

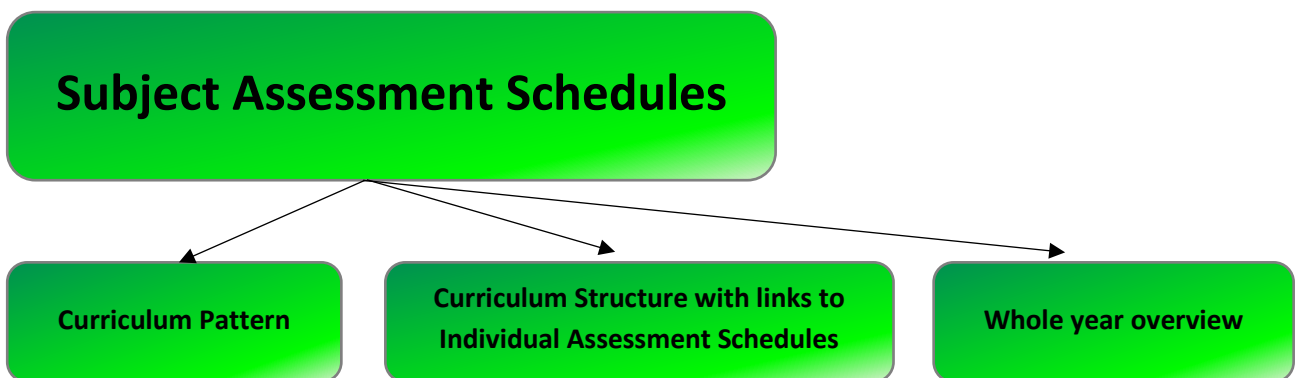
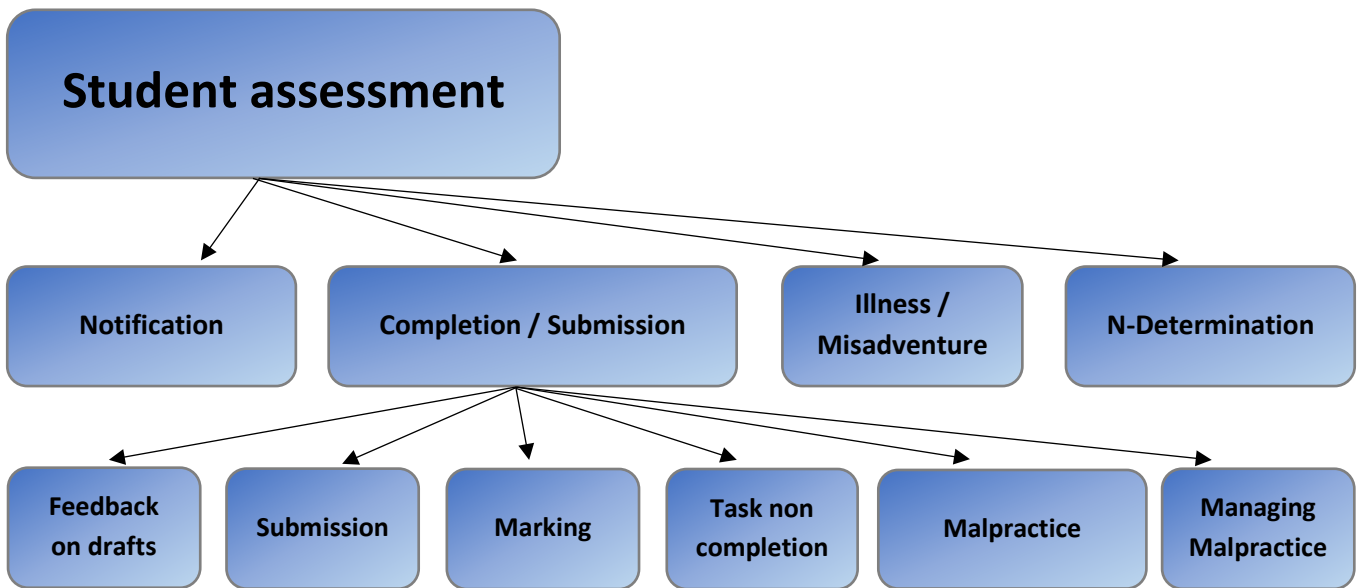
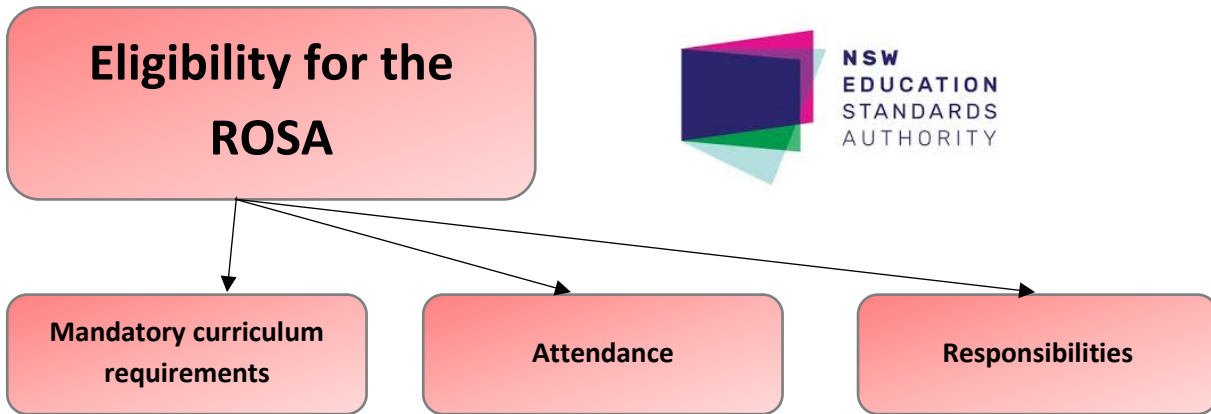
Year 8

2025

Assessment Schedule



Mount View High School - Assessment Policy



Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

Mandatory curriculum requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Attendance

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Mount View High School Assessment Policy has been designed to ensure:

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

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcomes.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

Notification

Through this handbook students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESAs

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Mount View High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Feedback on drafts prior to submission

Students will have a maximum of two opportunities with which to gain written feedback related to the submission of an assessment task. In the event there are multiple classes within a course, strategies must be put in place to ensure the amount and detail of feedback given to students remains equitable.

A maximum of 2 A4 pages per opportunity can be submitted by students for formal feedback. Feedback relating to assessment tasks must reference or reflect the marking criteria and indicate how a student can move from one band to the next.

The latest time drafts will be accepted must be explicit on the notification. Draft's will be returned to students, with feedback, no later than 3 working days from the date of submission.

Submission**[NESA \(NSW Education Standards Authority\)](#)**

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted (Year 10 and 11) for all courses in which they are enrolled.

[Submission of tasks at Mount View High School](#)

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date and or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due. If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a:

- An appeal form and associated medical certificate if they are in Year 10.
- An appeal form and associated note from home explaining the absence if they are in Year 7, 8 or 9.

Failure to comply will result in a determination that the student has handed in the task late and will receive associated penalties.

Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-week period from submission date. Meaningful feedback about what has been demonstrated and what needs to be improved must be given to students.

In cases where there is more than one class for the subject, the task should be marked by one teacher or double marked to maintain consistency of judgement. Inexperienced HSC course teachers should also seek collegial support to double mark tasks. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept in the senior course folder. When returning tasks, students are to be provided their mark and rank along with their cumulative rank.

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a **zero** mark. If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a **zero** mark being awarded for the task. Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

Malpractice

Malpractice includes any attempt to gain an unfair advantage over other students. Malpractice in any form including **misrepresentation, plagiarism, collusion, and breach of assessment conditions** is unacceptable. In addition to the afore mentioned malpractice forms, **non-serious attempts** at assessment tasks will also be considered under the assessment malpractice procedures. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Students found to engage in malpractice in any form may be given a **zero mark** and be issued with an 'N' Warning letter for the task or part thereof as decided by the panel.

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
 - a. making up journal entries for a project, and/or
 - b. submitting falsified or altered documents (eg medical certificates), and/or
 - c. referencing incorrect or non-existent sources, and/or
 - d. contriving false explanations to explain work not handed in by the due date.

Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
 - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
 - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
 - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
 - a. sharing answers to an assessment with other students, and/or
 - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - c. contract cheating by outsourcing work to a third party, and/or
 - d. unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

1. Students must attend school for the full day on the day that an assessment task is due. If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late.
2. Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice.
3. All students undertaking a formal assessment task must comply with the assessment conditions set by the classroom teacher.
4. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the teacher / invigilator. At all other times, students must adhere to the rules prescribed by Mount View High School.
5. A breach of assessment conditions includes:
 - a. Student behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
 - b. Bringing into the exam room equipment that is not approved on the exam equipment list. The list is made available to students well before the start of exams.
 - c. Students must not have notes, paper, unauthorised material or any unauthorised communication or electronic devices in their possession once the exam commences. They are allowed to remove them without penalty before the exam starts.
6. By breaking assessment conditions and/or engaging in malpractice, students risk being ineligible for the HSC.
7. Malpractice also occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Non-Serious attempts

1. For an assessment task attempt to be considered a serious attempt, students must:
 - a. respond to and demonstrate academic engagement, and
 - b. answer in English, unless specifically instructed otherwise.
2. Non-serious attempts include but are not limited to:
 - a. answering only multiple-choice questions, and/or
 - b. responses containing objectionable material:
 - i. abuse directed at a member of school staff and or Presiding Officers and/or
 - ii. obscene symbols, drawings, or comments.

In managing malpractice Mount View High School will:

1. Provide procedural fairness in investigating suspected malpractice by collecting appropriate sources of evidence including a formal student interview.
2. Form a panel to investigate and decide on whether the behaviour constituted as malpractice. A panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to the investigation. The decision will be conveyed to the student and to the parent(s) of the student.
3. Students found guilty of malpractice may be given a zero mark and be issued with an 'N' Warning letter for the task or part thereof as decided by the panel.
4. Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.
5. In addition, if an assessment task reflects a non-serious or frivolous, attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.
6. Provide student with an opportunity to appeal the decision of the malpractice panel. The assessment illness / misadventure form is to be used in this case. The Principal and or representative will conduct a review of the evidence and decision. The decision will be conveyed to the student and to the parent(s) of the student.

Illness / Misadventure

The Illness/Misadventure appeal process **supports** students who:

- experience illness or misadventure immediately before / during a scheduled school-based assessment; and
- are prevented from attending or impacted during a school-based assessment.

Examples include but are not limited to: sudden incidents like a severe asthma attack or a diabetic hypoglycaemic event which could impair a student's ability to perform in an exam, or unexpected traumatic events like a car accident on the way to the exam or a family emergency that occurs just before an exam.

Illness/Misadventure **does not** cover:

- attendance at a sporting or cultural event, or family holiday, or
- alleged inadequacies of teaching, or
- long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- disabilities for which NESAs has already granted disability provisions, unless:
 - *an unforeseen episode occurs during the assessment (eg, a diabetic student has a hypoglycaemic event); or*
 - *further difficulties with the approved provision(s) occur during the assessment; or*
- long-term illness, unless the student has a 'flare-up' of the condition immediately before or during the assessment task, or
- matters avoidable by the student (eg. misreading a due date)
- Issues with technology

Students who are absent (due to illness) from school on the day an assessment task, test or examination is due or who fall ill or experience misadventure during a task are advised to complete and submit an Illness/Misadventure/Appeal Form within two days after their return to school. The Student Illness/Misadventure/Appeal Form may be lodged with either their class teacher or the Head Teacher of the faculty concerned.

Assessment task submission and or completion takes priority over any conflicting school sanctioned event. School sanctioned events can include but are not limited to excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the students' responsibility to bring to the attention of their class teacher, through the illness / misadventure / appeals process, notice of any impending conflicts. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another.

An appeals panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an 'N' Warning letter.

The panel will be determined from the following options in addressing the Illness/Misadventure appeal:

1. Extension of time to complete the original assessment task
2. Completion of a substitute assessment task
3. Estimated mark based on evidence (comparable task outcomes)
4. Reason unacceptable, mark confirmed of zero or otherwise

Where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment. The evidence used may vary from task to task depending on the nature of the task and the professional judgement of the teacher calculating the estimate. Whilst the student's current rank and historical rank may be considered, it should not be the determining factor in the calculation of the estimate. Estimate marks determined by the school may result in changes to a student's rank.

Note:

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There are no grounds for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- Medical certificates will be required to cover absences through illness
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Students who are suspended from school are expected to attend for assessment tasks. Suspension is not considered to be grounds for appeal. A suspended student should come to the front office, sign in for the designated period, attend the task and then leave the school grounds immediately.

Leave

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

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:

- Followed the course developed or endorsed by the NESAs and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESAs. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the ROSA. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the ROSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their ROSA or Transcript of Study.

If a student wishes a school review of an 'N' determination, a NESAs appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESAs. Information is available from the Principal.

Curriculum Pattern

7	English (8)	Maths (8)	Science (8)	PDHPE (6)	History / Geography (6)	Mandatory Technology (6)	Visual Arts (6)	Language (6)	Wellbeing (2)	Sport (4)
8	English (9)	Maths (9)	Science (9)	PDHPE (6)	History / Geography (6)	Mandatory Technology (6)	Music (6)	Ag / Drama (3) Rotation	Wellbeing (2)	Sport (4)
9	English (9)	Maths (9)	Science (9)	PDHPE (4)	History / Geography (7)	Elective 1 (8)	Elective 2 (8)	Wellbeing (2)	Sport (4)	
10	English (9)	Maths (9)	Science (9)	PDHPE (4)	History / Geography (7)	Elective 1 (8)	Elective 2 (8)	Wellbeing (2)	Sport (4)	
11	English (9)	Line 2 Elective (9)	Line 3 Elective (9)	Line 4 Elective (9)	Line 5 Elective (9)	Line 6 Elective (9)	Wellbeing (2)	Offline (4)		
12	English (9)	Line 2 Elective (9)	Line 3 Elective (9)	Line 4 Elective (9)	Line 5 Elective (9)	Line 6 Elective (9)	Wellbeing (2)	Offline (4)		

Year 8 will participate in the following mandatory subjects. Click on the subject to see detail

English	9 Periods per cycle
Mathematics	9 Periods per cycle
Science	9 Periods per cycle
PDHPE	6 Periods per cycle
History / Geography rotation	6 Periods per cycle
Mandatory Technology	6 Periods per cycle
Music	6 Periods per cycle
Agriculture / Drama rotation	3 Periods per cycle
Wellbeing	2 Periods per cycle
Sport	4 Period per cycle
Total	60 periods

Whole year overview

Week	Term 1 - 2025		Term 2 - 2025		Term 3 - 2025		Term 4 - 2025	
1							MUSIC	
2							SCIENCE	PDHPE
3			MUSIC	PDHPE			VALID 8	
4			HISTORY	MATHEMATICS			VALID 8	GEOGRAPHY
5			SCIENCE	AGRICULTURE DRAMA			DRAMA	MATHEMATICS
6	PDHPE		ENGLISH	TECHNOLOGY	MUSIC	SCIENCE	ENGLISH	TECHNOLOGY
7	HISTORY	MATHEMATICS			GEOGRAPHY		AGRICULTURE	
8	MUSIC	SCIENCE			MATHEMATICS	PDHPE	SWIM SCHOOL	
9	AGRICULTURE DRAMA	PDHPE			DRAMA	ENGLISH		
10	TECHNOLOGY	ENGLISH			AGRICULTURE	TECHNOLOGY		
	PDHPE prac ongoing assessment		PDHPE prac ongoing assessment		PDHPE prac ongoing assessment		PDHPE prac ongoing assessment	
	Technology Mandatory ongoing project based assessment		Technology Mandatory ongoing project based assessment		Technology Mandatory ongoing project based assessment		Technology Mandatory ongoing project based final assessment	

Individual Subject Assessment Schedules

- All assessment schedules were correct at the time of printing.
- Changes to assessment schedules will be reported to you by your class teacher
- You should update any changes to the relevant page in this booklet
- * Indicates formative assessment task. Students will be issued feedback to implement before final submission

Year 8 Assessment Schedule 2025

AGRICULTURE

Semester 1 cohort rotation

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 - Plant Production	T1W9	Practical skills	AG4-4 AG4-6 AG4-14	50%
AT2 - Animal Production	T2W5	Animal handling skills	AG4-7 AG4-10 AG4-14	50%
				Total 100%

Semester 2 cohort rotation

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 - Plant Production	T3W10	Practical skills	AG4-4 AG4-6 AG4-14	50%
AT2 - Animal Production	T4W7	Animal handling skills	AG4-7 AG4-10 AG4-14	50%
				Total 100%

Outcomes:

- AG4-4** implements responsible production of plant and animal products
- AG4-6** identifies and uses skills to manage the interactions with plant production systems
- AG4-7** identifies and uses skills to manage the interactions within animal production enterprises
- AG4-10** implements and appreciates the application of animal welfare guidelines to agricultural practices
- AG4-14** demonstrates plants and/or animal management practices safely and in collaboration with others

Year 8 Assessment Schedule 2025

DRAMA**Semester 1 cohort rotation**

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 – Think Fast, Laugh Harder	T1W9	Participation and Log Book	4.1.1 4.1.3 4.2.1	50%
AT2 – Shadows on Stage	T2W5	Design Portfolio	4.1.2 4.1.4 4.3.2 4.3.3	50%
				Total 100%

Semester 2 cohort rotation

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 – Think Fast, Laugh Harder	T3W9	Participation and Log Book	4.1.1 4.1.3 4.2.1	50%
AT2 – Shadows on Stage	T4W5	Design Portfolio	4.1.2 4.1.4 4.3.2 4.3.3	50%
				Total 100%

Outcomes:

- 4.1.1** identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
- 4.1.2** improvises and playbuilds through group-devised processes
- 4.1.3** devises and enacts drama using scripted and unscripted material
- 4.1.4** explores a range of ways to structure dramatic work in collaboration with others
- 4.2.1** uses performance skills to communicate dramatic meaning
- 4.2.2** experiments with performance spaces and production elements appropriate to purpose and audience
- 4.2.3** explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning
- 4.3.1** identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
- 4.3.2** recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
- 4.3.3** describes the contribution of individuals and groups in drama using relevant drama terminology

Year 8 Assessment Schedule 2025

ENGLISH**Semester 1**

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 - Knowing the Rules to Break the Rules	T1W10	Poetry Composition & Reflection Task	EN4-URA-01 EN4-ECA-01 EN4-URC-01 EN4-ECB-01	50%
AT2 – Appreciation of Shakespeare	T2W6	Adaptation Writing Task	EN4-URA-01 EN4-URC-01 EN4-ECA-01	50%
				Total 100%

Semester 2

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT3 - Transport Me to the Real	T3W9	Transcript Writing Task	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	50%
AT4 - The Camera Never Lies	T4W6	Timed Examination	EN4-URA-01 EN4-URB-01 EN4-RVL-01 EN4-ECA-01	50%
				Total 100%

Outcomes:**Task 1:**

EN4-URA-01: code and convention

EN4-ECA-01: writing; text features: imaginative; text features: informative and analytical; word-level language

EN4-URC-01: intertextuality

EN4-ECB-01: reflecting

Task 2:

EN4-URA-01: code and convention

EN4-URC-01: intertextuality

EN4-ECA-01: writing; text features; text features: imaginative; text features: persuasive

Task 3:

EN4-RVL-01: reading, viewing and listening for meaning

EN4-URA-01: representation; code and convention

EN4-ECA-01: text features: informative and analytical; sentence-level grammar and punctuation

Task 4:

EN4-RVL-01: reading, viewing and listening skills; reading, viewing and listening for meaning

EN4-URA-01: representation; code and convention; connotation, imagery and symbol; narrative

EN4-URB-01: theme

EN4-ECA-01: text features: informative and analytical

Year 8 Assessment Schedule 2025

GEOGRAPHY**Semester 2**

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 - Landscapes and Landforms	T3W7	Research and Report	GE4-4 GE4-5 GE4-8	50%
AT2 - Interconnections	T4W4	Topic Test	GE4-1 GE4-2 GE4-8	50%
				Total 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

Year 8 Assessment Schedule 2025

HISTORY

Semester 1

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 - Medieval Europe	T1W7	Source Analysis and Written Response	HT4-5 HT4-7 HT4-8 HT4-10	50%
AT2 - The Spanish Conquest of the Americas	T2W4	In-Class Task	HT4-4 HT4-6 HT4-7 HT4-10	50%
				Total 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

Year 8 Assessment Schedule 2025

MATHEMATICS

Semester 1

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 - Mastery of Learning	T1W7	Class Test	MA4-IND-C-01 MA4-ANG-C-01	50%
AT2 - Class Test + Summary Sheet	T2W4	Class Test	MA4-PYT-C-01 MA4-EQU-C-01	50%
				Total 100%

Semester 2

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT3 - Assignment	T3W8	Assignment	MA4-LIN-C-01 MA4-DAT-C-02	50%
AT4 - Class Test + Summary Sheet	T4W5	Class Test	MA4-FRC-C-01 MA4-RAT-C-01 MA4-ALG-C-01	50%
				Total 100%

Additional Notes

Student achievement in their assessments will be used to determine a course placement in Year 9.

Outcomes:

- MA4-LIN-C-01** creates and displays number patterns and finds graphical solutions to problems involving linear relationships
- MA4-ARE-C-01** applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
- MA4-GEO-C-01** identifies and applies the properties of triangles and quadrilaterals to solve problems
- MA4-FRC-C-01** represents and operates with fractions, decimals and percentages to solve problems
- MA4-IND-C-01** operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
- MA4-LEN-C-01** applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
- MA4-VOL-C-01** applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
- MA4-RAT-C-01** solves problems involving ratios and rates, and analyses distance–time graphs
- MA4-EQU-C-01** solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$
- MA4-PYT-C-01** applies Pythagoras' theorem to solve problems in various contexts
- MA4-ALG-C-01** generalises number properties to operate with algebraic expressions including expansion and factorisation
- MA4-ANG-C-01** applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
- MA4-DAT-C-02** analyses simple datasets using measures of centre, range and shape of the data

Creative and Performing Arts Faculty

Year 8 Assessment Schedule 2025

MUSIC**Semester 1**

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 - Listening	T1W8	Listening	4.7	40%
AT2 - Performance 1	T2W3&W4	Performance	4.3	60%
				Total 100%

Semester 2

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT3 - Composition	T3W6	Composition	4.6	40%
AT4 – Performance 2	T4W1&W2	Performance	4.3	60%
				Total 100%

* Year 8 Enrichment task

Additional Notes**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 musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas

Year 8 Assessment Schedule 2025

PDHPE

Semester 1

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 - Gymnastics	T1W6&7	Practical Skills	4.4 4.5 4.11	25%
AT2 – Stand Up Speak Out	T1W9&10	Topic Test	4.1 4.2 4.3	50%
AT3 – Football Codes	T2W3&4	Practical Skills	4.4 4.5	25%
				Total 100%

Semester 2

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT4 – Just Move	T3W8&9	Reflection Analysis	4.6 4.7 4.8	50%
AT5 – Court Games	T4W2&3	Practical Group Task	4.4 4.5 4.10	50%
				Total 100%

Additional Notes

Practical assessments will be done during practical PDHPE lessons

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 and others
- 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

Year 8 Assessment Schedule 2025

SCIENCE

Semester 1

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 – Practical Exam	T1W8	Practical Exam	SC4-6WS SC4-7WS SC4-10PW SC4-12ES	40%
AT2 – Problem Solving Exam	T2W5	Written Test	SC4-7WS SC4-8WS	60%
				Total 100%

Semester 2

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT3 - Depth Study	T3W6	First-hand Investigation	SC4-4WS SC4-5WS SC4-8WS SC4-9WS	40%
AT4 - Examination	T4W2	Examination	SC4-7WS SC4-8WS SC4-9WS SC4-15LW SC4-17CW	60%
				Total 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
- SC4-11PW** 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
- SC4-15LW** explains how new biological evidence changes people's understanding of the world
- SC4-17CW** explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Year 8 Assessment Schedule 2025

TECHNOLOGY - MANDATORY**Semester 1**

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT1 - Project 1	T1W10	Practical Project*	Core + Subject Specific (see below)	50%
AT2 - Project 2	T2W6	Practical Project*	Core + Subject Specific (see below)	50%
				Total 100%

Semester 2

Task Title	Timing	Nature of Task	Outcomes Assessed	Weighting
AT3 - Project 3	T3W10	Practical Project*	Core + Subject Specific (see below)	50%
AT4 - Project 4	T4W6	Practical Project*	Core + Subject Specific (see below)	50%
				Total 100%

Additional Notes

*All tasks are formative ongoing assessment project work. Students receive feedback throughout the term guiding them towards final submission.

Deadline for completion of each Project is Week 11 in Term 1, Week 6 in Term 2 and Term 4, and Week 10 in Term 3.

Core Outcomes:

TE4-1DP designs, communicates and evaluates innovative ideas 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

Subject Specific Outcomes:

<p>Agriculture TE4-5AG investigates how food and fibre are produced in managed environments</p> <p>Food / Nutrition TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating</p> <p>Digital / Coding TE4-7DI explains how data is represented in digital systems and transmitted in networks</p>	<p>Engineering TE4-8EN explains how force, motion and energy are used in engineered systems</p> <p>Timber / Metal / Plastics TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</p> <p>Technology TE4-10TS explains how people in technology related professions contribute to society now and into the future</p>
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Appendices

1. Common Assessment Questions

2. Useful internet links

3. Sample Mount View High School Student Appeal Form

Common Assessment Questions

What are the Acceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The only satisfactory reasons for non-attendance or late submission of assessment tasks are:

- Illness on the day the task is sat/submitted, evidenced by the parent / caregiver with whom the student normally lives
- Approved leave granted by the Principal well before the date of the assessment task. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.
- Engagement in alternate approved school based activities (eg school representative sport) that has been communicated, before the date of the assessment, to the classroom teacher or head teacher administering the task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

What are examples of Unacceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The following are **NOT** acceptable reasons for non-attendance or late submission of assessment tasks:

- Any type of computer/printer malfunction (be sure your work is backed up on disk or emailed to school every time you leave the computer, regardless of whether it is finished or not)
- Illness **without** a note of explanation as provided by the parent / caregiver with whom the student normally lives
- Lateness due to sleeping in
- Early holidays
- Loss of task

What to do if you are not at school on the day a task is to be sat or submitted?

Students absent from an assessment task due to illness must:

- Obtain a note from your parent / caregiver that clearly states that the you, the student, has been affected by illness with specific dates mentioned and a brief description of the condition
- Submit the sick note to your classroom teacher / Head Teacher before the conclusion of the second day of return to school
- Submit the assessment task on the first day of return to School
- Sit for the replacement task provided by the relevant Faculty, as directed

Useful internet links

NESA Homepage - <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Stage 4 Syllabus documents - <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4>

About the ROSA - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

VET on-line - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

NESA Parents Page - <http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide>

Assessment Resource Centre - <https://ace.nesa.nsw.edu.au/>

University Admission Centre - <http://www.uac.edu.au/>

TAFE New South Wales - <https://www.tafensw.edu.au/>



MOUNT VIEW HIGH SCHOOL - YEARS 7-10

ILLNESS/MISADVENTURE/APEAL FORM

Name: _____ Year: _____

Name of course: _____ Teacher: _____

Name of the Assessment Task: _____ Date of Assessment Task: _____

Illness/Misadventure/Appeal Reason: *You must state sufficient details to support your case to be considered for extension of time or being given a substitute task. Please refer to the policy statement to guide you. Eg. Attendance at a sporting or cultural event, or family holiday are **not** considered valid reasons to appeal. "Technologies" breakdown (e.g. computer or printer problems) will **NOT** be accepted as part of an appeal. (Students are advised to save as they develop their task and hand in a USB drive, disk or draft of the assessment until the final copy can be handed in).*

Medical Certificate Y / N

(Year 10 applications should be supported by a medical certificate where possible)

Signature of Student: _____ Date: _____

Signature of Parent: _____ Date: _____

Class Teacher's comment (Please look at performance over course to date)

Signature of Teacher: _____ Date: _____

Signature of HT: _____ Date: _____

- Appeals Panel Decision: [] Extension of time to complete the original assessment task
[] Completion of a substitute assessment task
[] Provide an estimate based on evidence (can be completion of original task)
[] Reason unacceptable, mark confirmed of zero or otherwise

Signature of Appeals Panel Leader: _____ Date: _____

(Please inform the Head Teacher and ask them to inform the class teacher and the student)

Mount View High School
Assessment Adjustment Referral Form

PART A: PARENT / STUDENT SECTION

Student Name: _____ Year: _____

Diagnosis/condition: _____

Reason for assessment adjustment referral: _____

Attaching Evidence (attach report) Specialist report

Parent/Carer Name + Signature: Name: _____ Signature: _____

Student Signature: _____

PART B: OFFICE USE ONLY

Date Received:

HT T&L signature + decision _____ Support
 Decline

Date Raised at LST: _____ Support
 Decline

Communicated to staff/student/parent:	Staff	Student	Parent
	<input type="checkbox"/> Email	<input type="checkbox"/> Email	<input type="checkbox"/> Email
	<input type="checkbox"/> Phone	<input type="checkbox"/> Phone	<input type="checkbox"/> Phone
	<input type="checkbox"/> Person	<input type="checkbox"/> Person	<input type="checkbox"/> Person

Entered in PLAN (Date): _____ Entered spreadsheet (date) _____

Mount View High School Assessment Adjustment Referral Form

