

# CECIL HILLS HIGH SCHOOL



## Assessment Policy Handbook

Year 8, 2022

# Contents

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Information for Parents and Students	Page 3
Year 8: School Assessment Policy	5
Disability Provisions	8
Referencing Policy - Bibliographies	9
Key Word Definitions	10
<b>Year 8 Assessment Schedule</b>	11
English	12
Geography	13
Mathematics	14
Personal Development, Health, and Physical Education	15
Science	16
Technology	17
<b>Year 8 Electives</b>	18
CSI: Crime Scene Investigation	19
Food Lovers	19
Just Desserts	20
LegoBotics	20
My Creative World	21
Mind Your Own Business	21
Psychology	21
S.T.E.M	21
Street Art	22
Survivor	23
That's Show Business	23
<b>Misadventure Appeal Form</b>	

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## Information for Parents and Students

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This handbook outlines assessment procedures being followed at Cecil Hills High School in Stage 4 – Year 8. These are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

### School Based Grades

Areas of Learning will be reported with the gradings A, B, C, D or E, for all subjects. Students' grades will be based on our school's assessment of a student's performance against the Course Performance Descriptors in each subject.

Grade	General Performance Descriptors
<b>A</b>	The student has <b>extensive</b> knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills of the course and can apply these skills to new situations.
<b>B</b>	The student has a <b>thorough</b> knowledge and understanding of the course content and a high level of competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills of the course.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the course content and has achieved a limited level of competence in the processes and skills of the course.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the course content and has achieved very limited competence in some of the processes and skills of the course.

### Special Note on Reporting and Assessment

Students will be given assessment tasks so teachers can allocate grades based on a student's knowledge and skills in the subject. In Semester 1 and Semester 2 reports, the school will report on each student's overall progress, including the Cecil Skills for Learning. Students need to work hard and do their best in all set tasks, including classwork, as all tasks will contribute to final grades.

<b>Cecil Skills for Learning</b>
<b>COLLABORATE</b> with others in online and face-to-face environments on a common goal
<b>ENGAGE</b> with real-world issues, opportunities, challenges, and problems
<b>COMMUNICATE</b> and convey ideas using a range of communication modes and tools for a variety of different forums
<b>INNOVATE</b> and create new ideas, services, products and solutions for situations and audiences/users
<b>LEAD</b> and self-regulate learning by thinking critically to plan, monitor and assess work

## Information for Parents and Students

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**Assessment tasks** are intended to measure the student's total achievement in the course. They will be based on tasks set throughout the course.

### Why have School Assessments?

- It allows students to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination result.

### What will be Assessed?

- Such things as knowledge, and how students apply it, the ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, practical performance, and the ability to evaluate thinking.
- Students must follow task guidelines and meet deadlines as stated on the Assessment Notification, which will be provided a minimum of two weeks prior to the due date.

### How will these Assessments be made?

Assessment may constitute one of the following, after advanced notice (refer to subject specific assessment schedules):

- |                      |                              |                          |
|----------------------|------------------------------|--------------------------|
| • Oral / Aural Tests | • Practical Work             | • Assignments            |
| • Class Test         | • Fieldwork                  | • Research               |
| • Reports            | • Lectures and Presentations | • Practical Examinations |
| • Extended Response  | • Class Notes                | • Formal Examinations    |

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important. Marks you earn in formal examinations are worth varying amounts of your assessments, decided by Faculty Head Teachers. These are listed in the attached course assessment schedules.

### Other Tests, Assignments and Projects

It must be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

## Year 8: School Assessment Policy

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### A. Schedule of Assessment Tasks:

- Tasks will occur frequently throughout the course, starting in Term 1, 2022, at the start of Year 8 courses.
- All students will be given an assessment policy handbook indicating the assessment week(s) for each Stage 4: Year 8 course.
- Students may be told marks and rankings for individual assessment tasks as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

### B. Failure to complete an Assessment Task – Zero Mark:

- Late submission of assessment items **will be:**
  1. **Deducted 20%** of marks awarded after the first due date
  2. **Deducted 50%** of marks awarded after the second day
  3. **Deducted ALL MARKS and receive zero** after the third day

The above will be followed unless there are very extenuating circumstances in which a misadventure form should be completed, and evidence provided (e.g., doctor's certificate, etc.) and accepted by the Faculty Head Teacher.

- Students found guilty of malpractice will be awarded a **zero mark**.
- Students misbehaving during an in-class task will be deducted marks and may be given a zero mark at the discretion of the Head Teacher.
- Students / parents will be notified in writing when receiving a deducted or zero mark, via a Faculty Zero Letter.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark on what has been completed.
- Task extensions will only be granted at the discretion of the Head Teacher in very extenuating circumstances, supported by written documentation.

### C. Absent for an Assessment Task:

- **If a student is absent for a task, they must** see their teacher or Head Teacher on the **first day they return** to school and hand in a completed **Misadventure Form (available at the back of this handbook, or through Moodle)**. Reasons for the absence must be stated, and supported by documentation, e.g., a medical certificate.

## Year 8: School Assessment Policy

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- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by the Head Teacher.
- Where a student is absent for more than the day of the task, they must have a doctor's certificate explaining the entire absent period.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.

### **D. Malpractice (e.g., cheating, copying) in Assessment Tasks:**

#### **What is cheating in an Assessment?**

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- Copying, buying, stealing, or borrowing someone else's work in part or in whole, and presenting it as your own.
- Using material directly from books, journals, or the internet without acknowledging the source.
- Submitting work that contains a large contribution from another person, coach, or subject expert, that is not acknowledged.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs, and journals.

The examples above are generally referred to as plagiarism.

#### **What is Plagiarism?**

Plagiarism is when you pretend that **you** have written or created work that someone else created.

- Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task. If malpractice occurs more than once a student may not be regarded as satisfying the school's requirements for the course.

## Year 8: School Assessment Policy

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- Students are reminded that **all work** submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends' learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.

### E. Use of Technology

- When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR print the task off before the due date. **All hand-in tasks must be submitted on paper unless otherwise stated.**
- Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.
- Moodle is Cecil Hills High School's virtual learning environment allowing students to access work, collaborate and gain feedback from teachers.
- Turnitin is a program integrated into our Moodle site which analyses student writing in all subjects. It allows students to guard against accidental malpractice. This displays plagiarism and identifies areas where students need to be writing information in their own words, leading to increased subject content knowledge, and writing skills. Any written component of the assessment should be submitted through Turnitin by the due date and time specified on the assessment notification.
- Any assessment tasks which are plagiarised can result in a zero mark.
- Any inappropriate use of technology will result in disciplinary action.



### F. Appeals Process

- If students disagree with a mark, the matter must be discussed with the class teacher who will refer the matter on if necessary.
- Where no agreement is reached, the issue should be discussed with the HeadTeacher.

# Disability Provisions

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## **Information for Parents and Students**

This information is to inform students who have a special examination need, and their parents, of the possibilities available to assist them during formal assessment tasks and examinations.

If a student has a special examination need – whether it is related to a physical or medical condition, visual impairment, hearing loss, or a learning difficulty – the student should read this and discuss it with their parents, Year Adviser, teacher or Learning and Support Teacher.

## **What are Disability Provisions?**

Disability provisions provide students who have special needs with practical support in formal assessment tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

## **Applying for Disability Provisions**

1. If a student wishes to apply for special examination provisions they should see their Year Adviser, or the Learning and Support Teacher.
2. The Year Adviser or Learning and Support Teacher will discuss the special provision process and eligibility requirements with the student.

When a final decision has been made, the school will send the student written notification of the approved and/or declined provisions.

## **Appeal Procedure**

If a student wishes to appeal against the school's decision to decline a provision for which the student has applied, the appeal must be submitted within 10 working days of receiving the special provisions decision letter.

## **A Note to Parents**

If parents are concerned about whether special examination provisions apply for their child, they should contact the Year Adviser or Learning and Support Teacher at the school.



## Referencing Policy – Bibliographies

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Assessments which require a Bibliography must include a list of all resources you have used in your research. Bibliographies could include books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed **alphabetically** in your Bibliography according to the **Author's last name**. At Cecil Hills High School the format that is required is the **Harvard Style** (otherwise known as the Author, date system).

**Need help?** Type ([sydneytafe.libguides.com/biblio](http://sydneytafe.libguides.com/biblio)) into your browser. This will take you straight to Sydney TAFE Library Online. Make a Bibliography by clicking on your resource type from the list provided on this page. A citation is then produced which you can copy and paste into your Bibliography document. Remember you can always ask the school library staff for assistance. The Library Moodle page also has referencing help as well.

Your bibliography should then be put into alphabetical order.

Examples of Bibliography Types:

### Books

Authors Surname, Initial	Year of Publication	Title of Book (in italics)	Publisher	Place of Publication
Riley, T.	2009	<i>Year 11 Economics 2010</i>	Tim Riley Publications	Dee Why

Riley, T 2009, *Year 11 Economics 2010*, Tim Riley Publications, Dee Why.

### Webpage – Owner or Writer of Site, Title of Page, Year Published, Date Viewed, URL

Owner or Writer of Site	Year of Publication	Title of Page (in italics)	Date viewed	URL
The World Bank	2015	<i>Country at a Glance-China</i>	20 February, 2015	<a href="http://www.worldbank.org/en/country/china">http://www.worldbank.org/en/country/china</a>

The World Bank 2015, *Country at a Glance- China*, viewed 20<sup>th</sup> February 2015

### Newspaper Article

Author Surname, Initial	Year of Publication	Title of Article	Newspaper Name (italics)	Date Published	Page Number
Pascoe, M.	2015	Australians ...	<i>The Sydney Morning Herald</i>	February 20, 2015,	p.20

Pascoe, M 2015, 'Australians looking cheap as offshore bargain hunters move in' *The Sydney Morning Herald*, February 20, 2015, p.20.

### YouTube Video

- Title (if part of an ongoing series, list the episode title first, then the series name)
- Year of recording
- Format
- Publisher/distributor
- Place of recording
- Date of recording (if applicable)

Fashion tales – Melbourne 2009, video, Channel 9 News  
Melbourne, 12 March, viewed 3 September 2011,  
<http://www.youtube.com/watch?v=sLWfRzgo4&NR=1>

#### Tips:

- A bibliography should appear on a separate page at the end of your work
- List in alphabetical order

## Key Word Definitions

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<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results, or size
<b>Calculate</b>	Ascertain/determine from given facts, figures, or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection, and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts, or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## Year 8 Assessment Schedule 2022

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<b>Term 1</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Mathematics
Week 8	Geography
Week 9	English, Technology
Week 10	Science
<b>Term 2</b>	
Week 1	
Week 2	
Week 3	
Week 4	Geography, Science, Mathematics
Week 5	English, Technology
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	English
<b>Term 3</b>	
Week 1	
Week 2	Mathematics
Week 3	Technology
Week 4	
Week 5	
Week 6	
Week 7	Mathematics
Week 8	English, Geography, Science
Week 9	
Week 10	
<b>Term 4</b>	
Week 1	
Week 2	
Week 3	
Week 4	Mathematics, Science, Technology
Week 5	Geography, English
Week 6	
Week 7	
Week 8	
(Ongoing)	Personal Development, Health and Physical Education – ongoing throughout the year

Task Number	Timing	Task Type	Topic(s)	Weighting %
1	Term 1 Week 9	Short Answers and Extended Response	Voices	20
2	Term 2 Week 5	Short Answers	Shakespeare's World	10
3	Term 2 Week 10	Analytical Response	Shakespeare's World	15
4	Term 3 Week 8	Group Presentation 10% (Live/Recorded) Individual Reflection	Protest poetry	30
5	Term 4 Week 5	Creative Task	Fusion	25
<b>Total %</b>				<b>100</b>

**Outcomes:**

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

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

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

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

**EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

**EN4-6C** identifies and explains connections between and among texts

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

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

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

## Geography

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Task Number	Timing	Task Type	Topic(s)	Weighting %
1	Term 1 Week 8	Research Report	Water in the World	30
2	Term 2 Week 4	Mid-Course Examination	Place and Liveability Geographical Skills	20
3	Term 3 Week 8	Research and In-Class Response	Landscapes and Landforms	30
4	Term 4 Week 4	Final Examination	Interconnections Geographical Skills	20
<b>Total %</b>				<b>100</b>

### Outcomes:

**GE4-1** locates and describes the diverse features and characteristics of a range of places and environments

**GE4-2** describes processes and influences that form and transform places and environments

**GE4-3** explains how interactions and connections between people, places and environments result in change

**GE4-4** examines perspectives of people and organisations on a range of geographical issues

**GE4-5** discusses management of places and environments for their sustainability

**GE4-6** explains differences in human wellbeing

**GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry

**GE4-8** communicates geographical information using a variety of strategies

## Mathematics

Task Number	Timing	Task Type	Topic(s)	Weighting %
1	Term 1 Week 7	Written Examination (Open Page)	Whole Numbers Fractions	20
2	Term 2 Week 4	Written Examination (Open Page)	Geometry Number/Indices	20
3	Term 3 Week 2	Written Examination (Open Page)	Directed Number Algebra	20
4	Term 3 Week 7	Take Home Assignment	Circles and Cylinders	20
5	Term 4 Week 4	Written Examination (Open Page)	Decimals Perimeter and Area	20
<b>Total %</b>				<b>100</b>

### Outcomes:

**MA4-2WM** applies appropriate mathematical techniques to solve problems

**MA4-8NA** generalises number properties to operate with algebraic expressions

**MA4-12MG** calculates the perimeters of plane shapes and the circumferences of circles

**MA4-19SP** collects, represents and interprets single sets of data, using appropriate statistical displays

## Personal Development, Health, and Physical Education

Timing	Tasks	Task Type	Topic(s)	Weighting %
Semester 1	Ongoing tasks Throughout the year	Portfolio (Ongoing)	Don't be Mean Behind the Scree Let's Get Physical	Theory 50%
		Practical/ Participation	Performance and participation in 3 practical units	
Semester 2		Portfolio (Ongoing)	You've Got a Friend in Me	Practical 50%
		Practical/ Participation	Performance and participation in 3 practical units	
<b>Course Fee: \$12.00</b>				<b>Total: 100</b>

### Outcomes:

**PD4-1** examines and evaluates strategies to manage current and future challenges

**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

**PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

**PD4-11** demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

## Science

Task Number	Timing	Task Type	Topic(s)	Weighting %
1	Term 1 Week 10	Student Research Project	Living Machines	20
2	Term 2 Week 4	Mid-Course Examination	Living Machines and Transformers	25
3	Term 3 Week 8	Process and Practical	Rock My World Ready Steady React Transformers	20
4	Term 4 Week 4	Final Examination	Rock My World Ready Steady React Caught in the Web	35
<b>Total %</b>				<b>100</b>

### 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

**SC4-13ES** explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

**SC4-14LW** relates the structure and function of living things to their classification, survival and reproduction

**SC4-15LW** explains how new biological evidence changes people's understanding of the world

**SC4-16CW** describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

**SC4-17CW** explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life



## Technology

Task Number	Timing	Task Type	Topic(s)	Weighting %
1	Term 1 Week 9	Practical 20 % Folio 10 %	Unit 1	30
2	Term 2 Week 5	Practical 15 % Folio 5 %	Unit 2	20
3	Term 3 Week 3	Practical 20 % Folio 10 %	Unit 3	30
4	Term 4 Week 4	Practical 15 % Folio 5 %	Unit 4	20
<b>Total %</b>				<b>100</b>

### 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

**TE4-4DP** designs algorithms for digital solutions and implements them in a general-purpose programming language

**TE4-5AG** investigates how food and fibre are produced in managed environments

**TE4-6FO** explains how the characteristics and properties of food determine preparation techniques for healthy eating

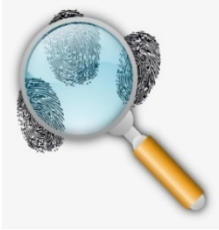
**TE4-7DI** explains how data is represented in digital systems and transmitted in networks



Skills Assessed
<b>COLLABORATE</b> with others in online and face-to-face environments on a common goal.
<b>ENGAGE</b> with real-world issues, opportunities, challenges, and problems.
<b>COMMUNICATE</b> and convey ideas using a range of communication modes and tools for a variety of different forums.
<b>INNOVATE</b> and create new ideas, services, products and solutions for situations and audiences/users.
<b>LEAD</b> and self-regulate learning by thinking critically to plan, monitor and assess work.

### CSI: Crime Scene Investigations

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**Ever wanted to solve crimes?**

**Interested in how the detectives use forensic science and logic to solve crimes?**

This course will help build your communication, collaboration, and creative thinking skills by examining crime scenes, handwriting analysis, fingerprint dusting and classification, lie detectors, DNA analysis, iris recognition and facial recognition. Students will explore an area of CSI on a deeper level producing a project of their choice.

**Course Fee: \$30.00**

### Food Lovers

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**Is food your life?**

This elective explores how food impacts the world we live in. You will investigate foods from different parts of the world, what makes a food product popular, the impact of food on the environment and the role food plays in your life by creating your own food related product.

For example, you could build a vegetable garden, grow your own veggies, and use the ingredients to cook a delicious family meal, create a YouTube account on how to cook easy nutritious meals and/or create a cookbook that celebrates different cultural backgrounds in the school.

**Course Fee: \$40.00**

### Just Desserts

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**Do you want to bake like a professional? Are you creative in the kitchen?**

**Can you decorate desserts like a pastry chef?**

Then '*Just Desserts*' is *just* the course for you! Everyone loves to celebrate occasions with dessert. Do you have the skills to create your next sweet sensation? We do and would love to help you learn those skills. Learn the basic skills of making cupcakes, cookies, brownies, biscuits and much more.

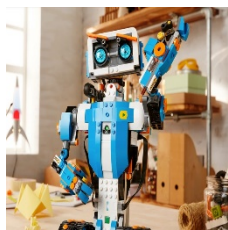
You will have the opportunity to showcase your skills and creativity to your peers, teachers, and parents at the end of the semester for the 'Great Cecil Bake Off'.

One more thing... Why did the baker cross the road? He had muffin' else to do!

**Course Fee: \$40.00**

### LegoBotics

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**Do you like playing with Lego? Are you interested in programming a ROBOT?**

Then this is the course for you!

Legobotics is where you will learn to build, program, and command your own LEGO robots. During the course will be able to take control of robots that drive, turn, slither, walk slam and spin (just to name a few of the many things you may learn in this course!)

**Course Fee: \$30.00**

### Mind Your Own Business

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#### **Do you have what it takes to open a successful pop-up shop?**

This course will teach you how to set up and run a business. You will be given an opportunity to sell your product and attract customers within Cecil Hills High School. You get to plan, design, make and sell your product with your team. This is a great way to shine and showcase your business skills. Are you up for the challenge?

**Course Fee: \$10.00**

### My Creative World

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#### **Everyone has a story to share and tell!**

This is your chance to create your own story, radio show, TV show, movie, or fictional world! This elective will give you the chance to bring your words and ideas to life. Your story creations could include:

- Story writing
- Magazine creating
- Filmmaking
- Webinars
- Cartoons/Manga/Comics
- YouTube channels
- Vlogging/Blogging
- Plays/Productions
- Audiobook
- Poetry

### Psychology

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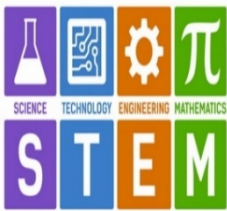


#### **Making Cecil Hills a more positive Mental Space!**

In this elective we would like to gather a group of individuals who care about the mental health of themselves and others to design a project which would work to better the mental health of Cecil Hills High School as a while. To help us come up with ideas we will explore current approaches for helping people manage their mental health and spend time talking and learning from counsellors and community groups who work with teens. If this is you, please join us!

### S.T.E.M

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#### **Science, Technology, Engineering, Mathematics!**

The workforce of the future requires high levels of skills, responsible thinkers, and creative thinkers. Incorporates mechatronics, artificial intelligence, cybersecurity, engineering, 3D computer-aided design and manufacturing, aerospace, and motion modules. Most up to date technologies including 3D printers, virtual reality, drones, robotics, and a range of intelligent systems.

**Course Fee: \$20.00**

### Street Art!

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**Have you ever seen a mural or artwork on a wall and thought**

**“WOW- Wish I could do that!”**

**Are you creative?**

**Do you like art?**

Do you want to create something that makes someone else go WOW!

Learn how to sketch your own lettering designs, make stencils, use spray cans, design your own artworks, and contribute to artworks around the school, as well as in our local community. Meet real Street Artists and learn from the very best.

You will gain once in a lifetime experiences and skills that are not only creative, but also key firsthand opportunities to learn:

- Collaboration Skills
- Team building
- Leadership skills and strategies
- Creative problem solving
- Thinking outside the square
- Self-expression
- Communication skills
- Find your hidden talent and make new friends!

Here's your chance to make everyone ask "WOW! Did you do that?!"

**Course Fee: \$50.00 (Includes Excursion)**

### Survivor

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#### **Are you a survivor?**

As part of a team, you will **OutSkill, OutSource and OutSmart** others.

You will have the opportunity to take your learning outdoors and beyond the Cecil Hills HS boundaries. Learning will be conducted through challenges in a fun and competitive group environment.

The final product of this elective is an overnight adventure in the great outdoors.

Experiencing your own adventure will include: high ropes, orienteering, outdoor cooking, first aid, camp skills and initiative games.

The key skills that you will learn in this elective can be utilised across all facets of life and include:

Teamwork, Resilience, Initiative, Taking Risks, Building Self-Esteem, Planning, Collaboration, Inclusivity, Trust, Communication, Time Management, Leadership, Critical Thinking, Budgeting, Problem Solving, Confidence Building, Decision Making, Self-Reliance.

Don't limit your challenges, challenge your limits - be a Survivor!

**Course Fee: \$10.00**

### That's Show Business

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#### **Work with friends to design and create Stage Productions!**

Create sets and props. Explore famous musicals, theatre and even comedy shows. What you will learn:

- Audition skills
- How to build props
- How to create scripts
- Dance skills
- Acting skills
- How to write run sheets
- Musical Theatre skills
- Costume design and creation
- Stage hair and makeup
- Lighting design

**Course Fee: \$20.00**



# Cecil Hills High School

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[Cecilhills-h.school@det.nsw.edu.au](mailto:Cecilhills-h.school@det.nsw.edu.au)

Date: \_\_\_\_\_

## STUDENT ILLNESS, ACCIDENT OR MISADVENTURE APPEAL – YEARS 7 TO 10

Student's Name \_\_\_\_\_ Year \_\_\_\_\_

I hereby request a review in:

Course \_\_\_\_\_

Assessment task \_\_\_\_\_ Due Date \_\_\_\_\_

Reason(s) for appeal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have attached medical certificates from Doctor \_\_\_\_\_  
(name of doctor)

This form is acknowledged and signed by Doctor \_\_\_\_\_  
(signature) (date)

Medical Centre Stamp to be inserted where possible:

\_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_\_ am/pm Name of Teacher \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Student)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Parent/Guardian)

**STUDENTS MUST HAND THE COMPLETED FORM, TOGETHER WITH CERTIFICATE AND/OR STATEMENTS  
TO THE HEAD TEACHER OF THE SUBJECT**

### School use only:

Comment by Head Teacher \_\_\_\_\_

Head Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

Entered on ~~Sentral~~ \_\_\_\_\_ (date) HT initial \_\_\_\_\_

Comment by Principal \_\_\_\_\_

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_

Completed form and certificate to supervising Deputy Principal for Filing