

## WILLOUGHBY GIRLS HIGH SCHOOL CURRICULUM

### YEARS 7 - 10

Willoughby Girls High School is a comprehensive girls high school offering a broad balanced curriculum which caters for a wide range of interests and abilities across Years 7 to 12.

In Years 7 and 8 (Stage 4) students study compulsory subjects from each of the Board of Studies eight Key Learning Areas as they progress towards the award of a School Certificate in Year 10.

| Key Learning Area               | Subjects Studied in Years 7 & 8 |
|---------------------------------|---------------------------------|
| English                         | English                         |
| Mathematics                     | Mathematics                     |
| Science                         | Science                         |
| Human Society & Its Environment | Geography<br>History            |
| Technological & Applied Studies | Technology                      |
| Languages Other Than English    | French, Japanese                |
| Creative Arts                   | Music<br>Visual Arts            |
| PD/Health/PE                    | PD/Health/PE                    |

In Years 9 and 10 (Stage 5) students study the following mandatory core curriculum:

| Key Learning Area               | Subjects Studied in Years 9 & 10        |
|---------------------------------|---|
| English                         | English                                 |
| Mathematics                     | Mathematics                             |
| Science                         | Science                                 |
| Human Society & Its Environment | Geography<br>History                    |
| PD/Health/PE                    | PD/Health/PE                      Sport |

In addition students must choose three (3) elective subjects from any of the Key Learning Areas of:

- Human Society and Its Environment
- Technological and Applied Studies
- Creative Arts
- Languages Other Than English
- PD/Health/PE

#### Students must select

3 elective subjects from the following on offer:

|  |  |   |
|--|--|---|
| Chinese (Mandarin)<br>Commerce<br>Computing Studies<br>Design & Technology | Drama<br>Food Technology<br>French<br>Japanese | Music<br>Textiles & Design<br>Visual Arts |
|--|--|---|

Every effort is made to give students their first choices but this will depend on the number of students selecting the subject. If insufficient students select a subject it is not possible for that subject to run.

Students may change elective courses up to half way through Term 1, if a good reason is provided in writing from parents to the Principal. Changes are not permitted after the half way point in Term 1.

## THE SCHOOL CERTIFICATE GRADING SYSTEM

### INTRODUCTION

The School Certificate is a credential marking the end of junior secondary schooling. The School Certificate provides students, parents, employers and the community with information on students' achievement in School Certificate courses at the end of Year 10 (Stage 5).

The School Certificate Portfolio of Results will comprise three parts:

- the School Certificate Testamur
- a Record of Achievement showing results (grades) in each subject studied for the School Certificate
- the student's results in the external tests.

Grades A-E will be awarded in all courses based on school-based assessment of students' achievement with reference to performance descriptors. School Certificate grades and external test results will not be directly comparable.

Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement at the end of the course. The General Performance Descriptors are shown on page 4 in this booklet.

The areas of assessment consist of the knowledge and skills objectives and outcomes from the syllabus. In the School Certificate context, attitudes and values will not be tested or assessed for grading purposes.

### DETERMINING SCHOOL CERTIFICATE GRADES

In the process of determining School Certificate grades, teachers will:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus
- observe and record assessment judgements (e.g. marks, grades, comments)
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course
- refer to the Course Performance Descriptors to award a grade that most appropriately describes a student's achievement.

All syllabus objectives related to knowledge and skills will have been taken into account in the determination of the grades. The school may decide, however, to place greater emphasis on particular syllabus objectives and outcomes.

### REQUIREMENTS OF STUDENTS

**The class will be given at least two weeks notice of the specific date and nature of any assessment task.** It is the responsibility of any absent student to ask the teacher about the assessment task. All students are responsible for ensuring that they understand the school's policies on assessment.

**Students are required to complete all assessment tasks in every course.** All tasks must be attempted to the best of their ability so that they demonstrate maximum level of achievement. It is the responsibility of the student to demonstrate through application and achievement, that they have met the requirements of the course. If a student is absent for the task then the student must ring the school to

notify of the absence prior to the task taking place and a Doctor's certificate must be provided on the first day the student returns. Students who do not complete assessment tasks due to absence or who fail to submit tasks on the due date risk a late penalty of 20% of the total mark per school day. Tasks not submitted after 5 days receive zero. The student is to report to the head teacher of the course concerned with the reason for non completion stated in writing from the parent/carer. If the reason is acceptable the student may be allowed to sit the task or a substitute task, or be granted an extension of time. If a zero mark is awarded the parents will be notified in writing stating any action required by the student. The task still needs to be completed in order to demonstrate achievement of outcomes.

**Students are required to submit their own work and not the work of other students.** Dishonesty will result in zero marks. Students should also make themselves aware of the meaning of plagiarism. This too may result in a student receiving zero marks. Cases of cheating during examinations will also result in zero marks. Parents will be notified in writing of any zero mark awarded for dishonesty.

**Students will be informed of their results for each assessment task.** Students must ensure that any questions that they have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back. Full school reports will be completed twice a year. These reports will indicate a class/course mark, a class/course average as well as an indication of progress against course outcomes and learning skills.

**Students who transfer to Willoughby Girls** after the assessment program has begun and before the final date of School Certificate entry will have their final grade prepared based on the assessment tasks completed since their arrival. If insufficient assessment results are available the student's previous school may be contacted for information regarding the student's performance relative to the Course Performance Descriptors.

**Students who are accelerants** will follow the same course and assessment procedures as the Year 10 students for the purpose of awarding School Certificate grades.

## **UNSATISFACTORY ATTENDANCE**

It is the responsibility of students and their parents to ensure that students attend school. The Principal and/or other appropriate staff will interview students who have poor attendance records. Students and parents will be notified in writing if attendance, both whole and partial, is in danger of becoming unsatisfactory. The Principal may determine that, as a result of a student's poor attendance, the course completion criteria may not be met. This may lead to a student being deemed unsatisfactory for the award of a School Certificate.

## **NON SERIOUS ATTEMPT - N AWARD**

A student's work must be consistent and of as high a standard as possible throughout the whole School Certificate course. This applies to both assessment and non-assessment tasks. Non-assessment tasks must be completed because they prepare students for assessment tasks. The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the outcomes.

Students who fail to complete non-assessment tasks risk losing the Principal's certification on the final School Certificate entry. In this case students will receive an N AWARD in that course. This may leave a student ineligible for the award of a School Certificate. Parents will be notified in writing when students are in danger of receiving an N AWARD.

## **APPEALS AGAINST N AWARD**

Principals may determine that a student has not applied herself with diligence and sustained effort to the set tasks and experiences provided by the course in the school. The Principal will make an 'N' determination for that course. A student may appeal against the 'N' determination to the Principal. It is the student's responsibility to prove to the Principal that she has satisfied course requirements.

## YEAR 10 GENERAL PERFORMANCE DESCRIPTORS

| Grade                      | General Performance Descriptors  |
|----------------------------|--|
| <b>A</b>                   | A grade indicating <b>excellent achievement</b> in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.   |
| <b>B</b>                   | A grade indicating a <b>high level of achievement</b> in the course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.   |
| <b>C</b>                   | A grade indicating <b>substantial achievement</b> in the course. The student has demonstrated attainment of the main knowledge and skills of the subject and has achieved a sound level of competence in the processes and skills of the course.   |
| <b>D</b>                   | A grade indicating <b>satisfactory achievement</b> in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.  |
| <b>E</b>                   | A grade indicating <b>elementary achievement</b> in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.   |
| <b>N<br/>Determination</b> | <p>Where ‘N’ appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements:</p> <ul style="list-style-type: none"> <li>a) followed the course developed by the Board of Studies;</li> <li>b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;</li> <li>c) achieved some or all of the course outcomes.</li> </ul> |

The following core and elective course outlines give information about the courses offered for Years 9 and 10. The courses selected are studied for the two years.

**Please note that the detailed remainder of the document is available from the school.**