



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

2026

Year 7

Assessment Handbook

Bathurst High Campus



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Introduction

This Assessment Handbook provides Year 7 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.

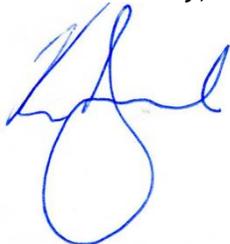
I encourage all students and their parents to find a time to talk through the content of this booklet and seek clarification from our school if you have any questions. Our school offers an exceptional curriculum with well-established learning support structures to ensure that all students are monitored 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



Pawan Saini
Deputy Principal Year 7



Caleb Gill
Year Advisor



Adrianna Hawkes
Year Advisor

HEAD TEACHERS	
English: Eleanor Cloherty	CAPA: Veronica Manock
HSIE: Ilisa Newell	Mathematics: Avril Sheader
PD/H/PE: Sarah Murray	Science: Rosie Weithaler
Support: Bethany Elliott	TAS: Belinda Orpwood
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

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 7 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 30) 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 Year Group Deputy Principal.

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 there is no valid reason for failing to complete an assessment task on time, a zero mark must be recorded for that task. You will still be required to complete the task so that you satisfy mandatory Stage 4 course requirements.

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, in consultation with the Deputy Principal, 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, in consultation with the Deputy Principal, 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 approved by the Head Teacher.

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, as well as the Year Group Deputy Principal.

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 plagiarism, including the improper use of Artificial Intelligence, or malpractice is found in an assessment task or exam, the student will receive zero marks only for the part involved, not the entire task, unless all parts are affected. The student must resubmit the affected section by an agreed date. This ensures fairness and consistency.

The process involves the classroom teacher, Head Teacher, and Deputy Principal. The teacher will first talk to the student about the concern, possibly with the Head Teacher present. If unresolved, the Deputy Principal will interview the student, with parents encouraged to be involved.

The student must provide evidence that the work is their own, such as drafts or notes, unless they admit to the malpractice. The teacher and Head Teacher review the evidence and decide if malpractice occurred, then discuss their findings with the Deputy Principal.

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 31). 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 33) 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 show 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.

Attention and Focus

When learning, it is important that students have attention and focus on the learning task they are completing. To support optimal learning at Bathurst High Campus, students are expected to

- Remain in their seat at all times unless directed by a teacher
- Be ready to learn
- Have eyes on the learning

- Respond to the teachers' call to attention, which indicates to students that they need to direct their focus and attention to the learning task or teacher instructions being provided

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.

Referencing

What is referencing

Showing academic honesty by making it clear when you are writing your own ideas and what you took from your sources. (including AI)

Why should you reference?

- To avoid plagiarism (pretending you wrote something that is someone else's work)
- To make it easy for you to check back to your research.
- To show that you researched, and how good your sources are.
- So your teacher can check back to your sources as they mark your research.

When should you reference?

When you are doing a written task that involves research. For example, an essay or extended writing task, report, poster or presentation.

How do you reference?

At the end of every assignment include a reference list (books/media/webpages used in the assignment) OR a bibliography (books/media/webpages you read while researching). Your teacher will tell you which one they want.

There are many ways to reference; most faculties at BHS use the APA system, some use Chicago. Check with your teacher which one they expect you to use.

You should learn how to write your own references. Start with the examples below then go to the BHS reference style guide in our library catalogue:

- In your DOE portal choose "My School library"
- In the top right corner of the homepage choose
- Select 'Research and Library Skills, then 'Acknowledging Sources'

AI Text

AI Company Name. (Year month. day it was created). <i>Title of chat</i> [Description, e.g. Generative AI chat] Tool Name/Model. URL of the chat	Educhat (2025 Nov. 9). <i>Shakespeare biography</i> [Generative AI chat] NSW Educhat. https://chat.education.nsw.gov.au/ft/#/chat <i>Note: if the entry takes more than one line, tab over so the Author/Company name stands out.</i>
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Webpage

Author's name - business name or last name, then initial., (Year of publication). <i>Title of the Webpage</i> Title of the website URL	American Museum of Natural History, (2025). <i>What is Astronomy?</i> ology https://www.amnh.org/explore/ology <i>Note: if the content is likely to change on the website e.g. Wikipedia is continually updated, then you should also include "viewed on (date)" at the end.</i>
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Book

Author's name - last name, initial. (Year of publication). Title Publisher	Grover, P. (2003). <i>Exploring History Phoenix Education</i> <i>Note: At Senior level you would include a DOI at the end. See your teacher or library staff to find out about this.</i>
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Media found online (e.g. Clickview or YouTube)

Director - Last name, Initial(s). (Year). Title of the show/movie [Name of the site] file Retrieved from Address link	Williams, D. (2022) <i>The Impact of Rain</i> (Clickview file) Retrieved from https://www.clickview.net/secondary/videos/86271386/the-impact-of-rain?context=series&contextId=53314216&mtv=true
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Safe referencing tools

After you understand how to reference, you may choose to use a referencing tool. Microsoft 365 and Google Drive contain safe, DOE approved referencing tools. Using them, you can easily record references while researching, and they will write the reference list/bibliography for you in your final work.

How to access them:

- Microsoft Office 360 e.g. Word: On the toolbar find 'References' then 'Insert citation'
- Google Workspace. e.g. Docs: On the toolbar find 'Tools' then 'Citation'

Note: In the reference tool, select the style you are using, e.g., APA.

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: Dance			HEAD TEACHER: Miss V. Manock			
<p>Outcomes being assessed: DA4-PER-01: performs dance works, demonstrating safe dance practice, dance technique and performance quality DA4-COM-01: creates movements using the elements of dance to communicate an idea and intent DA4-APP-01: describes dance works from a range of contexts using the elements of dance</p>						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Composition	Body Action	Term 1 or 3 Week 2	Term 1 Week 7 or Term 3 Week 7	35	DA4-COM-01
2	Appreciation	Dance Style Research	Term 1 or 3 Week 2	Term 2 or 4 Week 2	35	DA4-APP-01
3	Performance	Class Routine	Term 1 or 3 Week 2	Term 2 Week 7 or Term 4 Week 5	30	A4-PER-01
<p>Additional course information: This course runs for one semester. Students will either study Dance in Semester 1 or Semester 2.</p> <p>Assessment tasks must be submitted to: Class teacher</p>						

SUBJECT: Drama	HEAD TEACHER: Miss V. Manock
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Outcomes being assessed:

DR4-MAK-01: creates meaning through experimentation with dramatic contexts, processes and elements

DR4-PER-01: uses performance skills to communicate meaning and engage audiences through dramatic contexts, processes and elements

DR4-APP-01: explains how creative choices shape works and experiences through dramatic contexts, processes and elements

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Performing	Performance (Improvised & Scripted)	Term 1 or 3 Week 2	Term 1 or 3 Week 10	40% (20% Improvised / 20% Scripted)	DR4-PER-01
2	Making	Writing an authentic script for the purpose of acting.	Term 2 or 4 Week 2	Term 2 or 4 Week 4	30	DR4-MAK-01
3	Appreciation	End-of-Course Terminology Test & Work Booklet (In-Class)	Term 1 or 3 Week 2	Term 2 or 4 Week 4	30 (20% Examination / 10% In-Class)	DR4-APP-01

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

Assessment tasks must be submitted to: Class teacher

SUBJECT: English			HEAD TEACHER: Ms. E. Cloherty			
<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	Memoir	Powerful Youth Voices	Term 1 Week 4	Term 1 Week 8	25	EN4-URB-01 EN4-ECA-01
2	Multimodal report	Seeing Through a Text	Term 2 Week 4	Term 2 Week 8	25	EN4-RVL-01 EN4-ECA-01
3	Imaginative task and reflection	Escape Into the World of the Novel	Term 3 Week 4	Term 3 Week 8	25	EN4-URA-01 EN4-URC-01
4	Speech	Speak the Speech	Term 4 Week 2	Term 4 Week 4	25	EN4-ECB-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	Landscapes and Landforms	Term 1 Week 6	Term 1 Week 10	20	GE4-1, GE4-2, GE4-4, GE4-7, GE4-8
2	Geography knowledge and skills test	Place and Liveability	Term 2 Week 4	Term 2 Week 8	20	GE4-3, GE4-4, GE4-6, GE4-7, GE4-8
3	Portfolio	All		Term 2 Week 6	10	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-8
Additional course information:						
<ul style="list-style-type: none"> • Students study Geography for Semester 1 and History for Semester 2. • 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 - Google Classroom						

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 Task	Investigating History and Ancient Society	Term 3 Week 5	Term 3 Week 9	20	4.8, 4.2,4.3,4.8 4.6, 4.10
2	Portfolio	Investigating History and Ancient Society	Term 3 Week 9	Term 4 Week 4	10	4.1, 4.4, 4.5,4.6, 4.9,4.7, 4.10
3	Examination	Investigating History and Ancient Society	Term 4 Week 1	Term 4 Week 5	20	4.2,4.3,4.4,4.5, 4.7, 4.9

Additional course information:

- Students study Geography for Semester 1 and History for Semester 2.
- 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.
- NOTE: In Semester 2, students will complete the History Test for the Mediterranean World and Historical Skills topic under end of course examination conditions as a formal examination.

Assessment tasks must be submitted to: Class teacher - Google Classroom

SUBJECT: Mathematics - Year 7**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	Computation with positive integers. Number properties and patterns.	Term 1 Week 5	Term 1 Week 7	25	MAO-WM-01, MA4-INT-C-01. MA4-IND-C-01, MA4-LIN-C-01.
2	In-class open book examination	Algebraic techniques. Computation with positive and negative integers.	Term 2 Week 8	Term 2 Week 10	25	MAO-WM-01, MA4-ALG-C-01. MA4-INT-C-01.
3	Formal in-class examination	Equations. Angle relationships and geometrical figures.	Term 3 Week 7	Term 3 Week 9	25	MAO-WM-01, MA4-EQU-C-01. MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-01.
4	Yearly Examination	All listed topics + Length, perimeter, area, volume, capacity, mass, temperature. Statistics.	Term 4 Week 4	Term 4 Week 6	25	All listed outcomes + MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-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
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Outcomes being assessed:
MU4-PER-01: uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas
MU4-LIS-01: uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music
MU4-COM-01: improvises, arranges or composes using the elements of music to create musical ideas

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Composition	Notation in Music	Term 1 Week 2	Term 1 <i>or</i> 3 Week 9	30	MU4-COM-01
2	Performance	Introduction to Performance	Term 1 Week 2	Term 2 <i>or</i> 4 Week 3	30	MU4-PER-01
3	Listening	The Elements of Music	Term 1 Week 2	Term 2 Week 7 <i>or</i> Term 4 Week 6	40	MU4-LIS-01

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 (either in person or through Google Classroom depending on the assessment requirement)

SUBJECT: PDHPE**HEAD TEACHER: Ms S. Murray****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	Health Brochure	Be Active, Be Healthy	Term 1 Week 5	Term 1 Week 9	15	PD4-2, PD4-7
2	Puberty Test	Puberty	Term 2 Week 5	Term 2 Week 9	15	PD4-1, PD4-2, PD4-9
3	Yearly Examination	Look Who's Talking	Term 4 Week 1	Term 4 Week 6	20	PD4-3, PD4-6, PD4-9
4	Practical Physical Activity	Movement Skill and Performance	ongoing		50	PD4-4, PD4-5, PD4-8, 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, PD4-8, 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
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Outcomes being assessed:

SC4-WS-01 uses scientific tools and instruments for observations
 SC4-WS-02 identifies questions and makes predictions to guide scientific investigations
 SC4-WS-03 plans safe and valid investigations
 SC4-WS-04 follows a planned procedure to undertake safe and valid investigations
 SC4-WS-05 uses a variety of ways to process and represent data
 SC4-WS-06 uses data to identify trends, patterns and relationships and draw conclusions
 SC4-WS-07 identifies problem-solving strategies and propose solutions
 SC4-WS-08 communicates scientific concepts and ideas using a range of communication forms
 SC4-OTU-01 explains how observations are used by scientists to increase knowledge and understanding of the Universe
 SC4-FOR-01 describes the effects of forces in everyday contexts
 SC4-CLS-01 describes the unique features of cells in living things and how structural features can be used to classify organisms
 SC4-SOL-01 explains how the properties of substances enable separation in a range of techniques

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Depth Study	Observing the Universe	Term 1 Week 5	Term 1 Week 8	25	SC4-WS-02,06,07,08 SC4-OTU-01
2	Semester 1 Examination	Cells and Classification	Term 2 Week 3	Term 2 Week 5	25	SC4-WS-06,07 SC4-CLS-01 SC4-OTU-01
3	Skills Test	Solutions and Mixtures	Term 3 Week 6	Term 3 Week 8	25	SC4-WS-01,04,05,06,07 SC4-SOL-01
4	Semester 2 Examination	Forces	Term 4 Week 3	Term 4 Week 5	25	SC4-WS-06,07 SC4-FOR-01 SC4-SOL-01

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	HEAD TEACHER: Ms. B. Orpwood
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Outcomes being assessed:

SDP-01 explains relationships between sustainability, design and production

PDP-01 describes the practices and processes of designers and producers

DES-01 communicates and evaluates design ideas and solutions

PPM-01 applies processes in the planning, management and production of projects

SAF-01 selects and safely uses tools, materials, technologies and processes

MSC-01 explains how materials, systems and components contribute to solutions

DIG-01 demonstrates technological literacy to safely interact in digital environments

DIG-02 uses data and digital systems to code, design and produce projects

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Project & Portfolio	Textiles Technology	Term 1 Week 3	Term 1 Week 10	25	SDP-01, PDP-01, MSC-01, DES-01, PPM-01, SAF-01
2	Project & Portfolio	Timber Technology	Term 2 Week 3	Term 2 Week 11	25	SDP-01, PDP-01, MSC-01, DES-01, PPM-01, SAF-01
3	Project & Portfolio	Engineered Systems	Term 3 Week 3	Term 3 Week 10	25	SDP-01, PDP-01, MSC-01, DES-01, PPM-01, SAF-01
4	Project & Portfolio	Agriculture	Term 4 Week 3	Term 4 Week 8	25	SDP-01, PDP-01, DES-01, PPM-01, SAF-01

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	Lino Print	Wings and Things: BUGGED OUT!	Term 1 or 3 Week 2	Term 1 or 3 Week 10	30	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
2	Theory Task	Archibald Prize	Term 2 or 4 Week 1	Term 2 or 4 Week 4	35	4.7, 4.8, 4.9, 4.10
3	Self-Portrait	Me, Myself, and Culture	Term 2 or 4 Week 1	Term 2 or 4 Week 4	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 #	ENGLISH	GEOGRAPHY	HISTORY	MATHS	SCIENCE	PDHPE	VISUAL ARTS	MUSIC	DANCE	DRAMA	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

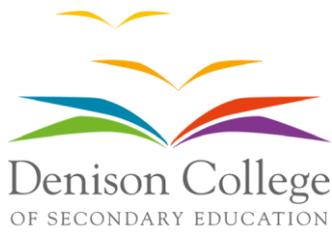
- Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a zero mark being awarded.
- Alternative task to be set. A new notification form will be issued.
- An estimate will be given based on other evidence.
- The reason does not warrant a renegotiation.

Teacher: _____ Head Teacher: _____ Deputy Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent/Carer: _____

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: _____ Deputy Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent/Carer: _____



Year 7 Assessment Schedule 2026 – Bathurst High Campus

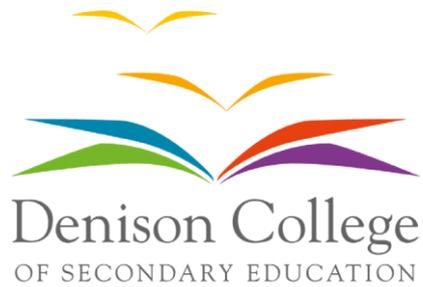


TERM 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Feb 2 – Feb 6	Feb 9 – Feb 13	Feb 16 – Feb 20	Feb 23 – Feb 27	Mar 2 – Mar 6	Mar 9 – Mar 13	Mar 16 – Mar 20	Mar 23 – Mar 27	Mar 30 – Apr 3
						Dance Mathematics	English Science	Music PDHPE	Drama Geography Tech Mandatory Visual Arts

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Apr 20 – April 24	April 27 – April 1	May 4 – May 8	May 11 – May 15	May 18 – May 22	May 25 – May 29	June 1 – June 5	June 8 – June 12	June 15 – June 19	June 22 – June 26	June 29 – July 4
		Dance	Music	Visual Arts Drama	Science	Geography Science	Dance Music	English Geography	PDHPE	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 20 – July 24	July 27 – July 31	Aug 3 – Aug 7	Aug 10 – Aug 14	Aug 17 – Aug 21	Aug 24 – Aug 28	Aug 31 – Sep 4	Sep 7 – Sep 11	Sep 14 – Sep 18	Sep 21 – Sep 25
							Dance	English Science	History Mathematics Music	Drama Tech Mandatory Visual Arts

TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Oct 12 – Oct 16	Oct 19 – Oct 23	Oct 26 – Oct 30	Nov 2 – Nov 6	Nov 9 – Nov 13	Nov 16 – Nov 20	Nov 23 – Nov 27	Nov 30 – Dec 4	Dec 7 – Dec 11	Dec 14 – Dec 18
		Dance	Music	History Drama Visual Arts English	YEARLY EXAMINATION WEEK Dance Music			Tech Mandatory		



CONTACT DETAILS

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