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Creating Our Future
Toormina High School
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INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

The following material is provided for the information of students at Toormina High School and their parents/caregivers regarding assessment and class work that will be used to determine the grades for each student.

The information is provided in a question/answer format to highlight key information which students and their parents/carers should be aware. It is not definitive, and reference should be made to NSW Education Standard Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

What should I be aiming to achieve?

- ◇ The best possible results for my courses.
- ◇ Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Record of School Achievement.
- ◇ It is necessary for the completion of the mandatory curriculum requirements for years 7 and 8 for students to be eligible for a Record of School Achievement.

What are the responsibilities of Year 7 students?

Year 7 students should:

- ◇ Complete each assessment task and class exercises to the best of their ability
- ◇ Demonstrate through effort and achievement that they have met all the course outcomes
- ◇ Follow all the procedures outlined in this booklet

What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and

- ◇ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- ◇ Achieved some or all the course outcomes
- ◇ Seriously attempted all assessment tasks.

What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include tests, assignments, essays, examinations, practical projects, performances, speaking and/or listening exercises.

How are grades awarded in my school report?

You will receive a grade against the course outcomes studied each semester, the overall effort and approaches to learning.

Course Outcomes

The course outcomes are based on NSW Education Standards Authority subject outcomes, which are available in the syllabus documents on the NESA website.

Overall Achievement

Achievement	Grade	Achievement Description
Outstanding	A	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 to new situations.
High	B	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.
Sound	C	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.
Basic	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	E	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.

Overall Effort

Effort	Grade	Effort Description
Excellent	A	The student completes all set tasks and homework and actively participates in all class activities.
Good	B	The student attempts and completes most set tasks and homework. The student participates in all class activities.
Satisfactory	C	The student completes some class tasks and some homework. The student participates in most class activities.
Below Standard	D	The student attempts some class tasks, with tasks and homework often incomplete. The student occasionally participates in class activities.
Unsatisfactory	E	The student attempts very few class tasks, and homework is rarely completed. The student seldom participates in class activities.

Approach to Learning

This demonstrates students' approach to their learning and work habits using the scale *Consistently, Usually, Sometimes and Rarely*.

Are other class exercises and homework important?

Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades.

Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study.

How much warning will I be given for an assessment task?

You will be given at least two weeks warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that the receipt is noted.

What if I am absent from an assessment task?

Students must make a **genuine attempt** at assessment tasks. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "**APPLICATION FOR MISADVENTURE / ILLNESS / OTHER**" You will need to make this request **within TWO days** following your absence, and you will have to show that you were away for a legitimate reason.

This form can be obtained from your Year Advisor, the front office, the Toormina High School web- site or copied from this booklet.

If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "**REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK**" **PRIOR** to the assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases **ONLY**) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.**

If the Principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

What if I hand in a task late?

You will receive zero marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed “**REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK**”. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

What about students who cheat or plagiarise assessment tasks?

If the Principal is satisfied that you cheated in any assessment task, a zero award will be made.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

Where else can I get information regarding assessment?

Students can access information from the NSW Education Standards Authority (NESA) website and can also speak to their teachers and Careers Adviser for further assistance

Calendar

Term 1	1	
	2	
	3	
	4	
	5	
	6	
	7	Music, Geography
	8	NAPLAN
	9	
	10	Maths, Science,
	11	English
Term 2	1	
	2	
	3	PDHPE, Tech
	4	Exams – Music, Maths, Science
	5	
	6	Geography
	7	
	8	
	9	
	10	
Term 3	1	
	2	
	3	
	4	
	5	
	6	
	7	Music, Tech
	8	Maths, Science
	9	Geography, English
	10	
Term 4	1	
	2	
	3	
	4	
	5	Exams – Music, Maths, PDHPE, Geography, Science, English
	6	
	7	
	8	
	9	
	10	Tech

English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Visual Representation Topic: Poetry/Visual literacy	Half Yearly Examination Topic: Close Study of Text	Speaking Task Topic: What Makes A Hero?	Yearly Examination Topic: What makes an engaging story?	
	Term 1, Week 11	Term 2, Week 4-5	Term 3, Week 9	Term 4, Weeks 4-5	
	Outcomes Assessed: EN4 – 3B EN4 – 4B EN4 – 5C EN4 – 9E	Outcomes Assessed: EN4 – 1A EN4 – 4B EN4 – 6C	Outcomes Assessed: EN4 – 2A EN4 – 4B EN4 – 5C EN4 – 7D	Outcomes Assessed: EN4 – 2A EN4 – 4B EN4 – 6C EN4 – 8D	
Total %	25	25	25	25	100

Outcomes:

EN4 – 1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure

EN4 – 2A effectively uses a widening range of processes, skills, strategies, and knowledge for responding to and composing texts in different media and technologies

EN4 – 3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences, and contexts

EN4 – 4B makes effective language choices to creatively shape meaning with accuracy, clarity, and coherence

EN4 – 5C thinks imaginatively, creatively, interpretively, and critically about information, ideas, and arguments to respond to and compose texts, creatively, interpretively, and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN4 – 6C identifies and explains connections between and among texts

EN4 – 7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4 – 8D identifies, considers, and appreciates cultural expression in texts

EN4 – 9E uses, reflects on, and assesses their individual and collaborative skills for learning

Geography

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Landform Analysis and Construction Task	Research City Design Task	Water in the World Country Comparison	Yearly Examination	
	Term 1 Week 7	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5 - 6	
	GE4-2 GE4-8	GE4-3 GE4-6	GE4-1 GE4-5 GE4-4	GE4-7	
Landscapes and Landforms	25				25
Place and Livability		25			25
Water in the World			25		25
Inter - connections				25	25
Total %	25	25	25	25	100
Outcomes:					
GE4-1: locates and describes the diverse features and characteristics of a range of places and environments					
GE4-2: describes processes and influences that form and transform places and environments					
GE4-3: explains how interactions and connections between people, places and environments result in change					
GE4-4: examines perspectives of people and organisations on a range of geographical issues					
GE4-5: discusses management of places and environments for their sustainability					
GE4-6: explains differences in human wellbeing					
GE4-7: acquires and processes geographical information by selecting and using geographical tools for inquiry					
GE4-8: communicates geographical information using a variety of strategies.					

Mathematics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Independent Research Task	Reference Assisted Test	Rich Learning Task In-class assessment	Yearly Examination	
	Term 1 Week 10	Term 2 Week 4 - 5	Term 3 Week 7	Term 4 Week 5 & 6	
	Outcomes Assessed MA4-1MW MA4-2MW MA4-3MW MA4-19SP	Outcomes Assessed MA4-2MW MA4-4NA MA4-7NA MA4-13MG MA4-18MG	Outcomes Assessed MA4-1MW MA4-2MW MA4-3MW MA4-4NA MA4-11NA	Outcomes Assessed MA4-1MW MA4-2MW MA4-3MW MA4-8NA MA4-10NA MA4-11NA MA4-12MG	
Total %	20%	30%	20%	30%	100 %
Outcomes:					
MA4-1WM communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols					
MA4-2WM applies appropriate mathematical techniques to solve problems					
MA4-3WM recognises and explains mathematical relationships using reasoning					
MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation					
MA4-6NA solves financial problems involving purchasing goods					
MA4-7NA operates with ratios and rates, and explores their graphical representation					
MA4-8NA generalises number properties to operate with algebraic expressions					
MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations					
MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane					
MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles					
MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area					
MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems					
MA4-17MG classifies, describes, and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles					
MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines					
MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays					
MA4-20SP analyses single sets of data using measures of location, and range					
MA4-21SP represents probabilities of simple and compound events					

Music

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Keyboard performance An instrument and its sound	Guitar Performance Ensemble & music theory quiz The Blues and Rock Music	Ensemble / arrangement performance Research task Australian music	Ensemble / arrangement performance Listening skills quiz Pop music	
	Term 1, Week 7	Term 2, Week 4 and 5	Term 3, Week 7	Term 4, Week 5- 6	
	4.1, 4.2, 4.3	4.7, 4.8, 4.9,	4.4, 4.5, 4.6, 4.10	4.1, 4.2, 4.3	
Performing	10	10	10	10	
Composing			10	10	
Listening		20		20	
Total %	10	30	20	40	100
Outcomes:					
4.1 performs in a range of musical styles demonstrating an understanding of musical concepts					
4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles					
4.3 performs music demonstrating solo and/or ensemble awareness					
4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing					
4.5 notates compositions using traditional and/or non-traditional notation					
4.6 experiments with different forms of technology in the composition process					
4.7 demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas					
4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire					
4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study					
4.10 identifies the use of technology in the music selected for study, appropriate to the musical context					

Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Practical	Classwork	Healthy Habits Assessment	Practical	Classwork	Yearly Exam	
	Semester 1	Semester 1	Term 2 Week 3	Semester 2	Semester 2	Term 4 Week 5-6	
	4.4, 4.5, 4.8, 4.11	4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.6, 4.7, 4.9	4.4, 4.5, 4.8, 4.11	4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.6, 4.10	
Total %	25	5	20	25	5	20	100
Outcomes:							
PD4-1 examines and evaluates strategies to manage current and future challenges							
PD4-2 examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves							
PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships							
PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts							
PD4-5 transfers and adapts solutions to complex movement challenges							
PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity							
PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities							
PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity							
PD4-9 demonstrates self-management skills to effectively manage complex situations							
PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts							
PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences							

Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Scientist research task	Half yearly examination	Home Experiment	Yearly examination	
	Term 1 Week 10	Term 2 Week 4-5	Term 3 Week 8	Term 4 Week 5-6	
	Outcomes SC4 -7WS,9WS	Outcomes SC4- 4WS,6WS,7WS ,8WS,10PW	Outcomes SC4- 4WS,6WS,7WS	Outcomes SC4- 7WS,8WS,9WS, 10PW, 12ES,14LW	
Knowledge		10	5	20	35
Skills	10	5	15	5	35
Book/topic tests/Practical		15		15	30
Total %	10	30	20	40	100
Outcomes:					
SC4-4WS Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.					
SC4-5WS collaboratively and individually produces a plan to investigate questions and problems					
SC4- 6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually					
SC4- 7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.					
SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems					
SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations					
SC4-10PW describes the action of unbalanced forces in everyday situations					
SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system					
SC4-14LW relates the structure and function of living things to their classification, survival, and reproduction					
SC4-16C Wdescribes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles					

Technology Mandatory

Components	Task 1	Task 2	Task 3	Weighting %
	Practical component & E-Folio	Practical component & E-Folio	Practical component & E-Folio	
	Term 2 – Week 3	Term 3 – Week 7	Term 4 – Week 10	
	Outcomes Assessed: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	Outcomes Assessed: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	Outcomes Assessed: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	
Total %	35	35	30	100
Outcomes:				
TE4-1DP designs, communicates, and evaluates innovative and creative solutions to authentic problems or opportunities				
TE4-2DP plans and manages the production of designed solutions				
TE4-3DP selects and safely applies a broad range of tools, materials, and processes in the production of quality projects				
TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language				
TE4-5AG investigates how food and fibre are produced in managed environments				
TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating				
TE4-7DI explains how data is represented in digital systems and transmitted in networks				
TE4-8EN explains how force, motion and energy are used in engineered systems				
TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions				
TE4-10TS explains how people in technology related professions contribute to society now and into the future				
TE4-13 evaluates the impact activities related to food on the individual, society, and the environment				

SAMPLE ASSESSMENT DOCUMENTS



TOORMINA HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

All Stage 6 Assessment Tasks are in printed in BLUE.

☐ Year 7/8

☐ Year 9/10

☐ Preliminary (Year 11

☐ HSC (Year 12)

COURSE:

TEACHER:

TASK NUMBER:

TASK WEIGHT: %

DATE OF NOTIFICATION:

DUE DATE:

Term and Week

Term Week

Task Description

Task Outcomes

Task Instructions

EQUIPMENT or RESOURCES: *(List any)*

Task Submission

Students must complete assessment task submission form and submit with task as indicated below:

- ☐ Front office – by 9 am due date
- ☐ In-class assessment e.g., test, performance, oral/speeches
- ☐ Electronic submission - by 9 am due date
- ☐ Larger projects e.g., Art, TAS as advised by faculty

Rubric/Marking Criteria

Students are reminded that this is a formal Assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to **telephone the school on the due day and support this with a medical certificate or appropriate documentation on your first day back at school. An application for misadventure-illness must also be completed. The Principal will determine the approval of this application. Absence without an explanation** will result in zero marks and an 'N' award warning notification. A non-serious attempt will also result in zero marks and an 'N' award notification. The task must still be completed and submitted to meet NESA requirements.



TOORMINA HIGH SCHOOL ASSESSMENT TASK SUBMISSION

Course:

Student Name:

Teacher's Name

Date Due:

Date Handed in:

Assessment Title:

Assessment Task Number:

**Number of Pages
(not including cover sheet)**

Teacher who marks the Assessment Task to fill in the following

Feedback

Mark:

Rank: (If Stage 6)

Marker's Comments

Marker's Signature

Date:

All My Own Work Declaration

By completing and handing in an assessment task I am certifying that it is all my own work; no one else (including tutors, family or friends) completed the work for me. I have referenced any work used from other sources and have not plagiarised the work of others.

Student signature:

I have kept a copy of my task: Yes / No

Receipt of Submission

Ensure you have kept a receipt as proof that you submitted the assessment task. If you submitted the task via the front office, please keep the receipt.



APPLICATION FOR MISADVENTURE / ILLNESS / OTHER

☐ Year 7/8

☐ Year 9/10

Course:

Teacher's Name:

Student Name:

Due date:

Date handed in:

Assessment task:

Application category

☐ Illness, accident or misadventure

(please tick one)

☐ Approved school leave/commitment

☐ Other

Reasons for request: (Include any third-party independent documentation or Doctor's Certificates etc. Letters from parents only, will not be accepted.)

Name of Parent/Carer:

Signature of parent

Student's Signature: :

Date

OFFICE USE ONLY

Teacher's comment:

Head Teacher's recommendation:

Recommended/Not recommended

Principal: Approved/Not Approved

Principal signature:

- ☐ No marks to be awarded
- ☐ Sit or submit the task without penalty
- ☐ Complete an alternative task
- ☐ Task to be submitted with penalty
- ☐ No extension granted
- ☐ Estimate to be given
- ☐ Approve extension without penalty

UPHELD / DECLINED

REASON FOR DECISION:

STUDENT COPY

HEAD TEACHER COPY

CLASS TEACHER

COPY FILE COPY



TOORMINA HIGH SCHOOL REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK

☐ Year 7/8

☐ Year 9/10

Student Name:

Date Due:

Course:

Teacher's Name

Assessment Task:

Details of Request:

Reasons for request: (Include any third-party independent documentation or Doctor's Certificates etc. Letters from parents only, will not be accepted.)

Name of Parent/Carer:

Signature of parent:

Student's Signature:

Date:

OFFICE USE ONLY

Teacher's comment:

Head Teacher's recommendation:

Recommended/Not recommended

Principal: Approved/Not Approved

Principal signature:

- ☐ No marks to be awarded
- ☐ Sit or submit the task without penalty
- ☐ Complete an alternative task
- ☐ Task to be submitted with penalty
- ☐ No extension granted
- ☐ Estimate to be given
- ☐ Approve extension without penalty

UPHELD / DECLINED

REASON FOR DECISION:

STUDENT COPY

HEAD TEACHER COPY

CLASS TEACHER

COPY FILE COPY