

Wee Waa
High School

STAGE 4 2025

ASSESSMENT GUIDELINES



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1. The Nature and Purpose of Stage 4 Assessment

1.1 Stage 4 assessment tasks.

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to:

- monitor student achievement in relation to outcomes
- guide future teaching and learning opportunities
- provide ongoing feedback to students to improve learning.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs.

Students should be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. Whatever assessment strategies are used, it is important that activities are accessible to all students.

The purpose of this booklet is to provide **Stage 4** (Years 7 & 8) students and their parents/carers with an overview of Wee Waa High School's assessment policy and the requirements, guidelines and procedures for each of the courses offered in the school. The information in the booklet will help students to plan their studies and what they should do if particular situations arise.

2. Assessment Procedures

2.1 Student rights:

- to be informed of the assessment policies of the school and NESA
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work

2.2. Student responsibilities:

- to become familiar with and follow the assessment requirements set by the school.
- to complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

2.3. School responsibilities:

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task
- to keep records of each student's performance on each assessment task
- to provide students with information on their progress.

3. Submission of Tasks

3.1. Absence when a task is notified.

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the faculty head teacher an Application for Special Consideration.

3.2. Extensions to due dates or special consideration.

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the classroom teacher. Students must apply to the faculty head teacher using the school's Application for Special Consideration, **well before the due date of the task**. Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

3.3 Process for submitting tasks completed outside the classroom.

All tasks must be submitted to your classroom teacher **before 9am** unless otherwise stated on the Assessment Notification. It is the student's responsibility to ensure they adhere to the strict due date and time as well as the method for submission on the Assessment Notification. The Declaration of Authenticity must be signed by the student and be submitted with the completed assessment task.

3.4 Prior knowledge of absence.

Where a student has a clash between an assessment task and another authorised school activity the student must notify the faculty head teacher and complete an Application for Special Consideration. The Assessment Appeals Committee, if the application is upheld, will either determine an alternative method for submitting the task or will grant an extension.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify the faculty head teacher and their class teacher, and submit the work **before** the due date.

3.5 Absence due to illness / misadventure.

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the faculty head teacher, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure:

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant head teacher to arrange for the task to be submitted by fax or email on that day, or explain why the task cannot be submitted and give an anticipated date of when it will be.
- **On the day of their return to school**, see the faculty head teacher to submit an Application for Special Consideration. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list).

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays that are not part of approved leave.

3.6 Extended leave (Travel or Holiday).

From the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption from School Procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary, an Application for Extended Leave - Travel needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason for the extended absence will an Application for Special Consideration be considered.

3.7 Illness / misadventure while sitting an assessment task.

If a student attempts an assessment, the mark obtained in that task will stand. Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the supervisor / teacher. You will need to complete an Application for Special Consideration, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you will be required to sit a substitute task or, in exceptional circumstance, you will be provided with an estimate based on other tasks.

3.8. Malpractice.

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

3.9 Non-serious attempts of tasks.

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded.

3.10 Non-discriminating or invalid tasks.

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Principal may determine that another task be done, and / or adjust the

weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

3.11 Attendance on day task is due.

Students must arrive to school on time and attend all scheduled lessons on the day of a task, unless other arrangements have been communicated (eg. yearly examinations). Students with a scheduled late start may arrive according to those approved times. Students who arrive late or truant classes will have gained an unfair advantage over other students and will consequently receive zero for that task.

3.12 Working on tasks during lesson of other subjects.

Students must not truant classes to work on assessment tasks or use time during lessons of other subjects, unless prior approval has been sought and given by the Head Teachers involved and this will only be in exceptional circumstances. Students may work on assessment tasks during designated study periods. Students who use time during lessons of other subjects to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive zero for this task.

3.13 Late submission of tasks.

In the first week (5 school days) after the task due date, students will lose 10% of their potential mark per day. If the tasks remain unsubmitted after the first week, the maximum mark the student can receive for their submitted task is 50%.

4. Reviewing progress

4.1. Course Completion Criteria.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has;

Followed the course developed or endorsed by NESA; and

- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

4.2. Attendance.

Principals may determine that, as a result of absences, the course completion criteria might not be met. A student whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting course completion criteria. At Wee Waa High School, students whose attendance falls below 85% may have their performance reviewed. It is a requirement for the award of the Record of School Achievement that students attend until the final day of Year 10.

4.3. Warning of 'N' determination.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue a non-completion determination.

These tasks are designed to allow students to demonstrate the achievement of course outcomes and to maximise their final result. All students should attempt all tasks including homework, tests, projects, and assessment tasks. Failure to complete work can result in the issuing of a Warning Letter and ultimately, an N Award.

5. Examination / Assessment Rules

5.1. Attendance.

It is the responsibility of each student to arrive on time at the correct venue and to remain in the assessment / exam room for the set duration of the task.

5.2. Equipment.

Written work must be written in blue or black pen, not pencil. Mobile phones and electronic devices, such as organisers, MP3 players and dictionaries are not permitted during in-class assessments or examinations. Any specific equipment you are required to bring must be in working order. Illness / misadventure appeals on the grounds of forgotten equipment, or for equipment that did not work properly, will not be accepted.

5.3. Conduct during in-class assessments or examinations.

Students must not speak to any other person during an in-class assessment or examination other than the supervisor of the task. Students must also not behave in any way likely to disturb the work of any other student or upset the conduct of the task. Students also are not allowed to eat during a task, except as approved by the Learning and Support Teacher (e.g. for diabetic students).

If a student does not follow these rules, or if they cheat in any way, they will be removed from the classroom / examination room and will receive zero for the task.

6. Appeals and reviews

6.1. Dispute regarding assessment marks.

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the head teacher of the subject involved should be consulted. Disputes over an individual task must be resolved with the head teacher on the day the task is returned. The head teacher's decision in these matters is final.

6.2. Disputes regarding the administration of assessment tasks

Each student has the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the management of the task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. Students may also appeal if the task does not conform to the school's assessment policy. Such appeals will be made to the deputy principal using the Assessment Task Appeal Form. **Appeals must be submitted within three days of the dispute arising.**

7. Disability Provisions

7.1. School assessments.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Deputy Principal who, in consultation with the relevant curriculum Head Teacher(s),

will consider the type of provisions that will be provided. The granting of school-determined provisions will not guarantee that similar provisions will be provided by NESA in the HSC examination. NESA does not consider the lack of familiarity with the English language to be a disability in this context. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

8. Results and credentials

8.1. Notification of assessment results.

Students are provided with information on their performance in each task (mark / grade) after the completion of each task and will be provided with their progressive grading at intervals throughout the course. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

The Common Grade Scale is to be used to assign grades for students in Stage 4 courses that do not have subject-specific course performance descriptors. The Common Grade Scale describes performance at each of five grade levels.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
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.

9. Life Skills

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

NESA has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

Stage 4 Assessment Timetable 2025

Week	Term 1 2025 (week commencing)	Assessment Task Dates
1	Eastern Division commences Friday 31 January	
2	Western Division commences Friday 07 February	
3	10 February	
4	17 February	
5	24 February	
6	03 March	
7	10 March	HSIE Task 1 Modern Languages Task 1
8	17 March	PDHPE Task 1A
9	24 March	English Task 1 Tech Mandatory Rotation 1
10	31 March	Mathematics Task 1 PDHPE Task 1B Music Task 1
11	07 April	Science Task 1 Visual Arts Task 1

Stage 4 Assessment Timetable 2025

Week	Term 2 2025	Assessment Task Dates
1	28 April	
2	5 May	
3	12 May	PDHPE Task 2
4	19 May	
5	26 May	English Task 2 Visual Arts Task 2
6	2 June	HSIE Task 2 Music Tasks 2 and 3
7	9 June	Mathematics Task 2
8	16 June	Science Task 2 Modern Languages Task 2 Tech Mandatory Rotation 2
9	23 June	
10	30 June	HSIE Task 3

Stage 4 Assessment Timetable 2025

Week	Term 3 2025	Assessment Task Dates
1	21 July	
2	28 July	
3	4 August	Mathematics Task 3
4	11 August	
5	18 August	
6	25 August	Science Task 3
7	1 September	PDHPE Task 3A
8	8 September	Modern Languages Task 3 Tech Mandatory Rotation 3
9	15 September	HSIE Task 4 PDHPE Task 3B Music Task 4
10	22 September	English Task 3 Visual Arts Task 3

Stage 4 Assessment Timetable 2025

Week	Term 4 2025	Assessment Task Dates
1	13 October	
2	20 October	
3	27 October	English Task 4 PDHPE Task 4
4	3 November	Modern Languages Task 4
5	10 November	Yearly Examinations – English – Mathematics – Science – HSIE – PDHPE Music Tasks 5 and 6 Visual Arts Task 4
6	17 November	
7	24 November	
8	1 December	Tech Mandatory Rotation 4
9	8 December	
10	15 December	

English Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 6
Nature of Task	Multimodal Presentation	Performance and Reflection	Essay	Skills Booklet	Yearly Examination
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 10	Term 4 Week 3	Term 4 Week 5
Topics	Over the Levee	Honey Spot	Hope, Freedom, and Peace	Comprehension and Grammar	All Topics
Outcomes	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-URC-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01	EN4-RVL-01 EN4-URA-01 EN4-URC-01 EN4-ECA-01
Total %	25%	25%	20%	10%	20%

English Outcomes

A student:

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

Mathematics Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 5
Nature of Task	Topic Test	Investigation	Topic Test	Topic Test/Formal Examination
Timing	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3	Term 4 Week 5
Topics	Algebraic Techniques Index Laws	Data Analysis	Computations with positive and negative integers	Equations Computations with positive and negative integers Statistics Pythagoras Number Properties and Patterns
Outcomes	MAO-WM-01 MA4-ALG-C-01 MA4-IND-C-01	MAO-WM-01 MA4-DAT-C-01 MA4-DAT-C-02	MAO-WM-01 MA4-INT-C-01	MAO-WM-01 MA4-FRC-C-01 MA4-IND-C-01 MA4-LIN-C-01 MA4-EQU-C-01 MA4-INT-C-01 MA4-DAT-C-01 MA4-DAT-C-02 MA4-PYT-C-01
Total %	20%	30%	20%	30%

Mathematics Outcomes

A Student:

MA4-INT-C-01 compares, orders and calculates with integers to solve problems

MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems

MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance–time graphs

MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation

MA4-IND-C-01 operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws

MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$

MA4-LIN-C-01 creates and displays number patterns and finds graphical solutions to problems involving linear relationships

MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems

MA4-PYT-C-01 applies Pythagoras' theorem to solve problems in various contexts

MA4-ARE-C-01 applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems

MA4-VOL-C-01 applies knowledge of volume and capacity to solve problems involving right prisms and cylinders

MA4-ANG-C-01 applies angle relationships to solve problems, including those related to transversals on sets of parallel lines

MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems

MA4-DAT-C-01 classifies and displays data using a variety of graphical representations

MA4-DAT-C-02 analyses simple datasets using measures of centre, range and shape of the data

MA4-PRO-C-01 solves problems involving the probabilities of simple chance experiments

Science Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4
Nature of Task	Scientific Experiment and Report	Biodome	Modelling	Examination
Timing	Term 1 Week 11	Term 2 Week 8	Term 3 Week 6	Term 4 Week 5
Topics	Introductory Science	Earth's Resources Ecology	Cells	All
Outcomes	SC4-5WS SC4-6WS SC4-7WS SC4-9WS	SC4-4WS SC4-8WS SC4-13ES SC4-15LW	SC4-8WS SC4-9WS SC4-14LW	SC4-4WS SC4-5WS SC4-7WS SC4-8WS SC4-10PW SC4-11PW SC4-12ES SC4-14LW SC4-15LW SC4-16CW SC4-17CW
Total %	25%	25%	30%	20%

Science Outcomes

A student:

- 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

HSIE Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Nature of Task	Research Report	Creative	History Test	Site Study	Examination
Timing	Term 1 Week 7	Term 2 Week 6	Term 2 Week 10	Term 3 Week 9	Term 4 Week 5
Topics	<i>History</i> Depth Study 5: The Polynesian Expansion Across the Pacific	<i>History</i> Depth Study 4: The Western and Islamic World – Mediaeval Europe	<i>History</i> Mediaeval Europe Black Death Polynesian Expansion	<i>Geography</i> Water in the World	<i>Geography</i> Water in the World Interconnections
Outcomes	HT4-1 HT4-4 HT4-6 HT4-8 HT4-10	HT4-5 HT4-7 HT4-8 HT4-9	HT4-2 HT4-3 HT4-9	GE4-1 GE4-2 GE4-3 GE4-5 GE4-7 GE4-8	GE4-2 GE4-3 GE4-4 GE4-5 GE4-6 GE4-7 GE4-8
Total %	20%	20%	10%	30%	20%

Outcomes History

A student:

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

Outcomes Geography

A student:

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

Modern Languages Assessment Schedule – Year 7

TASK NUMBER	TASK 1	TASK 2	TASK 3	TASK 4
Nature of Task	Research	Presentation	Presentation	Online Platform
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 Week 8	Term 4 Week 4
Topics	Famous Japanese Places	All About Me	Family	Duo-Lingo
Outcomes	ML4-INT-01 ML4-UND-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01
Total %	25%	25%	25%	25%

Outcomes

A Student:

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

PDHPE Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4
Nature of Task	Part A : Multiple Choice Part B : Demonstration and Scenarios	Practical Assessment	Part A: Multiple Choice Part B: Written Response	Yearly Examination
Timing	Term 1 Week 8 – Part A Week 10 – Part B	Term 2 Week 3/4	Term 3 Week 7 – Part A Week 9 – Part B	Term 4 Week 5
Topics	Adolescence and Change	Athletics	Understanding cultural differences	Semester Two topics
Outcomes	PD4-1 PD4-2 PD4-6 PD4-9	PD4-4 PD4-5 PD4-11	PD4-1 PD4-3 PD4-4 PD4-8 PD4-10	PD4-1 PD4-2 PD4-3 PD4-4 PD4-7 PD4-8 PD4-9 PD4-10
Total %	25%	25%	25%	25%

PDHPE – Outcomes

A student:

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

Technology (Mandatory) Assessment Schedule

All students will complete all four rotations. Each rotation will be assessed.

ROTATION NAME	Digital Technologies	AgriFoods	Engineered Systems	Materials Technologies
Nature of Task	Folio and Practical	Design Folio	Research and Practical	Folio and Project
Timing	Week 9 of Term One, then week 8 for all streams in Terms Two to Four			
Topics	Drive Me Crazy	Feathers Will Fly	Build a Bridge	Rack It Up
Outcomes	TE4-2DP TE4-4DP TE4-7DI	TE4-1DP TE4-5AG TE4-6FO	TE4-1DP TE4-8EN TE4-10TS	TE4-2DP TE4-3DP TE4-9MA

Technology (Mandatory) – Outcomes

A student:

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

Music Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
Nature of Task	Composition	Performance	Aural	Composition	Performance	Aural
Timing	Term 1 Week 10	Term 2 Week 6	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5	Term 4 Week 5
Topics	Hip Hop	Popular Music	Popular Music (Duration/Structure)	Rock Music	Rock Music	Australian Music (Pitch/Texture)
Outcomes	4.4 4.5 4.6	4.1 4.2 4.3	4.7 4.8 4.9 4.10	4.4 4.5 4.6	4.1 4.2 4.3	4.7 4.8 4.9 4.10
Total %	10%	20%	20%	10%	20%	20%

Music - Outcomes

A student:

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

Visual Arts Assessment Schedule

TASK NUMBER/WEIGHT	TASK 1	TASK 2	TASK 3	TASK 4
Nature of Task	Written	Practical	Written	Practical
Timing	Term 1 Week 11	Term 2 Week 5	Term 3 Week 10	Term 4 Week 5
Topics	Pop Art	Pop Art	Fantasy Art	Fantasy Art
Outcomes	4.6 4.7 4.8 4.9 4.10	4.1 4.2 4.3 4.4 4.5	4.6 4.7 4.8 4.9 4.10	4.1 4.2 4.3 4.4 4.5
Total %	20%	30%	20%	30%

Visual Arts -Outcomes

A student:

- 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 the 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 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



Application for Special Consideration

Full Name / Year			
Assessment Task		Weighting	
Subject / Course		Date of Task	
Teacher Name			

Reason for Application (Tick)

Absent from assessment due to illness or injury	
Variation (due to illness or exceptional circumstances)	
Other School commitment on the day of an assessment task	
Misadventure	

Information supporting application (continue over if necessary)

Medical Certificate or Independent Evidence Attached	Yes / No
Student Signature	Date
Parent Signature	Date

Special Consideration Application Acknowledgement

Student Name		Date Lodged	
Subject / Course		Date of Task	
Received By		Signature	



Wee Waa High School

Assessment Task Appeal

Student Name:

Year:

Subject / Course:

Teacher:

Assessment Task:

Date of Task:

Date notification issued:

Issued by:

Reason for Appeal

- The administration of the task (such as, inequitable processes being applied in the management of a task or student gaining an unfair advantage).
- The task not conforming to the school assessment policy (such as failing to notify that a task is assessable).

Reasons for the appeal

Student Signature:

Date:

Parent Signature:

Date:

Teacher Comment:

Head Teacher Recommendation:

