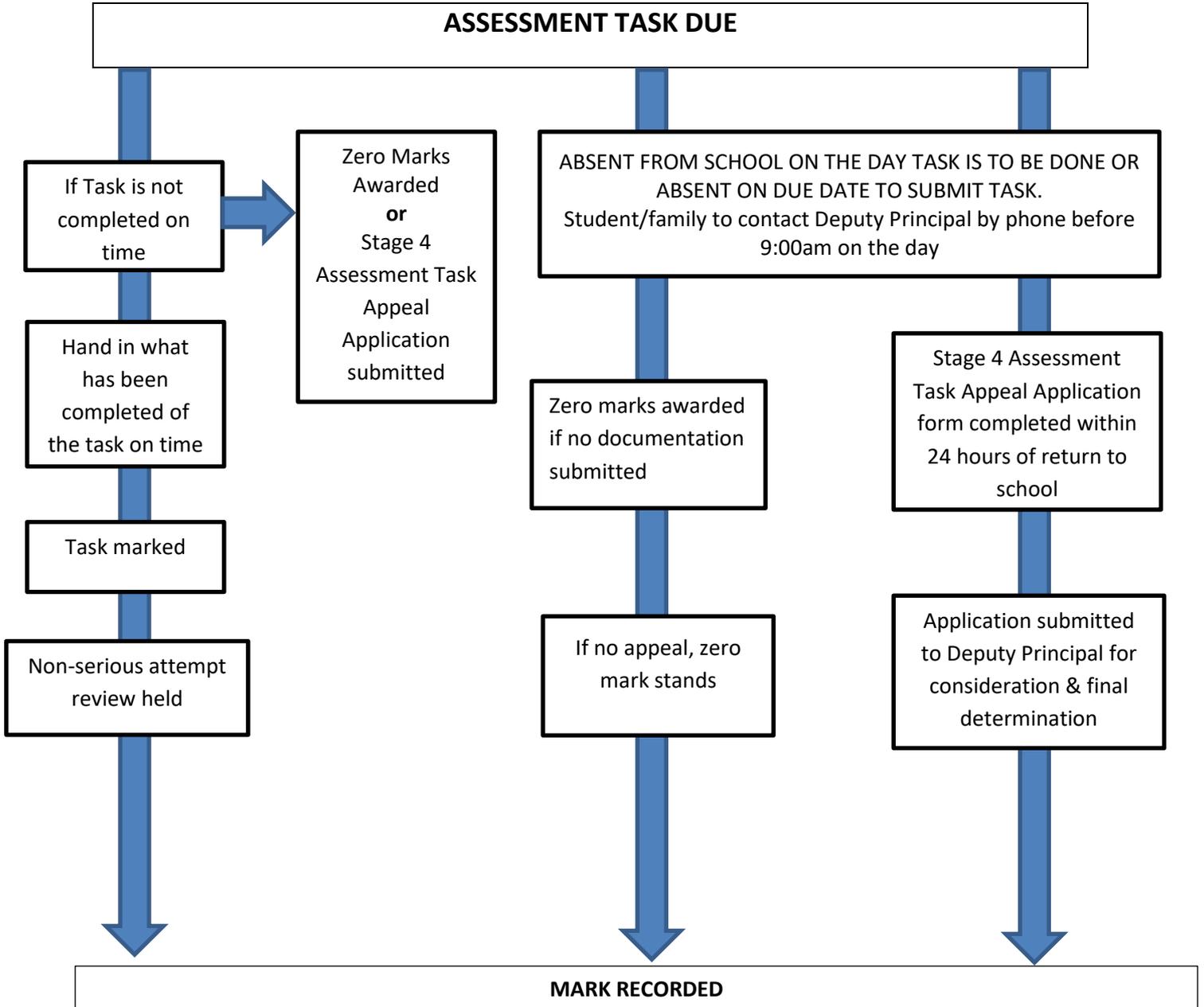
Science

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Body systems Research and presentation	Powering the World In class data processing test	Working scientifically Student research project Atoms matter	Yearly exam Body systems. Limits to growth and Atoms matter	
Timing	Term 2 week 1	Term 2 week 10	Term 3 Week 6	Term 4 Week 2	
Outcomes assessed	SC4-14LW SC4-15LW LW3, LW4 SC4-7WS SC4-9WS	SC4-11PW SC4-7WS SC4-8WS SC4-9WS	SC4-16CW SC4-17CW Sc4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-14LW SC4-15LW SC4-16CW SC4-17CW SC4-12ES SC4-13ES SC4-7WS SC4-8WS SC4-9WS	
Component					Weighting %
Working scientifically	15	15	15	15	60
Knowledge and understanding	10	10	10	10	40
Total %	25	25	25	25	100

TAS

Task	Task 1 Trimester 1		Task 2 Trimester 2		Task 3 Trimester 3		
Nature of Tasks	Hand in Design Documentation with Design Solution		Hand in Design Documentation with Design Solution		Hand in Design Documentation with Design Solution		
Week	Term 1 Week 8	Term 2 Week 4	Term 3 Week 2	Term 3 Week 5	Term 4 Week 4	Term 4 Week 8	
Outcomes assessed	TE4-2DP; TE4-3DP; TE4-4DP; TE4-5AG; TE4-6FO; TE4-7DI; TE4-10TS						
Components							Weighting%
Design and Production Process	15		15		10		40
Design Solution		20		20		20	60
Total%	35		35		30		100

ASSESSMENT FLOW CHART



NOTE:

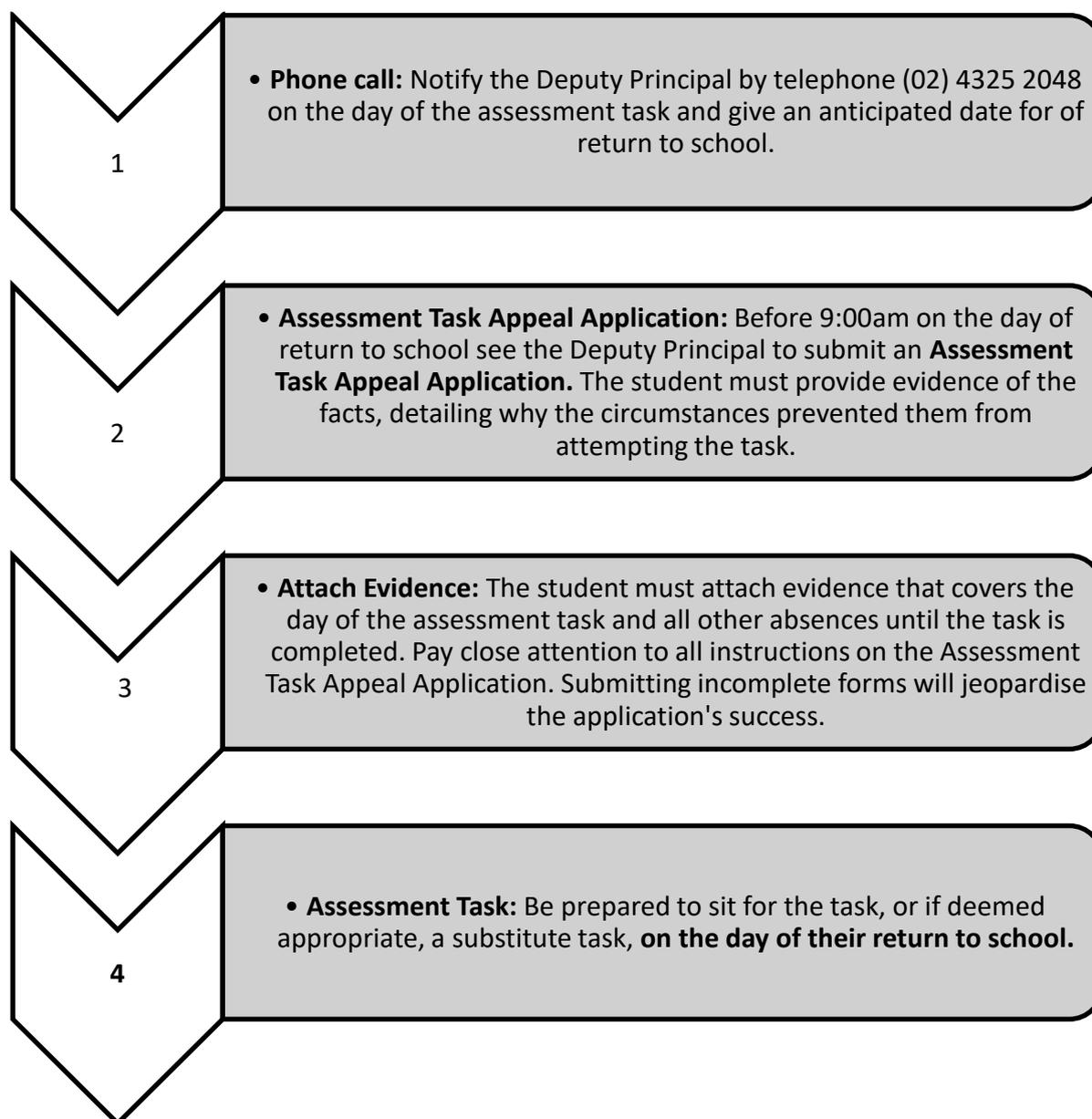
There are no grounds for an appeal in regards to the mark awarded to a completed assessment task.

APPENDICES



ABSENCE DUE TO ILLNESS OR MISADVENTURE

Gosford High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Gosford High School Assessment Policy.





Appendix 1 - STAGE 4 YEAR 8 ASSESSMENT TASK APPEAL APPLICATION

Name: _____ Course: _____

Assessment Task: _____ Date of task: _____

Reason for application (please tick):

- Other School Commitment on the day of an Assessment Task
- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Disability Provisions for this assessment task?

- No
- Yes If yes, please provide details

Reasons supporting your application (to be completed by the student):

I have attached (please tick and complete relevant information):

- Medical Certificate from Doctor: _____ Date: _____
- Supporting letter from parent/caregiver: _____ Date: _____
- Other (please describe) _____

Student signature: _____ Date: _____

Parent/carer signature: _____ Date: _____

Deputy Principal / Panel's recommendation:

- Upheld
- To be reviewed
- Declined

Signature of Deputy Principal: _____ Date: _____

Signature of Head Teacher: _____ Date: _____

STEPS TO COMPLETE APPENDIX 1

1. Collect form immediately on return to school or prior from the Deputy Principal.



2. Complete form ensuring all sections are complete.



3. Attach any supporting documentation to the application.



4. Submit form to Deputy Principal



Gosford High School

Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

Please attach this signed cover sheet to every assignment/assessment task you submit.

Surname:	Given Name:
Subject:	Due Date:
Teacher:	Task Title:
Date of submission:	

All My Own Work

1. Acknowledgement of Sources by compiling a bibliography

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. Avoiding plagiarism / collusion

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded / reworked some parts.

DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

I have read and understood the Gosford High School Assessment Policy.

Student Signature/Confirmation: Date:



Gosford High School

Appendix 3: MEDICAL CERTIFICATE

(The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled assessment task)

Doctor's Name/Stamp: _____ Date: _____

Address: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____ (patient's name).

- The patient is suffering from _____
(Diagnosis provided with patient's consent where possible)

Is suffering from a medical condition of a confidential nature

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE			
WRITTEN ASSIGNMENTS			
PRACTICAL ASSIGNMENTS			
PRIVATE STUDY			

For the period: _____ to _____

EXAMINATIONS: I certify that the student is medically unfit to sit for examination/s on:

OTHER REMARKS: _____

.....
Signature of medical practitioner