



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

2022

Year 8

Assessment Handbook



Bathurst High Campus

Table of Contents

Introduction	3
Principal's message	4
Key contacts	5
Assessment policies and procedures	6-9
Receiving an assessment task	6
Submitting an assessment task	6
Technology	6
Yearly examinations	7
Extensions and Illness/misadventure	7
Late submissions	7
All my own work	8
Appeals	9
Steps for Success	10-13
Time-management and organisation	10
Seeking support	10
Planning, drafting and refining	11
Improving your writing	12
Common grade scale	13
Bibliographies	13
Life Skills	15-16
Assessment schedules A-Z	17-26
Appendices	
Record of assessment results	27
Application for extension of time and illness/misadventure	28
Application for assessment mark/grade appeal	29
Device loan form	30
Assessment calendar	31

Introduction

This Assessment Handbook provides Year 8 students with information about the procedures relating to assessment. Students, parents and carers are advised to read the booklet closely and keep it for reference.

What is assessment and why do we do it?

Assessment is a process of gathering information about student achievement at various stages in a course. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. At Bathurst High Campus, we use a variety of assessment tasks to assess students' performance. Tasks may include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Most courses have between three and four assessment tasks. Tasks may be differentiated to meet a range of student needs; however, the assessment process will remain the same.

Students must make a genuine attempt at assessment tasks and can best meet course requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason.
- Complete all activities set during class time.
- Complete homework set by the teacher.
- Revise all work regularly.
- Complete all assessment tasks.

Further information

This assessment policy is based on NSW Education Standards Authority (NESA) administration requirements. Detailed information and assistance is available on the NESA website www.educationstandards.nsw.edu.au where you will find links to:

- Stage 4 Assessment
- Stage 4 Syllabuses

Principal's message

At Denison College Bathurst High Campus, we strive for excellence through an inspired and caring educational journey. Our school community believes that every student needs to be challenged academically, while supported in a caring educational environment. Through a structured and rigorous assessment program, students will have opportunities to develop, grow and explore their talents. Student engagement in the assessment program is a vital component of achieving academic success at school and will therefore open doors in the future.

Extensive collaborative work with our teaching staff and the parent community have led to the development of this wonderful resource which will assist student understanding around assessment, the procedures and how to achieve success in your assessment. The booklet also contains handy hints on how to manage your time and seek support when needed, and processes for Illness and Misadventure.

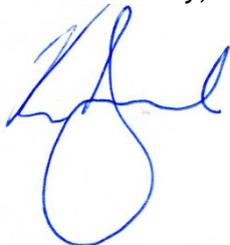
I encourage all students and their parents to find a time to talk through the content of this booklet and seek clarification from our school if you have any questions. Our school offers an exceptional curriculum with well-established learning support structures to ensure that all students are monitored in their academic performance. To learn more about these supports, please contact our Wellbeing and Engagement staff who will be able to provide direction and support.

Some of the key impressive features that have been introduced into our assessment structures are -

- The reintroduction of formal yearly examinations for all year groups,
- A reduction of formal assessment tasks in each course to mirror assessment structures in Stage 6,
- Clear guidelines around student, parent, and staff procedures,
- A Yearly Assessment Calendar with all assessment periods.

As Principal, I am proud of the ongoing commitment of our students and staff and enjoy working closely with the families who assist with growing our students academically. I also commend the efforts of key staff involved in the creation of this resource. We endeavour to support teachers professionally to create a generation of confident, innovative, creative, and inspired learners who are responsible and productive global citizens.

Yours sincerely,



Ken Barwick
Principal
Bathurst High Campus
Denison College

Key contacts



Ken Barwick
Principal



Robert Mendham
Deputy Principal Year 8



Brendan Hyam
Year Adviser



Paige Wilson
Year Adviser

HEAD TEACHERS	
English: Lesley Wade	Mathematics: Avril Sheader
PD/H/PE: Daisy Morrissey	Science: Rosie Weithaler
Support: Rebecca Smith	TAS: Patrick Ford
Wellbeing: Megan Windsor	CAPA: Veronica Manock
Engagement: Bethany Elliott	HSIE: Ilisa Newell
Teaching and Learning: Gemma Carter	Teaching and Learning: Rhonda Davis

Assessment policies and procedures

Receiving an assessment task

You will receive notice of every assessment task at least two weeks before the due date and all students must sign an assessment register to acknowledge they have received the task and sign again upon submission.

Notice will be given in a standardised format across all subjects. It will include information regarding task number, task weighting, outcomes, due date and time, assessment criteria, marking rubric and clearly outlined expectations.

If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school. They will then issue you with the task, which you will be expected to complete by the original due date.

If an assessment schedule needs to be altered, the Head Teacher will advise students in writing.

Submitting an assessment task

Take-home tasks must be submitted on or before the due date stated on the assessment notification. Your teacher will give instructions on how to submit the task and whether it is to be submitted as a hard-copy or electronically.

In-class tasks must be completed at the time and date stated on the assessment notification. They will be collected by the teacher at the end of the lesson.

If you know you are going to be absent on the day of an assessment task, you should ideally submit the task before it is due. If you know you are going to be absent on the day of an in-class task, see the teacher who issued the task well before the due date to negotiate alternative arrangements.

Students must attend all timetabled classes and will not be granted leave of absence to prepare for other assessment tasks in these times.

Technology

If you do not have access to an electronic device to complete a task, you may complete the Short-Term Learning Device Loan form (see Appendices - Page 30) to borrow one from the school.

Students using computers to prepare and present an assessment task must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems. This also applies to printing (ink and toner shortages) as facilities are available at school for printing hardcopies of assessment tasks. Save your work regularly and always keep a backup. Saving your work to a cloud, such as Google Drive or OneDrive, is always a good idea, as you can access your work on any device. All students have access to these clouds through their Department of Education student portal.

Yearly examinations

Students in Year 8 will sit a Yearly Examination in Term 4 for all core courses.

Students will be given a copy of the campus examination rules and procedures with the timetable for the examinations.

Extensions and Illness/misadventure

If a student experiences difficulty completing a task on time, they may apply for an extension of time for illness or unavoidable misadventure. The form (see Appendices - Page 28) must be completed whenever student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness and unavoidable lateness or absence. Supporting documentation, such as a note from a parent/caregiver or doctor's certificate, should be attached to the form.

The forms are available from your class teacher, subject Head Teacher or Year Adviser.

There will be no penalty imposed for late submission if the above procedure is followed and approved, and the agreed upon alternative arrangements have been followed for the negotiated submission of the task.

Late submissions

If you do not submit your task on the due date and you do not have an approved application for extension or illness/misadventure, you will have one additional week to submit the task and you will receive a maximum mark of 50%. If your assessment task is not submitted after one week a zero mark will be awarded.

You will still have to complete the task even though you will not receive any marks for the task. This is to ensure you are meeting the requirements of the course and to provide you with the opportunity to receive valuable feedback about your work.

If a student fails to complete a task specified in the school-based assessment program and the class teacher considers the student has a valid reason (e.g. illness or endorsed leave), the faculty Head Teacher may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances (e.g. where undertaking of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Head Teacher should authorise the student to receive an estimate based on other appropriate evidence.

If a student is absent on the day of a school examination or test, the student will be required to complete an application for illness/misadventure consideration. Depending on the circumstances the student will either resit the test at a negotiated time, or an estimate will be given, or an alternate task issued, if the application is accepted.

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement, etc.), they must submit the task before the due date unless there are exceptional circumstances requiring the submission of an extension application form.

If students know that they will be absent from school on the date a test or examination will be held (e.g. representing the school in sport, performing arts, school excursion etc.), they must, before the examination date, reschedule the test/examination on a date approved by the Head Teacher.

Any cases of illness or misadventure on the due date will be treated on a case-by-case basis in negotiation with the class teacher and/or Head Teacher.

All my own work

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award of the RoSA.

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including 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 your 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 or paying someone to write or prepare material;

- breaching school examination rules or using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

If a teacher is concerned about cheating or academic malpractice in an assessment task, they will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.

If malpractice/plagiarism is identified, the student may be penalised accordingly or even receive a mark of zero for the task. Parents/caregivers will be notified and the student may then be required to re-complete the task properly in order to meet course requirements.

Appeals

Students have the right to appeal if they feel that the process used does not comply with the set rules (see Appendices - Page 29). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal.

A decision will be made by a panel, which may consist of the Principal, Deputy Principal and relevant Head Teacher.

Steps for success

Time-management and organisation

Students will be given written notification of each assessment task with a minimum notice of two weeks before the due date of the task.

Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step.

It is recommended that students make use of diaries, calendars and/or wall planners to organise their time. There is a calendar at the back of this assessment booklet (see Appendices - Page 31) to assist you with this.

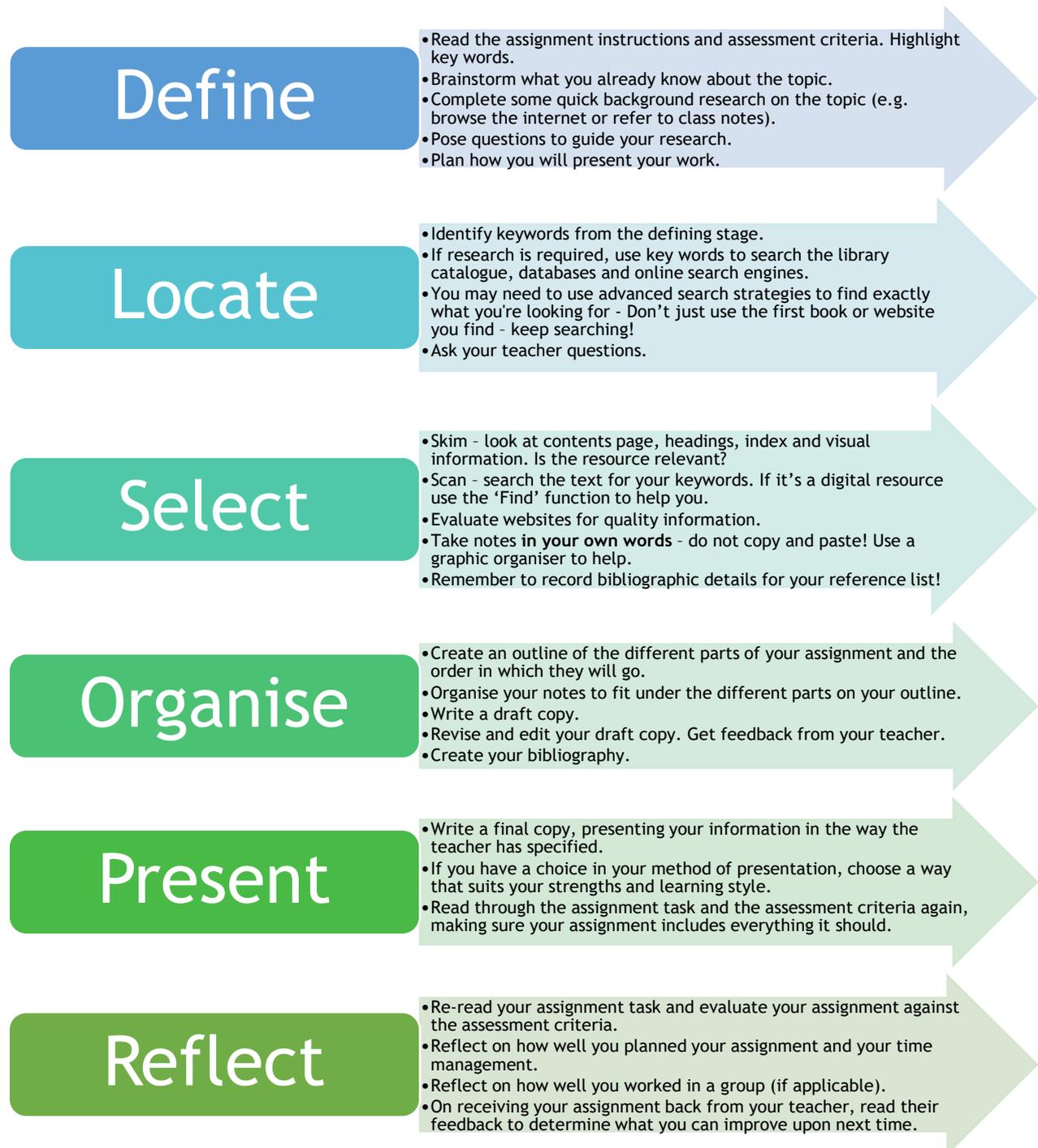
Seeking support

If you need help to understand an assessment task or if you need help with strategies to approach the task, there are a number of people who can assist you.

1. Your teacher: The first person you should ask for help is your class teacher - make sure you understand the task and ask questions about what is expected.
2. Parents/caregivers or an older sibling: They may be able to help you break down the task into achievable chunks, or to assist you in organising your ideas.
3. If you are feeling overwhelmed, speak to someone - this may be another teacher, your Year Adviser or the School Counsellor.

Planning, drafting and refining

You should consider your assessment as a series of planned steps and stages. Below is a flow chart to help you plan assessments and break tasks down to key steps.



Improving your writing

STEP ONE: Understanding the question

You will be asked to respond to a range of questions throughout Stage 4. To understand what you need to write you should break the question down.

Steps for breaking down the question

1. Circle the verb - What do I need to do?
2. Squiggly line under the focus of the question.
3. Highlight the content - What do I need to know to answer the question?

STEP TWO: Writing your response

Forming an introduction

1. What is your overall argument/thesis/response to the question?
2. Give a summary of the ideas you will discuss in each PEEL paragraph (not a list).

Paragraph structure - PEEL

P	POINT	Topic sentence -What is the main point your paragraph will show?
E	EXPLAIN	Elaborate on your topic sentence by providing details that shows what is important about this point.
E	EVIDENCE/EXAMPLE	What supports your point? Be specific and detailed. This can include facts, statistics, quotes, techniques, source material.
L	LINK	Link back to the question - How does this point answer the question?

RESPONSE STRUCTURE
Introduction
PEEL Paragraph Point 1
PEEL Paragraph Point 2
PEEL Paragraph Point 3
Conclusion

Conclusion

1. Rewrite the question into a statement that directly answers the question.
2. You should then give an overview of your main points.
3. Try to write a closing statement that makes your point of view pop.

Common grade scale

The Common Grade Scale shown below will be used to report student achievement in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

GRADE	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 few areas of the content and has achieved very limited competence in some of the processes and skills.

Bibliographies

Some key terms

Referencing: acknowledging all the sources you have used throughout the body of an assignment

Bibliography: the list of references used at the end of your assignment

Why reference?

- ✓ To show the research you have done for your task
- ✓ To acknowledge when you've used other people's words, ideas, data and images
- ✓ So other people can locate the sources of information you have used
- ✓ Academic honesty - to avoid plagiarism

How to List Sources Correctly in a Bibliography

There are lots of different methods of referencing and writing bibliographies. The one most commonly used in secondary schools is the Harvard or Author-Date system.

BOOK

Author(s) of book - family name and initials, Year of publication, *Title of book - italicised*, Edition, Publisher, Place of publication.

Eg: Paterson, D., Willoughby, D. & Willoughby, S., 2001, *Civil Rights in the USA, 1863-1980*, Heineman, Melbourne

NEWSPAPER, MAGAZINE OR JOURNAL ARTICLE

Author(s) of journal article - family name and initials, Year of publication, 'Title of journal article - in single quotation marks', *Title of publication - italicised*, Volume, Issue or number, Page number(s).

Eg: Hagan, K., 2014, 'Salt remains the hidden killer in fast food', *Sydney Morning Herald*, April 2, 2014, p.21

WEB PAGE

Author(s) of page - (person or organisation), Year (page created or revised), *Title of page - italicised*, Publisher (if applicable), Place of publication (if applicable), viewed date, URL.

Eg: Australian Sport Commission, 2016, *AIS*, viewed 3 April, 2016, <http://www.ausport.gov.au/>

FILM

Author/Producer/Director Year, *Title - italicised*, Type of medium, Publisher, Place.

Eg: Teplitzky, J., 2014, *The Railway Man*, feature film, Paramount Pictures, Australia

Finally, all references should be listed in your bibliography in alphabetical order by the author(s) names

Good websites for tips on referencing

<https://apps.csu.edu.au/reftool/apa-7>

<http://ergo.slv.vic.gov.au/learn-skills/essay-writing-skills/bibliographies/write-your-bibliography>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/acknowledging-sources>

Online bibliography generators

Cite this for me: <https://www.citethisforme.com/>

Refme: <https://www.refme.com/au/referencing-generator/harvard/>

Life Skills

Life Skills courses recognise all students are entitled to participate in and progress through the curriculum.

Years 7-10 courses based on Life Skills outcomes and content and Years 11-12 Life Skills courses can be used to meet the requirements for a Record of School Achievement and Higher School Certificate.

Each Years 7-10 syllabus includes Life Skills outcomes and content. Indicative hours for courses based on Life Skills outcomes and content are the same as the regular courses. These hours are outlined in the mandatory curriculum requirements.

Students may achieve Life Skills outcomes either independently or with support.

Year 8 Life Skills - Assessment Descriptions	
English Year 8 Life Skills	<p>Throughout this course, students will read and study a range of texts to further their ability to read and understand written text in a variety of contexts. Students will respond to and compose a range of text types including Recounts, Procedures, Expositions, and Information Reports. These will be related to focus topics including Autobiographies, Non-Fiction Media, Myths and Legends, and Heroes and Monsters. Students will learn to use language and technology to communicate for a variety of purposes. Learning tasks will continue to focus on improving students' ability to use correct grammar and spelling. Students undertaking the Life Skills English course will have personalised learning goals outlined in their Individual Education Plan.</p> <p>Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills English course. This may include class tasks, topic tests, project based tasks, and general classroom observations.</p>
Mathematics Year 8 Life Skills	<p>Throughout this course, students will develop their ability to use Mathematical concepts and apply Mathematical techniques to solve problems. Students will engage in learning experiences focused on inquiry, exploring and connecting Mathematical concepts related to focus topics. These topics include Fractions, Time, Money and Graphing. Students will develop efficient strategies for numerical calculation focusing on the four basic operations of addition, subtraction, division and multiplication. Students will learn to collect, represent, analyse, interpret and evaluate data. Students will develop fundamental skills in reading and using time in real life situations. Learning tasks will continue to focus on developing the student's problem solving skills by enhancing their ability to make sound judgements when looking at solutions to problems. Students undertaking the Life Skills Mathematics course will have personalised learning goals outlined in their Individual Education Plan.</p> <p>Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills</p>

	<p>across the Life Skills Mathematics course. This may include class tasks, topic tests, project based tasks, and general classroom observations.</p>
<p>History Year 8 Life Skills</p>	<p>Throughout the Life Skills History course, students will develop their knowledge and understanding of the nature of history and the significant changes and developments from the past. Learning tasks will focus on historical inquiry with students using a variety of strategies to locate and select information including sources as part of an historical investigation. Students will explore Ancient Civilisations, investigating how people lived in various societies from the past, while exploring the features of a particular society or time. Students will learn to use language and historical terms to describe the past. Students undertaking the Life Skills History course will have personalised learning goals outlined in their Individual Education Plan.</p> <p>Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills History course. This may include class tasks, topic tests, project based tasks, and general classroom observations.</p>
<p>Geography Year 8 Life Skills</p>	<p>Throughout the Life Skills Geography course, students will develop their understanding of the features and characteristics of places and environments. Learning tasks will focus students on developing the skills to acquire and process geographical information including investigating the interactions and connections between people, places and environments. Students will explore environmental issues related to water. Students will learn to recognise perspectives of people and organisations on a range of geographical issues. Students will learn to use language and geographical terms to communicate. Students undertaking the Life Skills Geography course will have personalised learning goals outlined in their Individual Education Plan.</p> <p>Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Geography course. This may include class tasks, topic tests, project based tasks, and general classroom observations.</p>
<p>Science Stage 4 Life Skills</p>	<p>Throughout this course, students will develop an appreciation of the contribution of Science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Student will develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens. Students will learn to develop knowledge and understanding in applying the processes of Working Scientifically skills including making predictions, investigating problems, following set sequences, interpreting data and information and communicating information. Students will explore and develop a knowledge and understanding of the Physical World, Earth and Space, the Living World and the Chemical World including forces, energy, features of the Earth and the Solar System, Earth resources, living and non-living things and their functions, human health, the environment, common substances and chemicals and their effect on everyday life.</p> <p>Students undertaking the Stage 4 Life Skills Science course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and working scientifically skills across the Life Skills Science course. This may include class tasks, topic tests, experimental design, project-based tasks, class discussions and general classroom observations.</p>

Assessment schedules A-Z

SUBJECT: English			HEAD TEACHER: Ms. L. Wade			
<p>Outcomes being assessed:</p> <p>EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</p> <p>EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence</p> <p>EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</p> <p>EN4-6C identifies and explains connections between and among texts</p> <p>EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</p> <p>EN4-8D identifies, considers and appreciates cultural expression in texts</p> <p>EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning</p>						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Narrative	Genre Study	Term 1 Week 3	Term 1 Week 7	25	EN4-1A, EN4-4B
2	Essay	Heroes and Monsters	Term 2 Week 1	Term 2 Week 5	25	EN4-3B, EN4-6C, EN4-8D
3	Portfolio of Work	Shakespeare is Dead	Term 2 Week 8	Term 3 Week 5	30	EN4-2A, EN4-5A
4	Yearly examination	Famous Failures		Term 4 Week 7	20	EN4-7D, EN4-9E
<p>Additional course information: Assessment task types and topics may vary slightly from this schedule for students in the iXtend class. However, due dates will remain the same. Teachers will notify students in the iXtend class of any variations to the tasks outlined in this schedule.</p> <p>Assessment tasks must be submitted to: Class teacher</p>						

SUBJECT: Geography**HEAD TEACHER: Ms. I. Newell****Outcomes being assessed:**

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

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Task	Landscapes and Landforms	Term 1 Week 5	Term 1 Week 10	25	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8
2	Skills and Knowledge Test	Landscapes and Landforms	Term 2 Week 3	Term 2 Week 7	25	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8
3	Research Task	Interconnections	Term 3 Week 2	Term 3 Week 6	20	GE4-2, GE4-3, GE4-5, GE4-7, GE4-8
4	Yearly examination	Interconnections		Term 4 Week 7	30	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-7, GE4-8

Additional course information: Assessment task types and topics may vary slightly from this schedule for students in the iXtend class. However, due dates will remain the same. Teachers will notify students in the iXtend class of any variations to the tasks outlined in this schedule.

Assessment tasks must be submitted to: Class teacher

SUBJECT: History**HEAD TEACHER: Ms. I. Newell****Outcomes being assessed:**

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4-2 describes major periods of historical time and sequences events, people and societies from the past

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4-4 describes and explains the causes and effects of events and developments of past societies over time

HT4-5 identifies the meaning, purpose and context of historical sources

HT4-6 uses evidence from sources to support historical narratives and explanations

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past

HT4-8 locates, selects and organises information from sources to develop an historical inquiry

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Matrix Task	Medieval Europe	Term 1 Week 4	Term 1 Week 11	30	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10
2	Skills and Knowledge Test	All Topics	Term 2 Week 2	Term 2 Week 4	25	HT4-1, HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10
3	Research Task	Spanish Conquest	Term 3 Week 4	Term 3 Week 8	25	HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10
4	Yearly examination	All Topics		Term 4 Week 7	20	HT4-1, HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10

Additional course information: Assessment task types and topics may vary slightly from this schedule for students in the iXtend class. However, due dates will remain the same. Teachers will notify students in the iXtend class of any variations to the tasks outlined in this schedule.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Japanese	HEAD TEACHER: Ms. L. Wade
--------------------------	----------------------------------

Outcomes being assessed:

LJA4-1C uses Japanese to interact with others to exchange information, ideas and opinions, and make plans

LJA4-2C identifies main ideas in, and obtains information from texts

LJA4-3C organises and responds to information and ideas in texts for different audiences

LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences

LJA4-5U applies Japanese pronunciation and intonation patterns

LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions

LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas

LJA4-8U identifies variations in linguistic and structural features of texts

LJA4-9U identifies that language use reflects cultural ideas, values and beliefs

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Communicating: Oral and Aural Communication task	Youkoso - self introduction, birthdays and festivals	Term 1 Week 4	Term 1 Week 6	25	LJA4-1C, LJA4-2C, LJA4-5U
2	Understanding: Online formative assessment	All topics		Ongoing in class	25	LJA4-6U, LJA4-7U, LJA4-8U, LJA4-9U
3	Communicating: Travel Brochure	Ohanami and Golden Week - Doing activities in places around Japan	Term 4 Week 1	Term 4 Week 3	25	LJA4-3C, LJA4-4C
4	Understanding: Reading Exam	Hiragana		Ongoing in class	25	LJA4-6U, LJA4-7U, LJA4-8U, LJA4-9U

Assessment tasks must be submitted to: Class teacher

SUBJECT: Mathematics**HEAD TEACHER: Ms. A. Sheader****Outcomes being assessed:**Working Mathematically (WM)

- develop understanding and fluency through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Number & Algebra (NA)

- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement & Geometry (MG)

- Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

Statistics & Probability (SP)

- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

Task	Task Type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Formal Examination (in class)	Integers review Index laws Financial mathematics with fraction, decimal and percentages (first half)	Term 1 Week 7	Term 1 Week 9	25	MA4-4NA MA4-9NA MA4-5NA MA4-6NA
2	Assignment or Investigative Task	Financial mathematics with fraction, decimal and percentages (first half) Ratios and Rates Congruence and Transformations Algebraic Techniques	Term 2 Week 8	Term 2 Week 10	25	MA4-5NA MA4-6NA MA4-7NA MA3-15MG MA4-17MG MA4-18MG MA4-8NA
3	Open-Book Examination (in class)	Linear relationships Area, volume and capacity	Term 3 Week 7	Term 3 Week 9	25	MA4-11NA MA3-14MG MA4-14MG MA4-13MG
4	Yearly Examination	All listed topics Linear and simple quadratic equations Pythagoras' theorem Representing and interpreting data		Term 4 Week 7	25	All listed outcomes MA4-11NA MA3-14MG MA4-14MG MA4-13MG MA4-10NA MA4-16MG MA4-19SP

Additional course information: The type of assessment task/schedule is similar to that in Stage 6 Mathematics. Outcomes being assessed are subject to change with consultation and negotiation.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Music**HEAD TEACHER: Ms. V. Manock****Outcomes being assessed:**

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Task	Musicology	Term 1 or 3 Week 4	Term 1 Week 9, or Term 3 Week 8	25	4.7, 4.9, 4.11, 4.12
2	In-Class Composition Task	Composition	Term 1 or 3 Week 8	Term 1 Week 11, or Term 3 Week 10	25	4.4, 4.5, 4.6, 4.12
3	In-Class Listening Task	Aural	Term 2 or 4 Week 4-6	Term 2 or 4 Week 4-6	25	4.7, 4.8, 4.9, 4.10, 4.11, 4.12
4	In-Class Performance Task	Performance	Term 2 or 4 Week 4-6	Term 2 or 4 Week 4-6	25	4.1, 4.2, 4.3, 4.12

Additional course information: This course runs for one semester. Students will either study Music in Semester 1 or Semester 2.

Assessment tasks must be submitted to: Class teacher

SUBJECT: PDHPE**HEAD TEACHER: Miss D. Morrissey****Outcomes being assessed:**

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

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

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

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

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	In class task	Do I or Don't I (Decision making and harm minimisation strategies)	Term 1 Week 9	Term 2 Week 2	20	PD4-2, PD4-6, PD4-9
2	In class task	Me and Others (Respectful Relationships)	Term 2 Week 9	Term 3 Week 2	15	PD4-3, PD4-6, PD4-10
3	Yearly Examination	A Balanced Lifestyle (Sensible choices and my life)		Term 4 Week 7	15	PD4-1, PD4-7
4	Practical Physical Activity	Movement Skill and Performance	ongoing		50	PD4-4, PD4-5, PD4-10, PD4-11

Additional course information:

- 50% of PDHPE coursework is comprised of practical physical activity learning experiences. Students will be assessed throughout the year on a variety of movement contexts within the **Movement Skill and Performance** strand (Outcomes assessed PD4-4, PD4-5, PD4-10, PD4-11)
The strand **Movement Skill and Performance** focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.
- Assessment task types and topics may vary slightly from this schedule for students in the iXtend class. However, due dates will remain the same. Teachers will notify students in the iXtend class of any variations to the tasks outlined in this schedule.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Science**HEAD TEACHER: Ms R. Weithaler****Outcomes being assessed:**

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

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Independent Research Project	Earth Science "Oresome"	Term 1 Week 6	Term 1 Week 9	25	SC4-4WS, SC4-5WS SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-13ES
2	Project Based Task	Physical World "Power the World"	Term 2 Week 2	Term 2 Week 4	25	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-12ES
3	Practical	Living World "Building a Body"	Term 3 Week 4	Term 3 Week 6	25	SC4-6WS, SC4-7WS, SC4-8WS, SC4-LW14
4	Yearly examination	All Topics		Term 4 Week 7	25	SC4-4WS, SC4-5WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-12ES, SC4-13ES, SC4-10PW, SC4-11PW SC4-14LW, SC4-15LW SC4-16CW, SC4-17CW

Additional course information: Excursion to supplement and enhance learning experiences.

Assessment task types and topics may vary slightly from this schedule for students in the iXtend class. However, due dates will remain the same. Teachers will notify students in the iXtend class of any variations to the tasks outlined in this schedule.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Technology Mandatory**HEAD TEACHER: Mr. P. Ford****Outcomes being assessed:**

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

TE4-8EN explains how force, motion and energy are used in engineered systems

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Agriculture and food task	Agriculture and Food Technologies (AF)	Term 1 Week 8	Term 1 Week 10	25	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-10TS
2	Digital technologies task	Digital Technologies (DT)	Term 2 Week 8	Term 2 Week 10	25	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS
3	Engineering task	Engineered Systems (ES)	Term 3 Week 8	Term 3 Week 10	25	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS
4	Material technologies task	Material Technologies (MT)	Term 4 Week 4	Term 4 Week 6	25	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS

Additional course information: Classes rotate between Technology Mandatory topics each term. Therefore, the topics may be studied in a different order to the order listed in the table.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Visual Arts	HEAD TEACHER: Ms. V. Manock
-----------------------------	------------------------------------

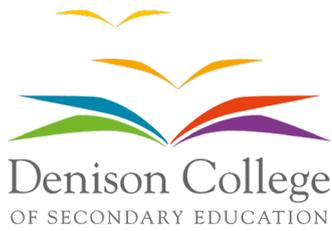
Outcomes being assessed:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist - artwork - world - audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist - artwork - world - audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Artmaking-Painting/Drawing	The Party (Pop Art)	Term 1 or 3 Week 2	Term 1 Week 8 or Term 3 Week 7	25	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
2	Critical & Historical Studies- Research Task and VAPD	The Party (Pop Art)	Term 1 or 3 Week 4	Term 1 or 3 Week 10	25	4.7, 4.8, 4.9, 4.10
3	Artmaking- Sculpture	The Party (Pop Art)	Term 1 or 3 Week 2	Term 1 or 3 Week 10	25	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
4	Artmaking- Printmaking	Street Art	Term 2 or 4 Week 2	Term 2 or 4 Week 6	25	4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Additional course information: This course runs for one semester. Students will either study Visual Arts in Semester 1 or Semester 2.

Assessment tasks must be submitted to: Class teacher



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Illness/Misadventure Consideration or Renegotiation of Task Form (Years 7-10)

Student name: _____ Year: _____ Date: _____

I wish to apply for (tick one):

- a consideration due to illness/misadventure (after the due date)

Note: Illness/Misadventure applications MUST be submitted within one week after the due date of the task or examination. This form should be used if you had an illness or misadventure that prevented you from doing the task or examination or impacted on your performance during the task or examination.

- a renegotiation of assessment task (before the due date)

Note: Renegotiation applications MUST be submitted at least one day before the due date of an Assessment Task or before sitting for a Test or Examination.

Course: _____ Teacher: _____ Due date of task/test/exam: _____

Task or Exam: _____ Weighting(%): _____

Please outline the reasons for your application:

Independent supporting documentation provided:

- Written declaration by Parent/Carer/Student Yes/No

I declare that the information I have provided is true.

Student signature: _____ Date: _____

Administration Use Only - Illness/Misadventure/Renegotiation Application

Teacher decision: Approved/declined

- Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a zero mark being awarded.
- Alternative task to be set. A new notification form will be issued.
- An estimate will be given based on other evidence.
- The reason does not warrant a renegotiation.

Student signature: _____ Teacher signature: _____

Teacher is to retain a copy, a copy given to the student and a copy given to the faculty Head Teacher.



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Assessment Mark/Grade Appeal Form

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the Campus. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Appeal forms must be lodged at the Campus Office within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Student name: _____ Year: _____ Date: _____

Course: _____ Task Number: _____

Task Description: _____

Please outline the reasons for your appeal: _____

Independent supporting documentation (please list documents attached to appeal):

Student signature: _____ Date: _____

Office Use Only - Grade Appeal Application

Student Name: _____

Deputy Principal decision & comment:

Approved/Declined

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent/Carer: _____



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Short-term Learning Device Loan

DIGITAL EDUCATION REVOLUTION - NSW LAPTOP LOAN CHARTER FOR STUDENTS OUTSIDE THE 1:1 LAPTOP PROGRAM

Student name _____
Family name Given name

Parent/Carer name _____
Family name Given name

Purpose

Digital Education Revolution-NSW aims to improve student learning experiences both in and out of the classroom. Teachers may determine that students in years which are not designated to receive a 1 to 1 laptop will benefit from a home loan of a laptop. This may be for a particular topic of work, project or need. A number of pool laptops are available for short and long term loan to such students. Loan laptops remain school property and ownership is not transferrable to students who complete year 12.

A Laptop Loan Charter must be signed and provided to the student’s school before the laptop will be loaned.

Students and parents/carers must carefully read this charter prior to signing it. Any questions should be addressed to the school and clarification obtained before the charter is signed.

Laptop Loan Charter

We have read the Laptop Loan Charter (*version 11/1*).

We understand our responsibilities regarding the use of the laptop and the internet.

In signing below, we acknowledge that we understand and agree to the Laptop Loan Charter.

We understand that we accept responsibility for any costs associated with the repair or replacement if caused by any negligent act.

We understand that failure to comply with the Laptop Loan Charter could result in loss of future loan permission.

Signature of student: _____ date: / /

Signature of parent/carers: _____ date: / /

PLEASE SIGN AND RETURN THIS PAGE TO THE SCHOOL

Year 8 Assessment Schedule 2022 – Bathurst High Campus

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Jan 24 th – 28 th Jan	Jan 31 st – 4 th Feb	Feb 7 th – 11 th Feb	Feb 14 th – 18 th Feb	Feb 21 st – 25 th Feb	Feb 28 th – 4 th Mar	Mar 7 th – 11 th Mar	Mar 14 th – 18 th Mar	Mar 21 st – 25 th Mar	Mar 28 th – 1 st Apr	Apr 4 th – 8 th Apr
TERM 1							English Japanese	Visual Arts	Science Mathematics Music	Geography Visual Arts	History Tech Mandatory Music
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
TERM 2	Apr 25 th – 29 th Apr	May 2 nd – 6 th May	May 9 th – 13 th May	May 16 th – 20 th May	May 23 rd – 27 th May	May 30 th – 3 rd June	Jun 6 th – 10 th June	June 13 th – 17 th June	June 20 th – 24 th June	June 27 th – 1 st July	
		PDHPE		Music History Science	English	Music Visual Arts	Geography			Mathematics Tech Mandatory	
TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	July 18 th – 22 nd July	July 25 th – 29 th July	Aug 1 st – 5 th Aug	Aug 8 th – 12 th Aug	Aug 15 th – 19 th Aug	Aug 22 nd – 26 th Aug	Aug 29 th – 2 nd Sept	Sept 5 th – 9 th Sept	Sept 12 th – 16 th Sept	Sept 19 th – 23 rd Sept	
	PDHPE			English	Geography Science	Visual Arts	Music History	Mathematics	Music Visual Arts Tech Mandatory		
TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Oct 10 th – 14 th Oct	Oct 17 th – 21 st Oct	Oct 24 th – 28 th Oct	Oct 31 st – 4 th Nov	Nov 7 th – 11 th Nov	Nov 14 th – 18 th Nov	Nov 21 st – 25 th Nov	Nov 28 th – 2 nd Dec	Dec 5 th – 9 th Dec	Dec 12 th – 16 th Dec	Dec 19 th – 23 rd Dec
			Japanese	Music		Music Visual Arts Tech Mandatory	YEARLY EXAMINATION WEEK				