



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

2025

Year 8

Assessment Handbook

Bathurst High Campus



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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 OAM
Principal
Bathurst High Campus
Denison College

Key contacts



Ken Barwick OAM
Principal



Nicholas Williams
Deputy Principal Year 8



Shannon Foley
Year Advisor



Connor Milliss
Year Advisor

HEAD TEACHERS	
English: Rhonda Davis	CAPA: Veronica Manock
HSIE: Ilisa Newell	Mathematics: Avril Sheader
PD/H/PE: Daisy Morrissey	Science: Rosie Weithaler
Support: Bethany Elliott	TAS: Patrick Ford
Administration: John Millan	Wellbeing: Megan Windsor
Teaching and Learning: Matthew Baillie	Teaching and Learning: Geoff Childs

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;
- using ChatGPT or other writing tools to complete part or all of an assessment task (unless permitted to do so and the tool is referenced);
- 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.

Artificial Intelligence at Denison College

Denison College is committed to promoting the responsible and ethical use of artificial intelligence technologies, specifically Generative Artificial Intelligence (GAI). In order to equip our students with the necessary skills for the ever-evolving technological landscape, it is our duty to educate them on the proper and ethical application of technologies like ChatGPT.

What is ChatGPT?

ChatGPT is a technology that can produce text that sounds convincingly human and engage in realistic conversations. Its responses are generated based on a large language model trained on extensive amounts of text from books and the internet. Similar to predictive text, it predicts the next words in a response based on previous ones using learned probabilities of word combinations. For example, if you ask ChatGPT about ways to reduce the spread of airborne pathogens, it will promptly provide you with paragraphs of uniquely generated text referencing masks, hygiene, and ventilation. It does this not because it comprehends your question, but because it has learned that certain words like 'mask,' 'cleaning,' and 'indoor spaces' are likely to appear together after other words like 'limit the spread' and 'airborne pathogen.'

Currently, ChatGPT is available for you to try for free. However, it does require you to sign up, agree to its privacy policy, and acknowledge that your use will contribute to the AI's training.

ChatGPT in the classroom

As AI technology continues to advance, you will encounter its increasing use in your studies and assessments. While AI will eventually revolutionise the way we learn and work, immediate and extreme changes are not anticipated. For now, in your current studies, you can expect to experiment with, discuss, and critically evaluate AI outputs. Like any other resource used in your studies, approach AI tools with a critical mindset, acknowledging their limitations honestly.

Following the Denison College Assessment Policies and Procedures, DO NOT USE ChatGPT or other writing tools in assessments unless explicitly permitted. Failing to acknowledge the use of AI tools in your studies may lead to accusations of academic misconduct. If permitted to use AI, be sure to acknowledge your use of these tools.

Stay tuned for updates from the school, your teachers, and supervisors on how we are addressing the opportunities and challenges presented by AI in education. We are continuously working to uphold academic integrity and the value of your education while preparing you to be ethical leaders in a future where these technologies offer new and exciting possibilities. As always, if you are uncertain about how to use a resource, seek guidance from your Teacher, Deputy Principal or the College team.

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.

Define

- Read the assignment instructions and assessment criteria. Highlight key words.
- Brainstorm what you already know about the topic.
- Complete some quick background research on the topic (e.g. browse the internet or refer to class notes).
- Pose questions to guide your research.
- Plan how you will present your work.

Locate

- Identify keywords from the defining stage.
- If research is required, use key words to search the library catalogue, databases and online search engines.
- You may need to use advanced search strategies to find exactly what you're looking for - Don't just use the first book or website you find - keep searching!
- Ask your teacher questions.

Select

- Skim - look at contents page, headings, index and visual information. Is the resource relevant?
- Scan - search the text for your keywords. If it's a digital resource use the 'Find' function to help you.
- Evaluate websites for quality information.
- Take notes **in your own words** - do not copy and paste! Use a graphic organiser to help.
- Remember to record bibliographic details for your reference list!

Organise

- Create an outline of the different parts of your assignment and the order in which they will go.
- Organise your notes to fit under the different parts on your outline.
- Write a draft copy.
- Revise and edit your draft copy. Get feedback from your teacher.
- Create your bibliography.

Present

- Write a final copy, presenting your information in the way the teacher has specified.
- If you have a choice in your method of presentation, choose a way that suits your strengths and learning style.
- Read through the assignment task and the assessment criteria again, making sure your assignment includes everything it should.

Reflect

- Re-read your assignment task and evaluate your assignment against the assessment criteria.
- Reflect on how well you planned your assignment and your time management.
- Reflect on how well you worked in a group (if applicable).
- On receiving your assignment back from your teacher, read their feedback to determine what you can improve upon next time.

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.

Stage 4 Life Skills - Assessment Descriptions	
English Stage 4 Life Skills	<p>Throughout this course, students will read and study a range of texts to further their ability to decode and comprehend written text in a variety of contexts. Students will respond to and compose a range of text types. These will be related to focus topics. Students will learn to use language and technology to communicate for a variety of purposes.</p> <p>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>
Mathematics Stage 4 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 Measurement, Math Facts, Basic Geometry and Position. Students will develop efficient strategies for numerical calculation focusing on the four basic operations of addition, subtraction, division, and multiplication. Students use time and develop their ability to tell the time using both analogue and digital clocks. Students learn to recognise and match coins and notes, read and write amounts in money and estimate and calculate with money.</p> <p>Learning tasks will continue to focus on developing the students 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>
History Stage 4 Life Skills	<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</p>

	<p>select information including sources as part of an historical investigation. Students will investigate 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 Stage 4 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 Australia’s physical features, describe and examine natural features, report on some factors affecting land use in natural environments and patterns such as climate. 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.</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 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>
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Assessment schedules A-Z

SUBJECT: English			HEAD TEACHER: Ms. R. Davis			
<p>Outcomes being assessed: EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures EN4-URB-01 examines and explains how texts represent ideas, experiences and values EN4-URC-01 identifies and explains ways of valuing texts and the connections between them EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts</p>						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Creative Composition and Reflection	Knowing the Rules to Break the Rules (Poetry)	Term 1 Week 4	Term 1 Week 10	25	EN4-ECA-01; EN4-URC-01; EN4-ECB-01
2	Interview Transcript	Transport Me to the 'Real' (Non-fiction and Fiction)	Term 2 Week 4	Term 2 Week 8	25	EN4-RVL-01; EN4-ECA-01
3	Text Adaptation and Cover Letter	From Page to Stage (Play)	Term 3 Week 4	Term 3 Week 8	25	EN4-URA-01; EN4-URC-01
4	Short Answer Analysis Examination	The Camera Never Lies (Film)	Term 4 Week 4	Term 4 Week 6	25	EN4-URA-01; EN4-URB-01
<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	Water in the World	Term 1 Week 4	Term 1 Week 8	25	GE4-1, GE4-2, GE4-4, GE4-7, GE4-8
2	Skills and knowledge test	Water in the World	Term 2 Week 2	Term 2 Week 4	20	GE4-1, GE4-2, GE4-4, GE4-5, GE4-8
3	Research task	Interconnections	Term 3 Week 2	Term 3 Week 6	25	GE4-2, GE4-3, GE4-5, GE4-7, GE4-8
4	Yearly Examination	Interconnections (all topics)		Term 4 Week 6	30	GE4-1, GE4-2, GE4-5, GE4-6, 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 Report /Essay	Medieval Europe	Term 1 Week 3	Term 1 Week 6	20	4.1, 4.2,4.5, 4.6, 4.7, 4.8, 4.10
2	Test	Vikings	Term 2 Week 4	Term 2 Week 6	30	4.1, 4.2,4.4,4.5, 4.7, 4.9
3	Research/Essay /Portfolio	Spanish Conquest	Term 3 Week 4	Term 3 Week 8	20	4.4, 4.5, 4.8, 4.7, 4.10
4	Examination	Depth Study 4		Term 4 Week 6	30	4.1, 4.2,4.3, 4.5, 4.6, 4.7, 4.9

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. R. Davis			
Outcomes being assessed: ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Interacting Oral and Aural interacting Task	Youkoso Name, age and birthdays	Term 1 Week 3	Term 1 Week 8	25	ML4-INT-01
2	Understanding Texts	All Topics		Ongoing in class	25	ML4-UND-01
3	Creating Texts	Ohanami and Golden Week Doing activities in places around Japan	Term 4 Week1	Term 4 Week 3	25	ML4-CRT-01
4	Understanding Texts	Hiragana		Ongoing in class	25	ML4-UND-01
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Mathematics - Year 8**HEAD TEACHER: Ms. A. Sheader****Outcomes being assessed are from the strands of K - 10 Mathematics Syllabus:**

- Number and Algebra
- Measurement and Space
- Statistics and Probability
- Working Mathematically

Task	Task Type	Topic/s	Task Distributed	Task Due	Weighting %	Outcomes
1	Validation task	Algebraic techniques and index laws. Percentages. Angles relationships and geometrical properties.	Term 1 Week 6	Term 1 Week 8	25	MAO-WM-01, MA4-ALG-C-01, MA4-IND-C-01. MA4-ANG-C-01, MA4-GEO-C-01.
2	In-class open book examination	Equations and inequalities. Using equations and formulas in measurement.	Term 2 Week 7	Term 2 Week 9	25	MAO-WM-01, MA4-EQU-C-01. MA4-LEN-C-01, MA4-PYT-C-01, MA4-ARE-C-01, MA4-VOL-C-01.
3	Formal in-class examination	Ratios and rates. Algebra and indices review. Fractions, decimals and percentages.	Term 3 Week 8	Term 3 Week 10	25	MAO-WM-01, MA4-RAT-C-01. MA4-FRC-C-01, MA4-INT-C-01, MA4-ALG-C-01, MA4-IND-C-01 MA4-EQU-C-01.
4	Yearly Examination	All listed topics + Linear relationships. Statistics.		Term 4 Week 6	25	All listed outcomes + MAO-WM-01, MA4-LIN-C-01. MA4-DAT-C-01, MA4-DAT-C-02, MA4-PRO-C-01.

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.

Literacy as a General Capability

Literacy is an important aspect of mathematics. Students need to understand written problems and instructions, including the use of common words with a specific meaning in mathematical context and metaphorical language used to express mathematics concepts and processes. In their K-10 mathematics learning, students are provided with opportunities to learn mathematical vocabulary and the conventions for communicating mathematics in the written form, including through its symbols and structures, as well as verbally through description and explanation. Mathematical literacy also extends to interpreting information from mathematical texts such as tables, graphs and other representations.

Assessment tasks must be submitted to: the classroom teacher on (or an alternative, pre-arranged) due date.

SUBJECT: Music

HEAD TEACHER: Ms. V. Manock

Performing

- 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

Composing

- 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

Listening

- 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

Appreciating

- 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	Composition & Analysis	Lyrical Composition	Term 1 or 3 Week 4	Term 1 Week 10 or Term 3 Week 9	30	4.4, 4.5, 4.6, 4.7, 4.12
2	Performance	Solo/ Ensemble Music	Term 1 or 3 Week 3	Term 2 or 4 Week 3	30	4.1, 4.2, 4.3, 4.11
3	Aural	The 6 Concepts of Music	Term 2 or 4 Week 1	Term 2 or 4 Week 7	40	4.7, 4.8, 4.9, 4.10, 4.11, 4.12

Additional course information: This course runs for one semester. Students will either study Music in Semester 1 or Semester 2. Double dates are for each semester's classes.

Assessment tasks must be submitted to: Class teacher

SUBJECT: PDHPE	HEAD TEACHER: Miss D. Morrissey
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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?	Term 1 Week 9	Term 2 Week 2	20	PD4-2, PD4-6, PD4-9
2	Multimodal Presentation	Me and Others	Term 2 Week 8	Term 3 Week 2	15	PD4-3, PD4-6, PD4-10
3	Yearly Examination	A Balance Lifestyle/ You Are What You Eat		Term 4 Week 6	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	Depth Study/ Model	Living World	Term 1 Week 3	Term 1 Week 7	25	SC4-5,7WS- SC4-9WS, SC4-14/15LW
2	Student Research Project	Physical World	Term 2 Week 2	Term 2 Week 5	25	SC4-4WS- SC4-9WS, SC4-11PW
3	Skills Test	Chemical World	Term 3 Week 6	Term 3 Week 8	25	SC4-6WS- SC4-8WS, SC4-16/17CW
4	Yearly Examination	Earth and Space (All topics)	Term 4 Week 3/4	Term 4 Week 6	25	SC4-7WS- SC4-8WS, SC4-13ES, SC4-10/11PW SC4-14/15LW SC4-16/17CW

Additional course information:

Excursions 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

TE4-6FO 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

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	Design, Production and Computational tasks	Agriculture and Food Technologies Digital Technologies Materials Technologies Engineered Systems	Term 1 Week 2	Term 1 Week 11	25	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS
2	Design, Production and Computational tasks	Agriculture and Food Technologies Digital Technologies Materials Technologies Engineered Systems	Term 2 Week 1	Term 2 Week 10	25	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS
3	Design, Production and Computational tasks	Agriculture and Food Technologies Digital Technologies Materials Technologies Engineered Systems	Term 3 Week 1	Term 3 Week 10	25	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS
4	Design, Production and Computational tasks	Agriculture and Food Technologies Digital Technologies Materials Technologies Engineered Systems	Term 4 Week 1	Term 4 Week 9	25	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, 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. Correct PPE must be worn for all practical tasks.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Visual Arts	HEAD TEACHER: Ms. V. Manock
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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	Still life painting	Pop Art	Term 1 or 3 Week 2	Term 1 or 3 Week 10	35	4.1,4.2,4.3 ,4.5,4.6
2	Theory/Visual Diary	Pop Art/VAPD	Term 1 or 3 Week 2	Term 1 or 3 Week 10	30	4.7,4.8,4.9 ,4.10
3	Printmaking	Street Art	Term 2 or 4 Week 1	Term 2 or 4 Week 5	35	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

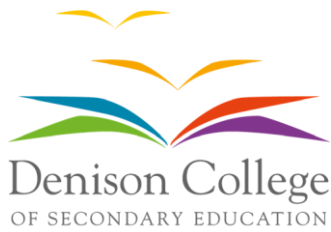
Appendices

Student personal result sheet

Student Name:

You can use this page to keep a **record of assessment marks** in all Assessment Tasks and Examinations throughout the year.

Assessment Task #	Courses Studied										
	(Use one column for each subject including any elective courses)										
	ENGLISH	GEOGRAPHY	HISTORY	MATHS	SCIENCE	PDHPE	SCIENCE	VISUAL ARTS	MUSIC	JAPANESE	TECH MANDATORY
1											
2											
3											
4											
TOTAL											



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: _____

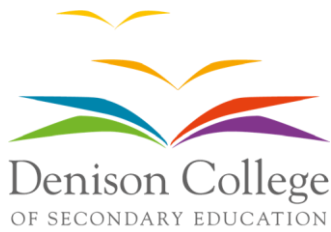
Administration Use Only - Illness/Misadventure/Renegotiation Application

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

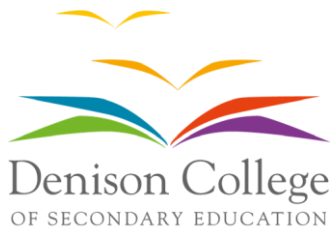
Student Name: _____

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 2025 – Bathurst High Campus

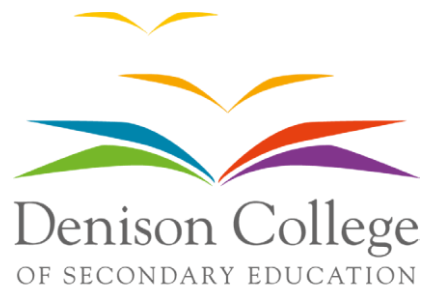


TERM 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Feb 3 – Feb 7	Feb 10 – Feb 14	Feb 17 – Feb 21	Feb 24 – Feb 28	Mar 3 – Mar 7	Mar 10 – Mar 14	Mar 17 – Mar 21	Mar 24 – Mar 28	Mar 31 – Apr 4	Apr 7 – Apr 11
					History	Science	Geography Japanese Mathematics		English <i>Music</i> Visual Arts	Tech Mandatory

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Apr 28 – May 2	May 5 – May 9	May 12 – May 16	May 19 – May 23	May 26 – May 30	June 2 – June 6	June 9 – June 13	June 16 – June 20	June 23 – June 27	June 30 – July 4
		PDHPE	<i>Music</i>	Geography	Science Visual Arts	History	<i>Music</i>	English	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 21 – July 25	July 28 – Aug 1	Aug 4 – Aug 8	Aug 11 – Aug 15	Aug 18 – Aug 22	Aug 25 – Aug 29	Sep 1 – Sep 5	Sep 8 – Sep 12	Sep 15 – Sep 19	Sep 22 – Sep 26
		PDHPE				Geography		English History Science	Music	Mathematics Tech Mandatory <i>Visual Arts</i>

TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Oct 13 – Oct 17	Oct 20 – Oct 24	Oct 27 – Oct 31	Nov 3 – Nov 7	Nov 10 – Nov 14	Nov 17 – Nov 21	Nov 24 – Nov 28	Dec 1 – Dec 5	Dec 8 – Dec 12	Dec 15 – Dec 19
			Japanese Music		<i>Visual Arts</i>	YEARLY EXAMINATION WEEK	Music		Tech Mandatory	



CONTACT DETAILS

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