



YEAR 8

ASSESSMENT HANDBOOK



YEAR 8 2026



TEACHING STAFF RESPONSIBLE FOR KEY LEARNING AREAS

LEADER OF TEACHER AND LEARNING

Declan Horan

Religion

Pauline Chaccal

English

Ian Murphy

Creative & Performing Arts

Music

Visual Arts

Jason Smolen

HSIE

History

Geography

Natalie Wooldridge

Languages

Japanese

French

Laura Combes

Mathematics

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Personal Development, Health and Physical Education

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Science

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INTRODUCTION

This Assessment Handbook contains the Assessment Schedules and procedures for the courses offered by Gilroy Catholic College in 2026. Its purpose is to ensure that students understand the importance of the assessment program and schedule in providing students with an essential organisational tool and to develop students to be assessment capable learners.

At Gilroy Catholic College, we are committed to working with families in the education of their children. Together, as a supportive learning community, we strive to understand our students individually and collaboratively foster each student's growth in skills, knowledge, and understanding, while supporting their progress in learning.

This Assessment Handbook is for Year 8 students to familiarise themselves with the expectations set by NESA (New South Wales Education Standards Authority) and the College regarding assessment and procedural requirements. Specific guidelines for assessment completion and associated procedures are detailed within this document. A core element of quality education is the implementation of a transparent program guided by explicit guidelines and consistent application of procedures. Initial enquiries regarding assessment should be directed to class teachers and, if necessary, referred to the relevant Leader of Learning. Assessment activities encompass a range of skills and formats, including research projects, collaborative activities, viva voce, practical work, portfolios, group projects, performances, essays, exams, and presentations. These assessments may be presented in various formats, such as written reports, video or audio submissions, completed works, or in-class tests and presentations. While some assessments are based on preparation completed during timetabled classes, senior students are also expected to work independently, dedicating significant time outside of school hours to achieve the highest standards in their assessments.

In Year 8, students will engage in both formative and summative assessments. Formative assessment, or assessment for learning, is typically informal and integrated into the daily classroom environment, encompassing activities like homework, quizzes, teacher-led questioning, and class assignments. Summative assessment, on the other hand, is designed to gauge the level of a student's demonstrated learning, and this Handbook outlines the summative assessments to be completed during the HSC course. Each summative assessment is compulsory, and students are encouraged to take active responsibility in completing their work to the highest possible standard, submitting it to their classroom teachers by the due date.

The teaching staff and I are committed to the nurturing of creativity, critical thinking and to foster the development of each student's knowledge and skills. Through this process, our objective is to cultivate a lifelong love of learning, inspire achievement, and promote the holistic growth of our students.

Cheryl Merryweather
College Principal

AN OUTLINE OF POLICIES AND PROCEDURES

A. Assessment Procedures for Students

Rights and Responsibilities

Students are entitled to:

- Be informed of College and NESAs policies relating to assessment and should familiarise themselves with the procedures outlined in this Handbook.
- Adequate written notice of upcoming assessment. All Formal Assessment Notifications should be provided typically 14 calendar days prior to the due date.
- Be informed of the nature and purpose of the assessment.
- Receive clear guidelines and instructions on the requirements of each assessment including method of submission.
- Be informed of the syllabus outcomes being assessed.
- Receive clear marking criteria outlining how the assessment will be marked.
- Have work assessed and returned to them in a timely manner.
- Receive meaningful feedback that assists them to review their work and progress in their learning.
- Expect a consistent interpretation and application of the College's Assessment Policy.

Students are required to:

- Familiarise themselves with the procedures outlined in this Handbook.
- Be fair and honest when completing work and ensure that any work submitted is entirely their own work.
- Hand in all assessment work on time.
- Refer to their Assessment Handbooks and access communications from teachers, whether by email, Google Classroom or in the classroom, to ensure they are aware of assessments and assessment requirements.
- Plan assessment work to ensure they give themselves adequate time to prepare, ask questions and seek clarification.
- Consult with their teachers as soon as possible after receiving an Assessment Notification if clarification is needed.
- Complete assessment work to the best of their ability.
- Use feedback provided and reflect on the learning process.

THE STUDENT'S RESPONSIBILITIES

Students are expected to perform the tasks which are part of the assessment programme. Every school has a policy on missed assessment tasks. Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. It is the student's responsibility to apply to the Leader of Learning and Teaching before the due date for an extension of time on a task. An alternative task or extension may be provided in rare and exceptional circumstances ONLY. Students are expected to hand in assessment tasks to their teacher or the Leader of Learning at the time designated on the assessment task notification. If they are unable to hand the assessment to

their teacher they should obtain a receipt from the person receiving the task, ie: the Leader of Learning, Year Leader of Learning or School Office.

Use of computers to complete tasks

Gilroy Catholic College has a [Generative AI Policy](#) that details when AI is acceptable to use or prohibited in learning tasks and assessments.

It is the responsibility of students to store files correctly in appropriate storage either in school designated spaces such as Google Drive, or on school notebook computers. Files should be backed up regularly to either external hard drives or flash drives in case of computer failure. Where students are using iPads, files should be backup to remote storage in the 'cloud' or computers at home. **Failure of a computer or iPad will not be accepted as a reason for failing to hand in work.**

At home: It is the student's responsibility that all files (relating to school assignments) kept on home computers should be backed up regularly to removable storage media (eg USB, zip disks etc) in case of computer failure. Should a computer fail before an assignment is completed, the last backed up version should be brought to school and completed on a school computer (or, if no time is remaining, submitted for assessment). USB Flash cards (thumb drives) and external hard drives used to transfer files to school should be kept in good working condition and carried in a solid container to avoid damage. Disks damaged in transit will not be accepted as an excuse for not submitting work. Files can also be transferred to school (as mail attachments) using web page based Email systems providing the student has (signed) permission to use the Internet at school.

Generative AI at Gilroy Catholic College

GenAI should be used to **support learning, not to replace it**. GenAI must not be used to complete assignments or assessments without explicit permission and guidance from the teacher. Students must understand the ethical implications of using GenAI in academic work, acknowledging its use and attributing sources appropriately. All work submitted by students must reflect their own understanding and skills.

Each assessment task will detail the scope of use in that assessment task and/or learning activity. Whenever Generative AI is used, it must be referenced correctly. The teacher may ask you to detail how you have used the generative AI, including showing the prompt history.

GENERATIVE AI IN ASSESMENTS

All use of Generative AI must be referenced and your teacher may also ask you to show how you have used AI. This may be in the form of a prompt transcript or another way such as an AI diary. Some tasks will prohibit or restrict the use of AI.



GENAI CAN BE USED WITHOUT LIMITS

- There are no restrictions on how GenAI can be used in this assessment.
- You must reference your use of AI and your teacher may ask you to provide a prompt transcript or keep a diary of use.



GENAI CAN BE USED IN GUIDED WAYS

- GenAI can be used in ways allowed by the teacher. You must seek permission from the teacher before using AI
- You must reference your use of AI and your teacher may ask you to provide a prompt transcript or keep a diary of use.



GENAI CANNOT BE USED

- GenAI cannot be used in this assessment at all.
- Think of this as "don't use AI, you have to do it all yourself."

B. Assessment Notification

All students are provided with an electronic copy of the Assessment Handbook via Google Classroom at the commencement of the school year. This Handbook can be accessed on the Gilroy Catholic College Website, Google Classroom and under the starred tab on Compass.

The Handbook may be updated from time to time throughout the school year and students should consult the electronic version of the Assessment Handbook for the most up to date information.

The Assessment Handbook contains Assessment Policy information, an Assessment Overview outlining the assessment program for each subject and Assessment Schedules by course including the following details for each assessment task held throughout the year:

- Nature of task.
- Due date of task.
- Syllabus Outcomes.

Students will receive a written notification of all upcoming assessments electronically via Google Classroom typically 14 calendar days prior to the due date. It is therefore a student's responsibility to ensure they regularly access their Google Classroom course pages and consult this Assessment Handbook, especially if absent from school, to ensure they are aware of assessment due dates.

Absence from school and subsequent failure to catch up on missed work and Assessment notifications will not be considered as reasonable grounds for a student to be granted an extension.

C. Absence from Assessment Tasks or Late Submission of an Assessment Task

It is the expectation of the College that students will be present at school for any scheduled assessment task and that any take home task or assignment will be submitted by the due date. Failure to attend an in-class assessment or failure to hand in an assessment on the due date without an Illness/Misadventure Application supported by relevant documentation may result in a mark of zero.

Illness/Misadventure

The illness and misadventure process is available to support students who are unwell or encounter circumstances beyond their control at the time of a formal assessment or examination. An illness or misadventure is any circumstance which the student believes prevents them from attending, submitting or completing an assessment task, OR which diminishes their performance in a scheduled assessment task.

Illness/Misadventure applications received without appropriate supporting documentation will not be successful.

There are 4 types of applications that students can make when completing an illness/misadventure application:

1. **Extension of submission date:** made prior to the due date before students have completed the assessment task and applies to hand in submissions only.
2. **To sit the task at another time:** made prior to the due date before students have completed the assessment task and applies to in class tasks only. Students will be provided with a substitute assessment task if this application is approved
3. **Consideration:** made after an assessment task is completed. This is applied at the end of the course and takes into consideration the impact of an illness/misadventure at the time of the

completion of an assessment. Consideration is applied based on the performance of the individual student throughout the year and uses actual performance in other formal/informal assessments and tasks of a similar nature. If performance sits within the usual performance range of the student then no consideration will be applied to their final result.

4. **Estimate:** This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Illness

Any unforeseen illness or a medical procedure that prevents a student from attending, completing, or submitting a scheduled assessment task may be considered reasonable grounds for application of Illness. If a student experiences illness with regard to attending, completing, or submitting an assessment task they must make an application for Illness using the Illness/Misadventure form available via Compass on, before, or within seven school days of the assessment due date. Students/parents may want to contact the Leader of Teaching and Learning and, or the relevant Leaders of Learning to inform them that an illness or misadventure has occurred and an application will be pending. Concession for illness will only be approved by the College Principal and/or Leader of Teaching and Learning. All applications will be reviewed and a doctor's certificate will be required to support the Illness/Misadventure application.

Students must be prepared to attend, complete or submit the assessment task or a substitute assessment on the day of their return to the College and must submit their Illness/Misadventure application and accompanying documentation at the same time. Estimated marks will not be provided for missed assessment unless exceptional circumstances occur.

Misadventure

Unexpected circumstances beyond a student's control which impact a student's ability to attend, complete or submit an assessment may be considered as a misadventure and reasonable grounds for application for misadventure. Students are to make any application for misadventure using the Illness/Misadventure form available via Compass on, before, or within seven days of the assessment due date. Students/parents may want to contact the Leader of Teaching and Learning, or the relevant Leaders of Learning and Wellbeing to inform them that an illness or misadventure has occurred and an application will be pending. Concession for misadventure will only be approved by the College Principal and/or Leader of Teaching and Learning. All applications will be reviewed and official supporting documentation will be required to support the Illness/Misadventure application. Official documentation may include a doctor's certificate.

Not Grounds for Illness/Misadventure

The following list indicates reasons that are not valid grounds when applying for Illness/Misadventure.

- Family holidays during term time.
- Unapproved leave or unjustified absence.
- Co-curricular activities.
- IT failures.
- Lack of planning/time management.
- Work and sporting commitments.

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESA will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s)
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

Late submission of assessment tasks

Students who have their illness/misadventure application for an extension (hand in task) or to sit the task at another time (in class task) will not have a penalty applied to a late submission.

Students who fail to submit an assessment task on time without an approved illness/misadventure application will receive a mark of zero for their assessment task. Parents/carers of students who submit late assessments or fail to submit or complete an assessment task will be notified.

Difficulties Completing Assessment or Meeting Assessment Due Dates

Students having difficulty meeting assessment deadlines should discuss the issue with their Year Leader of Learning or the Leader of Teaching and Learning at the earliest opportunity. Contact and communication regarding assessment concerns should take place well before the assessment due date.

Leave During Term Time

It is not an acceptable grounds for an illness/misadventure appeal if a student is absent for an in class assessment task due to a family holiday. A **zero** mark will be awarded for that task. If a student is able to submit a task before they leave or email the assessment through to their class teacher and appropriate Leader of Learning on the due date whilst away, no penalty will apply.

If students are required to take leave during term time for a rare and urgent case (such as an unavoidable overseas family emergency) this will be treated as being **EXCEPTIONAL CIRCUMSTANCES**. An application must be made by the family for their leave to be treated as exceptional circumstances.

Exceptional Circumstances will be **adjudged by a committee** consisting of the Principal, Leader of Teaching and Learning, the Year Leader of Learning or KLA Leader of Learning, or representative for the subject concerned and each case will be **considered on its merits**.

If at all possible, students should perform the required task. Students who are absent due to exceptional circumstances must apply for exceptional circumstances by writing to the Leader of Teaching and Learning. If required, a substitute task will be provided to the student at an appropriate time decided by the committee.

An illness/misadventure form is available online and must be completed by the student within 7 days of the application for exceptional circumstances.

Non-attendance on due date of task

If a student is ill or not at school when an assessment task is due the **student should make every effort to submit the task on the due date**. Students must liaise with the relevant teacher or Leader of Learning to arrange submission.

The principal may authorise that an estimate be given for a task which has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Students who are absent the day preceding an assessment task must present Student Services with a Medical Certificate upon their return to school.

How Students Apply for Illness/Misadventure

Students are expected to attempt all assessment tasks.

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance.

Applications may be in respect of:

1. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
2. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

The illness/misadventure form is a Google Form only accessible from a students' ParraStu Google account. The Google form requires students to provide details on their circumstances and attach relevant medical documentation to support their application.

Students are required to complete all assessment tasks and if there are circumstances that have impacted their health and performance students are encouraged to complete an illness/misadventure form and apply for consideration. This can only be applied for after a student

has completed the assessment and with appropriate medical documentation. This kind of application is the most common application made by students.

In rare circumstances, students may need to make the following applications, but these are only when a student is unable to sit/hand in an assessment on the day it is due.

If a student has an assessment task due and has an illness/misadventure on the day the task is due but is absent for **less** than 7 days after the assessment is due there are several options depending on the task type:

If it is a **Hand In** task, students select that they have not completed the assessment and ask for an extension of time. The classroom teacher will then determine a due date that is within 7 days of the original assessment date, depending on their circumstance.

If it is an **In-Class** task, students select that they have not completed the assessment and ask to sit the task at another time. The student will then sit the task on their next day of attendance as directed by their classroom teacher.

Students completing assessment tasks at a different time to the rest of the cohort will be provided with a substitute assessment task. The substitute assessment task will be in accordance with the illness/misadventure provisions provided by the College.

In exceptional circumstances 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.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

1. The parent **MUST** contact Student Services in writing via email or SMS to inform the school of absence and missed assessment task.
2. The student **MUST** provide the school, on the first day back to school after an absence, of a certified Medical Certificate. **This certificate MUST clearly indicate the reason for absence and how this affected the student not being able to sit/submit the assessment task.** Planned holidays are **NOT** suitable grounds for Illness Misadventure. Misadventure must be due to unforeseen circumstances, this does **NOT** include planned holidays. A mark of zero may be awarded in such circumstances.
3. The student **MUST** complete an Illness Misadventure application within 7 days of the missed assessment. (Applications for Illness Misadventure are made online, via Compass and is [linked here](#))
4. Students must complete assessment tasks on the first day of return to school, this includes in-class assessments and hand-in tasks.
5. **NB: Incomplete or incorrect forms past the 7 days will NOT be accepted.**

6. The Leader of Learning & Teaching reviews all submissions and passes on documentation or recommendation to the relevant KLA Leader of Learning.
7. In most cases, students will re-sit/submit the task, as arranged by each KLA Leader of Learning. Estimates are only given in RARE circumstances.
8. If a student doesn't provide appropriate information regarding their absence from an assessment task, a mark of zero will be awarded.

The principal may authorise that an estimate be given for a task that has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

D. Feedback

Principles of effective feedback

Feedback enables students to recognise strengths as well as areas for improvement, and to identify and plan with their teacher the next steps in their learning. Students should be provided with feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the outcomes of the task and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities.

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher-student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to outcomes and content, and/or processes applied to the task.

Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning.

Forms of Feedback

The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Feedback may take a variety of forms, including digital and other modes. It may be formal or informal, and should encourage teacher–student dialogue about learning. It may include:

- oral feedback from the teacher, student and their peers, such as collaborative activities and conferencing,
- written feedback from the teacher and/or peers, based on the criteria for assessing learning,

- a completed marking rubric identifying areas of student achievement.

While it is not a requirement for teachers to provide feedback to students during the development of student work prior to the assessment due date for a formal assessment task, it may be a valuable way for teachers to monitor student progress and the authorship of student work. Marks or grades are not to be attributed to feedback. Learning faculties will make decisions regarding the provision of feedback ensuring equal opportunity for all students to receive feedback from teachers.

E. Assessment and Reporting For Years 7-10

The College follows the principles of effective Assessment guided by NESAs. Students are provided with a range of different assessment opportunities throughout each term. These assessments occur formally and informally, what this means is that teachers will use a range of different assessment methods to determine a student's grade for their interim report at the end of Term 2 and their final report at the end of Term 4.

In 2026 for Years 7-10 teachers will continue to use the evidence students have completed in class through submissions and observations as well as formal assessment task submissions to determine an on-balanced decision about which grade matches the standards demonstrated by the student. For parents and students, this means that everything a student does in the classroom and every piece of work that they submit can be used to assist the teacher in determining a grade. Only formal assessment tasks will have notifications regarding due dates and the outcomes being assessed. All other informal assessments occur in the classroom and can include the work that students complete in that lesson.

Teachers will use the following assessment approaches both formally and informally. The choice of assessment depends on the specific goals of the assessment and the desired outcomes. Assessment serves to inform teaching, guide student learning, and provide evidence of achievement.

1. Students are required to complete class-based activities and the formal assessment schedule throughout each semester.
2. All formal assessment tasks include set criteria that are written to parallel the [Common Grade Scale](#), measuring specific syllabus outcomes.

The purpose of the Report Learning Statements are to provide information on each student's learning in their subject in relation to the statewide syllabus standards using a scale.

The scale uses the following descriptors:

Working Beyond

Working Beyond indicates that the student is exceeding the expectations of the learning outcome by demonstrating advanced knowledge and deep understanding of course concepts. Students are applying skills and processes with creativity, critical thinking, and independence in complex or unfamiliar contexts. Students can communicate complex ideas effectively, showing high-level analysis and evaluation.

Working At

Working At indicates that the student has met the learning outcome and is demonstrating proficiency. Students are applying their knowledge of content and understanding of course concepts to expected standards and using skills and processes effectively in familiar and some new contexts. Students can communicate ideas clearly and appropriately while integrating and analysing information.

Working Towards

Working Towards indicates that the student is developing their understanding of the content and course concepts but has not yet fully achieved this learning outcome. Students are demonstrating foundational skills or knowledge but require further development to meet the expected standard. Students are able to engage with familiar contexts with guidance and support and are beginning to apply skills but may lack consistency or depth in their work. This new scale will provide a greater understanding of how a student is progressing specifically in relation to the syllabus outcomes that have been taught and assessed in the reporting cycle. With this change teachers, parents and students will have clarity on their strengths and areas for improvement.

[The three assessment types are available through this link](#)

Years 7–10 Assessment Strategies

The type of assessment activity and the way evidence of learning is gathered will vary depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs.

Students are provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

Evidence of learning that may contribute to a student's grade on their reports may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity

- evaluating student achievement across time, including student portfolios
- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

F. The Common Grade Scale

Students are required to complete a variety of class-based activities and the ONE formal assessment task throughout each semester.

All formal assessment tasks include set criteria that are written to parallel the Common Grade Scale, measuring specific syllabus outcomes. The class teacher then marks these tasks individually. All teachers of the specific grade then meet to ensure there is a consistent application of the criteria across all classes. The group selects a sample from each of the grade levels that reflect the stated criteria for the task. These are kept and referred to from year to year.

Common Grade Scale

| | |
|----------|---|
| 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 skills to new situations. |
| 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. |
| 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. |
| 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. |
| E | The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills. |

G. What are Performance Descriptors

All class-based tasks are also marked in relation to the Course Performance Descriptors (refer to specific subject descriptors that appear after the assessment schedule) created by each faculty (using Stage 5 descriptors as a guide). Each teacher collects and records a grade for each class-based task that is commensurate with the created course descriptors. Each teacher then submits a grade for the collection of tasks completed in class. Teachers maintain samples for each grade for later reference. If inconsistencies arise between the formal task result and the teacher grade the Leader of Learning (LOL) will ask to see samples to ensure consistency with the Board of Studies samples.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers weigh up the evidence of achievement and other information collected for a student up to that point in time. This information is derived from learning activities, observations and other methods of assessment that are collected over time and in different situations. Grades are not awarded solely based on formal assessment tasks.

Once this process is completed the LOL gives each student an overall grade for the semester. The teacher of a student may query the grade and ask for it to be changed. At this point they will have to prove that the student has met the standard set on the ARC website. Samples will be used to ascertain if a student's grade should change.

H. Marking, Recording and Reporting Student Achievement in Assessment Tasks

The allocation of marking is distributed equitably across Year 7 within each course. Year 7 Assessment tasks will be returned within an appropriate time period and include the provision of meaningful feedback to students. Leaders of Learning are responsible to ensure that marks are recorded on the school network in Compass Markbooks, these marks may be entered by class teachers.

Students will receive a report at the conclusion of each semester at the College. Academic Reports are printed then distributed to Year 7 students at the conclusion of Term 2 and Term 4. Electronic copies of reports are maintained on the school network in Compass Academic Reports.

I. Assessment Schedules

Gilroy Catholic College follows the principles of effective Assessment guided by NESAs. Assessment is the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Within this framework students complete assessment in three ways; Assessment for Learning, Assessment as Learning and Assessment of Learning. Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Teachers use the three different assessment approaches individually or together, and they can be used formally or informally. The choice depends on the specific goals of assessment and the desired outcomes. Assessment serves to inform teaching, guide student learning, and provide evidence of achievement to various stakeholders. All three forms of assessment are conducted throughout the year through both formal assessments noted in this schedule and informally in lessons.

Throughout the year you will complete ONE formal assessment per semester for each subject. In addition to these assessments you will complete numerous in-class tasks that will be used to assess your overall performance. Everything that you do in class counts towards your final grade! The outcomes that are not assessed in formal tasks will be assessed in your in-class tasks. The formal assessments have no greater weighting than your class work; they are simply used to prepare you for future years.

J. Performance for Assessment

- **Assessment is based on actual performance not on potential performance.** The School assessment procedures are not meant to compensate for factors which detract from student performance, such as illness, misadventure or domestic problems which might occur throughout the assessment period.
- Rare and urgent cases will be treated as being **EXCEPTIONAL CIRCUMSTANCES** on application by the student. An illness/misadventure form is available online and must be completed by the student within 7 days of the assessment date. Supporting evidence in medical/illness applications **must** include a Doctor's certificate.
- Exceptional Circumstances will be **adjudged by a committee** consisting of the Leader of Learning and Teaching, the Year Leader of Learning or KLA Leader of Learning, or representative for the subject concerned and each case will be **considered on its merits**.
- **If at all possible, students should perform the required task and then submit evidence**, in writing, of factors which may have affected their performance. The emphasis is on exceptional, unusual conditions, not, for example, such things as a 'head cold', or 'missing the bus', etc. Students should notify teachers of the circumstances before attempting the task. Again, illness/misadventure applications must be lodged within 7 days of the assessment day.
- Students must be aware of the fact that **assessment tasks are important** and that they need to treat them as such.
- **14 days notice will typically be provided** outlining the timing of tasks.
- **Late Submission** of assessment tasks will be considered **only** in exceptional circumstances, following an application for Illness Misadventure.
- Students who **miss** any assessment task will generally **not** be able to repeat this activity.

K. Malpractice in Assessment Tasks

School candidates are subject to the normal rules of the school throughout the period of assessment. Failure to observe these rules may result in disqualification from the particular task.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own

- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Taking time off from school in order to prepare for an assessment task. This, of course, includes coming to school late or leaving early to secure more study time to prepare for an assessment task and thereby giving a student an unfair advantage in an assessment task.
- Failing to fully participate in experiences which are integral requirements of the syllabus, e.g. exams, assignments, practical work, participation in class, homework etc.
- Any action which gives any student an unfair advantage in the completion of a task or which undermines the integrity of the education process at Gilroy Catholic College.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

Students must complete at least 50% of assessment tasks set in every subject area.

If any student has engaged in any form of Malpractice the relevant portion of their work will be awarded a zero mark. Students may also receive an N-notification.

Procedures for Investigating Suspected Malpractice

Identification of Concern

A teacher who suspects malpractice will report the concern to the Leader of Learning and provide evidence (e.g., similarity reports, notes, observations).

Initial Review

The Leader of Learning reviews the evidence and may request additional information from the teacher or student.

If the concern appears legitimate, the LOL refers the matter to the Leader of Teaching and Learning.

Formal Investigation

The student will:

- Be notified that malpractice is suspected
- Be required to complete a student statement form to respond and provide their explanation

Decision Making

The Leader of Teaching and Learning, in consultation with the Leader of Learning, will determine whether malpractice has occurred.

- Decisions will be based on available evidence, intent, and the nature of the offence.
- The student and parents will be informed in writing of the outcome and any penalty applied.

Possible Penalties for Malpractice

Penalties may vary depending on the seriousness of the offence and whether it is a repeated behaviour. Penalties may include:

- A warning and counselling on academic integrity
- Requirement to complete the task again or complete an alternative task
- A mark penalty or reduced grade for the task
- A zero mark for the task where serious malpractice has occurred
- The penalty will be clearly explained to the student in writing.

Student Appeals Process

Students have the right to appeal decisions regarding malpractice.

Grounds for Appeal:

An appeal may be lodged if the student believes:

- The decision was not based on fair or sufficient evidence
- The procedures outlined in this policy were not followed correctly
- The penalty imposed was unreasonable given the circumstances

How to Appeal

The appeal must be submitted in writing to the Leader of Teaching and Learning within five school days of receiving the decision.

The appeal must clearly state the reasons for appealing and include any relevant evidence.

Appeal Decision Panel

Appeals will be reviewed by the Appeals Panel, consisting of:

- The Leader of Teaching and Learning
- A Leader of Learning not involved in the original decision
- The Assistant Principal and Principal

Outcome of Appeal

The Appeals Panel will review all evidence and may interview the student.

The Panel may uphold the original decision, modify the penalty, or overturn it.

The student and parents will be notified in writing of the final decision.

Appeal decisions are final.

L. Invalid Tasks

A task may be declared if it does not function as required. For example, it may not adequately differentiate between the students or there may have been problems with the administration of the task that affected the candidature (as a whole or in part) or the task (completely or in part) This would include students having prior knowledge of a question or plagiarising. In all cases, issues of administration must be managed to ensure that fairness is maintained for all students.

If for some reason a task or part of a task proves to be invalid, the following options may be considered:

- the task could be rescheduled (with sufficient notice) if the security of the task is not compromised
- the task may need to be discarded, either partially or in its entirety
- a new task may need to be considered with weightings adjusted as appropriate
- if a task is partially discarded (and an additional task is not added as mentioned above),
- consideration must be given to the weighting of the remaining section compared with the other assessment tasks.

In order to decide which option to use, a panel should be convened involving the relevant faculty Leader of Learning, the Leader of Learning and Teaching, and a recommendation made to the Principal as to how to proceed. Advice from NESAs may also be taken. Students and parents will be notified in writing as to the outcome.

M. Parent/Teacher consultation

- Parents can contact their child's teacher regarding assessment at any point but teachers will not converse with external tutors or coaches.

Student Performance

Students will be given meaningful feedback on their performance in assessment tasks. This information may be given in one or more of a variety of formats – including a mark and/or grade.

Considerable care is taken in marking assessment tasks. If a student believes, however, that their work has been incorrectly graded, they should follow the process outlined below.

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance benchmarks, you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning and Teaching.
3. The Leader of Learning and Teaching will discuss your concerns with you.
4. If you decide to appeal you need to complete and submit the Student Appeal sheet. (Available on the Student Homepage).
5. If needed, an Appeals Committee will convene to assess the appeal put forward by the student. The committee will consist of the Leader of Learning and Teaching, the teacher who marked the task and the relevant Leader of Learning.
6. The outcome of this meeting may be that the original result stands or a revised assessment mark (which could be lower than the original) will be issued to the student.

A copy of the Student Appeal Form appears on the following page.



Student Appeal Form

(Attach your task and the marking criteria to this appeal. This must be submitted no later than 7 days after the task was returned.)

Student's Name: _____ Year: _____

Subject: _____

Nature of Assessment Task: _____

Result received: _____

Feedback received:

Reason for appeal:

(Refer specifically to how you have met the criteria at a higher level)

It is very important that you understand that by submitting this appeal your task will be re-marked and that you may receive the same mark, a lower mark or a higher mark.

Decision

Mark: _____

Feedback: _____

Leader of Learning and Teaching

Leader of Learning

Marker

Grade Appeal Process:

Students:

May request a school review of their final grade allocated to them by their school in any Stage 5 or 6 course. Students cannot seek a review of results in a single or multiple individual assessment tasks when appealing a final grade. There is a separate assessment task appeal process.

Students appealing their final grade must:

submit their appeal, in writing, to the principal, and provide evidence that the grade allocated in the course was inconsistent with the progressive reporting from the school.

An Appeals Committee will convene to assess the appeal put forward by the student. The committee will consist of the Principal, Assistant Principal, Leader of Teaching and Learning and the relevant Leader of Learning.

The outcome of this meeting may be that the original result stands or a revised grade (which could be lower than the original) will be issued to the student and if required provided to NESAs for credentialing.

The student will be notified of the decision in writing.



| Task Type | Date | Syllabus Outcomes |
|---------------------------|--|-------------------|
| In class written response | <p>Term 1</p> <p>Week 9 26/03/2026 and 27/03/2026</p> | KS4.5 |
| Multimodal Task | <p>Term 3</p> <p>Week 9 16/09/2026</p> | KS4.7 |

RELIGION: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|---|
| A | The student has an extensive understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions. The student demonstrates an extensive ability to evaluate a range of relevant and comprehensive information, from a range of sources including the Bible and Catholic documents, and communicate this understanding in a variety of contexts. |
| B | The student has a thorough understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions. The student demonstrates a thorough ability to evaluate a range of relevant and thorough information, from a range of sources including the Bible and Catholic documents, and communicate this understanding in a variety of contexts. |
| C | The student has a sound understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions. The student demonstrates a sound ability to evaluate a range of relevant information, from a range of sources including the Bible and Catholic documents, and communicate this understanding in a variety of contexts. |
| D | The student has a basic understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions. The student demonstrates a basic ability to evaluate information, from some sources including the Bible and/or Catholic documents, and communicates information in limited contexts. |
| E | The student has an elementary understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions. The student demonstrates a limited ability to include information, attempting to include some sources including the Bible and/or Catholic documents, and communicates information in limited contexts. |



| Task Type | Date | Syllabus Outcomes |
|--------------------------------------|--|---|
| Essay Style Response | <p>Term 1</p> <p>Week 9</p> <p>23/03/2026</p> | <p>EN4-RVL-01 EN4-URA-01</p> <p>EN4-URB-01 EN4-ECA-01</p> <p>EN4-ECB-01</p> |
| Group Film and Individual Reflection | <p>Term 3</p> <p>Week 8</p> <p>07/09/2026</p> | <p>EN4-RVL-01 EN4-URA-01</p> <p>EN4-URB-01 EN4-URC-01</p> <p>EN4-ECB-01</p> |

ENGLISH: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|---|
| A | A student responds at a very high level to a range of imaginative, factual and critical texts, making connections between and among texts. A student uses and describes, language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. They use a range of processes for responding to and composing texts, and think critically and interpretively about information, ideas and arguments. A student makes informed language choices, displaying a clear personal style to shape meaning with accuracy, clarity and coherence. |
| B | A student responds at a high level to a challenging range of imaginative, factual and critical texts, making connections between and among texts. A student uses and describes, suitable language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. They use a variety of processes for responding to and composing texts, and think critically and interpretively about information and ideas. A student makes informed language choices, displaying an increasing personal style, to shape meaning with accuracy, clarity and coherence. |
| C | A student responds to a range of imaginative, factual and critical texts. They correctly use and describe, language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. The student uses processes for responding to and composing texts, and thinks interpretively about information and ideas. A student makes informed language choices, displaying an emerging personal style, to shape meaning with accuracy, clarity and coherence. |
| D | A student performing at this grade, typically responds to some imaginative, factual and critical texts, and may identify some connections between and among texts. A student uses and describes, language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. A student uses processes for responding to and composing texts, and thinks about information and ideas. A student makes language choices, composing texts to shape meaning. |
| E | A student demonstrates some ability to respond to a limited range of texts. With support, a student may identify some connections between texts and identify language forms and features, and structures of texts, appropriate to a limited range of purposes, audiences and contexts. A student uses elementary processes for responding to and composing texts, and thinking about information and ideas. A student, with support makes limited language choices, composing basic texts. |



| Task Type | Date | Syllabus Outcomes |
|-----------------------------|---|-------------------|
| Composition/ Arrangement | <p>Term 2</p> <p>Week 3 04/05/2026</p> <p>8MUS1, 8MUS3, 8MUS5, 8MUS7, 8MUS9</p> | 4.4, 4.5, 4.6 |
| Composition/ Arrangement | <p>Term 4</p> <p>Week 3 26/10/2026</p> <p>8MUS2, 8MUS4, 8MUS6, 8MUS8, 8MUS10</p> | 4.4, 4.5, 4.6 |

MUSIC: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|--|
| A | The student demonstrates a very high level of work, clearly communicating an understanding of a variety of musical styles and making perceptive connections across a range of music. The student can explain how musical concepts are used and manipulated in relation to performing, composing and listening and can experiment, improvise, listen and aurally observe with discrimination and understanding how composers have used the concepts of music. |
| B | The student demonstrates a high level of work, communicating an understanding of a variety of musical styles and making connections across a range of music. The student can describe how musical concepts are used and manipulated in relation to performing, composing and listening, and can experiment, improvise, listen and aurally observe with some understanding how composers have used the concepts of music. |
| C | The student demonstrates work at a satisfactory level. With assistance they are able to demonstrate a basic understanding of musical styles and genres. With guidance the student can describe the use of musical concepts in performing, composing and listening activities, experimenting with musical ideas to form basic compositions, listen and aurally observe, with limited understanding, how composers have used the concepts of music. |
| D | The student is working towards the outcomes for the stage. With teacher direction attempt made to participate in some musical activities. An elementary understanding in performing, composing and listening activities. Consolidation of the knowledge, understanding and skills that underpin the learning for this stage is required to progress. |
| E | The student is yet to attain some of the outcomes for the stage. Engagement with performing, composing and listening is limited thus providing partial evidence of their understanding of musical concepts. A greater engagement with the knowledge, understanding and skills of the course is |

required to progress.

GILROY CATHOLIC COLLEGE

Year 8 2026

Course: Visual Arts



| Task Type | Date | Syllabus Outcomes |
|--|---|---|
| Making/Critical and Historical Studies | <p>Term 2</p> <p>Week 1 24/04/2026</p> <p>8VAR2, 8VAR4, 8VAR6, 8VAR8, 8VAR10</p> | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 |
| Making/Critical and Historical Studies: Analysis | <p>Term 4</p> <p>Week 1 16/12/2026</p> <p>8VAR1,3,5,7,9</p> | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 |

VISUAL ARTS: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|---|
| A | The student demonstrates excellence in the making of artworks; investigating many different materials, techniques and procedures. The student understands how Art Theory can be used to develop meaning in the representation of their ideas. They confidently interpret and discuss artworks as they construct perceptive explanations about the art-making practice of others as well as their own. |
| B | The student demonstrates a high level of work in the making of artworks; exploring several materials, techniques and procedures. The student recognises how Art Theory can be used to represent their ideas and interests, explaining and making judgements about artworks with an understanding about the art-making practice of others as well as their own. |
| C | The student demonstrates work at a satisfactory level with teacher support; making artworks that explore some materials, techniques and procedures. The student uses some Art Theory to represent straightforward ideas and with teacher support describes and makes basic judgements about artworks with a simple understanding of the art-making practice of others as well as their own. |
| D | The student is working towards the outcomes for the stage, showing some evidence of engaging with materials to create artworks. With much teacher support, the student employs a limited use of Art Theory to represent simplistic ideas about the meaning of artworks. Consolidation of the knowledge, understanding and skills that underpin the learning for this stage is required to progress. |
| E | The student is yet to attain some of the outcomes for the stage; engagement with materials and techniques is limited thus providing partial evidence of the students understanding of the making and |

studying of artworks. A greater engagement with the knowledge, understanding and skills of the course is required to progress.

GILROY CATHOLIC COLLEGE

Year 8 2026

Course: HSIE History



| Task Type | Date | Syllabus Outcomes |
|---|--|----------------------|
| Guided Research Booklet (hand-in) + In-class Writing Task | <p>Term 1</p> <p>Week 10</p> <p>30/03/2026 and 31/03/2026</p> | HT4.8, HT4.9, HT4.10 |

HISTORY: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|--|
| A | The student draws sophisticated historical conclusions about the usefulness of sources as evidence in an inquiry; clearly communicates their understanding of historical events and issues for different audiences using a variety of written forms. |
| B | The student draws thorough historical conclusions about the usefulness of sources as evidence in an inquiry; communicates their understanding of historical events and issues for different audiences using a variety of written forms |
| C | The student draws sound historical conclusions about the usefulness of sources as evidence in an inquiry; communicates their understanding of historical events using a variety of written forms. |
| D | The student draws basic historical conclusions about sources as evidence in an inquiry; communicates some understanding of historical events using a variety of written forms. |
| E | The student draws some conclusions about sources in an inquiry; communicates limited understanding by creating simple accounts. |



| Task Type | Date | Syllabus Outcomes |
|--|---|----------------------------|
| Guided Research Booklet (hand-in) + In-class Writing Task | <p>Term 3</p> <p>Week 8</p> <p>08/09/2026 (1,2) 09/09/2026 (3,4,5,6,7,8)</p> | GE4-2, GE4-3, GE4-5, GE4-8 |

GEOGRAPHY: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|---|
| A | Students demonstrate extensive and detailed knowledge of how places and environments are shaped by geographical processes, critically analysing the complex interactions and connections between people, places, and sustainability management across different scales. They exhibit sophisticated inquiry skills to proficiently select, acquire, and process complex geographical information using advanced concepts and tools, and use an extensive range of effective strategies to clearly structure and communicate their findings and conclusions to various audiences, and can apply these skills to new situations. |
| B | Students demonstrate thorough knowledge and understanding of how places and environments are formed, clearly explaining the strong interactions and connections between people, places, and the management of environments for sustainability across various scales. They exhibit high-level skills to effectively select, acquire, and process complex geographical information using appropriate concepts and tools. Furthermore, the student uses a broad range of strategies to structure and communicate their geographical findings and conclusions effectively. |
| C | Students demonstrate sound knowledge and understanding of how places and environments are formed, and are able to describe the key interactions and connections between people, places, and the management of environments for sustainability. They exhibit sound inquiry skills to select, acquire, and process relevant geographical information using appropriate concepts and tools, and use a suitable range of strategies to communicate their geographical findings and conclusions. |
| D | Students demonstrate a basic knowledge of places and environments, along with some understanding of the geographical processes that shape them, and outlines simple interactions and connections between people, places, and the management of environments for sustainability. They exhibit some skills to select and apply appropriate geographical concepts and tools for the investigation, and use basic skills and a limited range of strategies to communicate their geographical information. |
| E | Students demonstrate elementary knowledge of places and environments, and can identify some geographical processes that shape them. They recognise some basic aspects of human wellbeing and the management of environments for sustainability, and display elementary skills in selecting and applying geographical concepts and tools for investigation. The student communicates geographical information using a limited range of basic strategies. |



| Task Type | Date | Syllabus Outcomes |
|---------------|--|--|
| In-class Test | <p>Term 2</p> <p>Week 4 11/05/2026 8MAT(1,2,3,4,5,6,7, 8)</p> | <p>MAO-WM-01 MA4-DAT-C-01, MA4-DAT-C-02 MA4-ALG-C-01 MA4-IND-C-01 MA4-EQU-C-01</p> |
| In-class test | <p>Term 3</p> <p>Week 9 14/09/2026 8MAT(1,2,3,4,5,6,7,8))</p> | <p>MAO-WM-01 MA4-GEO -C-01 MA4-FRC-C-01 MA4-LIN -C-01 MA4-ANG-C-01 MA4-RAT-C-01 MA4-ARE -C-01 MA4-VOL-C-01</p> |

MATHEMATICS: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|---|
| A | The student selects efficient strategies and uses them accurately to solve unfamiliar, multi-step problems. In addition, the student uses formal definitions and appropriate mathematical language and notations in written, oral and/ or graphical form to solve problems. |
| B | The student uses appropriate strategies to solve familiar, multi-step problems and uses mathematical language and notations in written, oral and/or graphical form to solve problems. The student often requires guidance to determine the most efficient method. |
| C | The student uses appropriate strategies, often with the assistance of given diagrams and formulae to solve simple familiar problems. In addition, the student uses some appropriate mathematical arguments to solve problems. |
| D | The student uses standard procedures to solve simple familiar problems. In addition, the student, with guidance, uses some mathematical arguments to solve problems. |
| E | The student, with guidance, uses standard procedures to solve simple familiar problems and can identify simple mathematical relationships. |



| Task Type | Date | Syllabus Outcomes |
|------------------------------------|--|--------------------------------|
| Exploring Movement - Practical | Term 1 Ongoing 03/02/2026 | PD4.4, PD4.5, PD4.11 |
| Positive and Negative Risk Inquiry | Term 3 Week 10 21/09/2026 | PD4.6, PD4.7, PD4.9, PD4.10 |

PDHPE: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|--|
| A | The student has an extensive knowledge and understanding of the skills needed to enhance their interactions and interpersonal relationships in ways that promote positive health for themselves and others. They recognise issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. Through perseverance and constant application, the student improves their capacity to move with skill and confidence in a variety of challenging contexts demonstrating creativity through composing, performing and appraising movement. |
| B | The student has a thorough knowledge and understanding of the skills needed to enhance their interactions and interpersonal relationships in ways that promote positive health for themselves and others. They explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The student improves their capacity to proficiently move with skill in a range of challenging contexts when composing, performing and appraising movement. |
| C | The student has knowledge and understanding of various skills needed to enhance their interactions and interpersonal relationships in ways that promote positive health for themselves and others. They investigate issues that are likely to impact on health and wellbeing now and in the future. The student improves their capacity to transfer skills from one context to another when composing, performing and appraising movement. |
| D | The student has a basic knowledge and understanding of skills that are needed to enhance their interactions and relationships in order to promote positive health for themselves and others. They describe issues that are likely to impact on health and wellbeing now and attempt to identify those that may arise in the future. The student demonstrates movement skills and concepts to improve performance in a choice of movement situations. |
| E | The student has an elementary knowledge and understanding of some of the skills needed to enhance their interactions and relationships in order to promote positive health. They identify issues that may impact on the health of themselves and perhaps others. The student demonstrates some movement skills and concepts to improve performance in predictable movement situations. |



| Task Type | Date | Syllabus Outcomes |
|-------------|---|--|
| Theory test | <p>Term 2</p> <p>Week 6</p> <p>25/05/2026 - 8Sc1,3,4,6,8</p> <p>26/05/2026 - 8Sc 2,5,7</p> | SC4-7WS, SC4-9WS, SC4-11PW, SC4-17CW |
| Theory Test | <p>Term 4</p> <p>Week 3</p> <p>26/10/2026- 8Sc1,3,4,6,8</p> <p>27/10/2026 - 8Sc2,5,7</p> | SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW |

SCIENCE: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|---|
| A | The student conducts scientific research, tests scientific theories, conducts first-hand investigations and effectively analyses the impact these have on scientific discovery. Students effectively analyse scientific phenomena and the interactions between living and non-living things to effectively communicate accurate scientific findings and insights. |
| B | The student conducts scientific research, tests scientific theories, conducts first-hand investigations and analyses the impact these have on scientific discovery. Students analyse scientific phenomena and the interactions between living and non-living things to communicate accurate scientific findings. |
| C | The student completes scientific research, describes scientific theories, completes first-hand investigations and explains the impact they have on scientific discovery. Students describe scientific phenomena and the interactions between living and non-living things to communicate scientific findings. |
| D | The student completes scientific research, describes scientific theories, and completes first-hand investigations. Students identify scientific phenomena and the interactions between living and non-living things. |
| E | The student completes scientific research, describes scientific theories, and completes first-hand investigations with support. Students identify scientific phenomena and the interactions between living and non-living things with support. |



| Task Type | Date | Syllabus Outcomes |
|--|---|---|
| Design Folio and Project for Rotation One Unit | <p>Term 2</p> <p>Week 4 15/05/2026 8TAS 7, 8</p> <p>Week 5 18/05/2026 8TAS 6</p> <p>19/05/2026 8TAS 3, 4</p> <p>21/05/2026 8TAS 1, 2, 5, 9, 10</p> | <p>Food and Agriculture <u>8TAS2, 8TAS3, 8TAS5, 8TAS7, 8TAS9</u> TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO</p> <p>Material Technologies <u>8TAS1, 8TAS4, 8TAS6, 8TAS8, 8TAS10</u> TE4-1DP, TE4-2DP, TE4-3DP, TE4-9M</p> |
| Design Folio and Project for Rotation Two Unit | <p>Term 4</p> <p>Week 2 19/10/2026 8TAS 3, 4, 6, 9, 10</p> <p>21/10/2026 8TAS 1, 2, 5,</p> <p>23/10/2026 8TAS 7, 8</p> | <p>Food and Agriculture <u>8TAS1, 8TAS4, 8TAS6, 8TAS8, 8TAS10</u> TE4-1DP, TE4-2DP, TE4-3DP,, TE4-5AG, TE4-6FO</p> <p>Material Technologies <u>8TAS2, 8TAS3, 8TAS5, 8TAS7, 8TAS9</u> TE4-1DP, TE4-2DP, TE4-3DP, TE4-9M,</p> |

TECHNOLOGY: REPORT DESCRIPTORS (STAGE 4)

| | |
|----------|--|
| A | The student demonstrates a very high level of proficiency in applying all steps of the design process to develop quality solutions to a pre-determined need. The student uses a broad range of methods to communicate design ideas and solutions effectively, showing extensive knowledge and skill in the production of a quality product and consistently applies safe work practices. |
| B | The student demonstrates a high level of proficiency in applying all steps of the design process to develop quality solutions to a pre-determined need. The student uses a range of methods to communicate design ideas and solutions effectively, showing thorough knowledge and skill in the production of a quality project and applies safe work practices. |
| C | The student demonstrates a sound level of proficiency in applying all steps of the design process to develop quality solutions to a pre-determined need. The student uses suitable methods to communicate design ideas and solutions, showing sound knowledge and skill in the production of a project and applies safe work practices. |
| D | The student demonstrates a basic level of proficiency in applying most steps in the design process, developing solutions to a pre-determined need. The student uses basic methods to communicate design ideas and solutions, showing basic knowledge and skill in the production of a project and may require support to apply safe work practices and complete practical work. |
| E | The student demonstrates a limited level of proficiency in applying some steps of the design process to develop design solutions to a pre-determined need. The student uses simple methods to communicate design ideas and solutions, showing elementary knowledge and skill, requiring prompting and direction to apply safe work practices and complete practical work. |