



Creating Our Future
Toormina High School
Armstrong Road Toormina
NSW 2452

Phone: (02) 6653 3077
Email: toormina-h.school@det.nsw.edu.au
Website: www.toormina-h.schools.nsw.edu.au

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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 Standards 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.

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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

Achievement	Grade	Achievement 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 a student's approach to their learning and work habits using the scale:

- ◇ Consistently,
- ◇ Usually,
- ◇ Sometimes
- ◇ 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.

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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 website.

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. A letter from your parent(s)/care giver is **NOT** acceptable.

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

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Assessment Calendar

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
Term 1 2024						LOTE		English Mathematics	History PDHPE	Science Visual Arts	
Term 2 2024			History Technology	Assessment Free Week	Half Yearly Examinations			English		Visual Arts	No Week 11
Term 3 2024					PDHPE	LOTE Technology		English Science	History Mathematics	Visual Arts	
Term 4 2024			Assessment Free Week	Yearly Examinations				Technology			

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List of Half Yearly and Yearly Examinations

Half Yearly Examinations
Science
LOTE
Mathematics
Science

Yearly Examinations
Science
LOTE
History
Mathematics
Science
PDHPE

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English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	The World Around Us	Drama	Film Motif Study	Storytelling	
	Term: 1 Week: 8	Term: 2 Week: 8	Term: 3 Week: 8	Term: 4 Week: 5	
	Outcomes Assessed:				
	EN4-RVL-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01	EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URC-01 EN4-ECA-01	
Total %	25%	25%	25%	25%	100%
Outcomes:					
EN4-RVL-01	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction				
EN4-URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures				
EN4-URB-01	Examines and explains how texts represent ideas, experiences and values				
EN4-URC-01	Identifies and explains ways of valuing texts and the connections between them				
EN4-ECA-01	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas				
EN4-ECB-01	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts				

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LOTE: Gumbaynggirr Language

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project	Half Yearly Examination	Oral Presentation	Yearly Examination	
	Term: 1 Week: 6	Term: 2 Week: 5	Term: 3 Week: 6	Term: 4 Week: 5	
	Outcomes Assessed:				
	4.UL.2, 4.UL.4	4.UL.2	4.MBC.1, 4.UL.3	4.UL.1, 4.UL.2, 4.UL.3	
Total %	20%	30%	20%	30%	100%
Outcomes:					
4.MBC.1	Demonstrates understanding of the interdependence of language and culture				
4.UL.1	Demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately				
4.UL.2	Demonstrates understanding of the main ideas and supporting detail in written texts and Responds appropriately				
4.UL.3	Establishes and maintains communication in familiar situations				
4.UL.4	Experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively				

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History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Archaeological Skills Research Task	Museum Research and Display	Medieval Europe Research Task	Yearly Examination	
	Term: 1 Week: 9	Term: 2 Week: 3	Term: 3 Week: 9	Term: 4 Week: 5	
	Outcomes Assessed:				
	HT4-1, HT4-6	HT4-5, HT4-8, HT4-9	HT4-3, HT4-10, HT4-4	HT4-2, HT4-7	
Investigating the Ancient Past	25				25%
The Mediterranean World		25			25%
The Western and Islamic World			25		25%
The Asia-Pacific World				25	25%
Total %	25%	25%	25%	25%	100%
Outcomes:					
HT4-1	Describes the nature of history and archaeology and explains their contribution to an understanding of the past				
HT4-2	Describes major periods of historical time and sequences events, people and societies from the past				
HT4-3	Describes and assesses the motives and actions of past individuals and groups in the context of past societies				
HT4-4	Describes and explains the causes and effects of events and developments of past societies over time				
HT4-5	Identifies the meaning, purpose and context of historical sources				
HT4-6	Uses evidence from sources to support historical narratives and explanations				
HT4-7	Identifies and describes different contexts, perspectives and interpretations of the past				
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry				
HT4-9	Uses a range of historical terms and concepts when communicating an understanding of the past				
HT4-10	Selects and uses appropriate oral, written, visual and digital forms to communicate about The past				

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Mathematics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Reference Assisted Test	Independent Research Task	Yearly Examination	
	Term: 1 Week: 8	Term: 2 Week: 5	Term: 3 Week: 9	Term: 4 Week: 5	
	Outcomes Assessed				
	MA4-1MW, MA4-2MW, MA4-17MG, MA4-18MG.	MA4-2MW, MA4-8NA, MA4-12MG, MA4-13MG, MA4-21SP.	MA4-1MW, MA4-2MW, MA4-3MW, MA4-19SP, MA4-20SP.	MA4-1MW, MA4-2MW, MA4-3MW, MA4-6NA, MA4-9NA, MA4-10NA.	
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				

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Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Weighting %	
	Party Safe Assessment Task	Practical	Classwork	Creative Dance Assessment	Practical	Classwork	Yearly Examination		
	Term: 1 Week: 9	Semester 1	Semester 1	Term: 3 Week: 5	Semester 2	Semester 2	Term: 4 Week: 5		
	Outcomes Assessed:								
	PD4-6, PD4-7	PD4-4, PD4-5, PD4-6, PD4-8, PD4-10, PD4-11	PD4-1, PD4-2, PD4-6, PD4-7, PD4-9	PD4-4, PD4-5, PD4-8, PD4-9, PD4-10, PD4-11	PD4-4, PD4-5, PD4-6, PD4-8, PD4-10, PD4-11	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-9, PD4-10	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-9, PD4-10		
Total %	20%	25%	5%	15%	10%	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								

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Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research task	Half Yearly Examination	Student Research Project	Yearly Examination	
	Term: 1 Week: 10	Term: 2 Week: 5	Term: 3 Week: 8	Term: 4 Week: 5	
	Outcomes Assessed:				
	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS.	SC4-4WS, SC4-5WS, SC4-7WS, SC4-11PW, SC4-12ES, SC4-14LW, SC4-15LW SC4-16CV.	SC4-4WS, SC4-6WS, SC4-7WS, SC4-9WS.	SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-13ES, SC4-16CW SC4-17CW.	
Knowledge		10	5	20	35%
Skills	15	5	15	5	40%
Book/Topic Tests/Practical		12.5		12.5	25%
Total %	15%	27.5%	20%	37.5%	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-I0PW	Describes the action of unbalanced forces in everyday situations				
SC4-IIPW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations				
SC4-12ES	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the earth and solar system				
SC4-I3ES	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management				
SC4-I4LW	Relates the structure and function of living things to their classification, survival, and reproduction				
SC4-I5LW	Explains how new biological evidence changes people's understanding of the world				
SC4-I6CW	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles				
SC4-I7CW	Explains how scientific understanding of, and discoveries about, the properties of elements compounds and mixtures relate to their uses in everyday life				

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Technology 7-8

Components	Task 1	Task 2	Task 3	Weighting %
	Practical Component and E-Folio	Practical Component and E-Folio	Practical Component and E-Folio	
	Term: 2 Week: 3	Term: 3 Week: 6	Term: 4 Week: 8	
	Outcomes Assessed:			
	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	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			

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Visual Arts

Components	Task 1	Task 2	Task 3	Weighting %	
	Submit a series of individual 2D/3D/4D artworks with a visual art process diary for marking. (VAPD and Theory)	Submit a series of individual 2D/3D/4D artworks with a visual art process diary for marking. (VAPD and Theory)	Submit a series of individual 2D/3D/4D artworks with a visual art process diary for marking. (VAPD and Examination)		
	Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Week: 10		
	Outcomes Assessed:				
	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10		
Art making	20	20	20	60%	
Art Criticism and Art History	10	15	15	40%	
Total %	30%	35%	35%	100%	
Outcomes:					
4.1	Uses a range of strategies to explore different artmaking conventions and procedures to make artworks				
4.2	Explores the function of and relationships between artist – artwork – world – audience				
4.3	Makes artworks that involve some understanding of the frames				
4.4	Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts				
4.5	Investigates ways to develop meaning in their artworks				
4.6	Selects different materials and techniques to make artworks				
4.7	Explores aspects of practice in critical and historical interpretations of art				
4.8	Explores the function of and relationships between the artist – artwork – world – audience				
4.9	Begins to acknowledge that art can be interpreted from different points of view				
4.10	Recognises that art criticism and art history construct meanings				