



Year 7 Assessment Handbook 2021



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Year 7 Assessment Procedures

The purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. Assessment is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached. Assessment measures performance throughout the whole course in each subject, including knowledge, understanding, skills and processes. Students are assessed on what they understand, know, and can do.

This booklet lists formal assessment items that are common to all students. Students will also be given tasks that do not appear in this booklet, and are required to complete these also. They contribute to students' ability to develop their knowledge, skills and understanding just as much as formal tasks. The Years 7–10 syllabuses advocate assessment *for* learning, and these tasks are important to the development of student awareness about their progress.

The evidence teachers gather about student achievement is used for assessment *of* learning, which takes place at key points in the assessment cycle, such as at the end of each semester, when students receive academic reports indicating their levels of achievement.

Assessment may also be used as a tool to enable students and teachers to identify core strengths and areas for improvement.

How will assessment be undertaken?

The NSW Education Standards Authority (NESA) has provided a syllabus and a set of performance descriptors for each subject. The syllabus contains a statement of outcomes and content for each course.

NESA recommends a maximum of four assessment tasks for each year group. Assessment tasks may include tests, assignments, projects, research tasks, class presentations, practical tests, class exercises and examinations.

Notification of assessment tasks

Students will be notified in writing of the specific details of an assessment task **at least two weeks** prior to the task. The written notification will be on a yellow sheet of paper and must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

Submission of assessment tasks

The *Year 7 Assessment Handbook 2020* shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. In certain situations, students may be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Hand-in assessment tasks

Hand-in assessment tasks are those that are completed outside the classroom. These tasks are to be submitted by the designated date and time as specified on each task notification. Tasks submitted via Canvas are to be submitted by the date and time specified on the assessment task notification. All tasks may be submitted early.

Late submission of assessment tasks

Any task submitted after the designated date and time will be deemed to be late. Failure to submit a task on time will result in a mark deduction as follows:

One day late:	10% of total marks
Two days late:	20% of total marks
Three days late:	30% of total marks
Four days late:	40% of total marks
Five days late:	50% of total marks
Six or more days late:	100% of total marks

Late days **include** non-school days, such as weekends, public holidays and school holidays; therefore, students should submit hand-in assessment tasks online via Canvas or email to avoid higher penalties. Even though late tasks may not be awarded marks, tasks must still be completed and submitted in order to meet course outcomes.

If a student is unable to meet a deadline due to illness, misadventure or another school event ("School Business"), they may apply for an extension following the procedures outlined in this handbook. Concessions can be made at the Head Teacher's discretion or for students with PLPs, learning needs or in extenuating circumstances.

Failure of computer equipment is NOT an acceptable reason. Students should develop a pattern of regularly backing up work on a transportable storage device which can be brought to school in the event of any computer failure e.g. printer out of ink.

In-class assessment tasks and examinations

In-class assessment tasks are those that require the student to be present at school in order to complete, such as topic tests, presentations, speeches, performances and practical tasks. Examinations are those held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus.

Absence on the day of an in-class assessment task or examination

If a student is absent on the day of an in-class assessment task or examination, they must be prepared to complete the task on the next day of their return to school. Failure to complete a task on time will result in a mark deduction as per hand-in assessment tasks. Students may appeal this deduction on the grounds of illness or misadventure following the procedures outlined in this handbook. If a student is absent due to another school event (“School Business”), students may apply for an extension following the procedures outlined in this handbook. Concessions can be made at the Head Teacher’s discretion or for students with PLPs, learning needs or in extenuating circumstances.

Maintaining honesty and integrity

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Always acknowledge your sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in the form of a bibliography or other referencing method as instructed by their teacher. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class.

Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- Copying part or all of someone else’s work and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without giving its source.
- Building on someone else’s ideas without giving their source.
- Buying, stealing or borrowing someone else’s work and presenting it as their own.
- Submitting work that someone else, like a parent, coach or subject expert, substantially contributed.
- Using someone else’s words, ideas, designs or work in projects and performance tasks without giving their source.
- Paying someone to write or prepare material.
- Breaching school exam rules.
- Using non-approved aids in an assessment task.
- Giving false reasons for not handing in work by the due date.
- Helping another student to engage in malpractice.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher, who will determine the appropriate action should malpractice be proven. This may include a **zero mark** being awarded and the student being required to re-attempt the task in order for an accurate assessment to be made. Should the student wish to appeal this decision, they must complete and submit an [Assessment Task Appeal Application Form](#) to the Stage Head Teacher **within two school days** of the decision being taken (see the appeals section of this handbook).

Examination procedures and rules

1. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive at the exam as per school instructions. Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.
2. Students must sit for all exams unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.
3. Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, exam staff are not responsible for these items.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> • Black pens • Pencils, erasers and a sharpener • A ruler • Highlighter pens • A clear bottle of water • A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam • Other equipment as specified in the exam notification, like a calculator 	<ul style="list-style-type: none"> • Mobile phones • Programmable watches, like smart watches • Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries • Paper or any printed or written material (including your exam timetable) unless specified • Dictionaries (except in language exams, if allowed) • Correction fluid or correction tape.

4. Students must sit as instructed, which may be labelled with their name and/or student number.
5. During the exam, students must:
 - a) Always follow the exam supervisors' instructions.
 - b) Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
 - c) Write their name and/or student number on all writing booklets, question and answer booklets and answer sheets (unless that information is already printed on them).
 - d) Write clearly with black pen (only use pencil if instructed to).
 - e) Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet, and write a note on the front and back of both booklets stating that you wrote an answer in the

wrong place. Do not rewrite answers, but make sure you label and hand in all parts of your answers.

- f) Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
 - g) Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
 - h) Stop writing immediately when the supervisor tells you to.
 - i) Follow the supervisor's instructions for arranging completed answers, and wait for the supervisor to collect them.
6. During each exam, students must not:
- a) Start writing until the Supervisor in Charge tells you.
 - b) Write on anything other than writing books, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing or tissues.
 - c) Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
 - d) Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.
7. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
- a) Cheat.
 - b) Include frivolous or objectionable material.
 - c) Take any prohibited items prohibited into the room.
 - d) Speak to anyone other than a supervisor.
 - e) Behave in any way likely to disturb another student or upset the exam's running.
 - f) Be affected by alcohol or illegal drugs.
 - g) Eat unless approved by the school (for example, if you have diabetes).
 - h) Take any writing booklets or exam paper, whether used or not, out of the room.
 - i) Write on your body (for example your arms), tissues or material that is not exam material.
 - j) Leave the room.
8. Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in **zero marks** being awarded. If your actions might be illegal, you may also be reported to the police.

School leave affecting assessment tasks

Leave from school **may** be granted by the Principal upon completion of a [Leave Application Form](#), which details all coursework to be completed whilst on leave and any assessment requirements are indicated.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should **NOT** assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

The Department of Education's position in relation to student leave is stated in the [Student Attendance in Government Schools Procedures School Attendance Policy](#), in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When student leave clashes with an assessment task

The school has well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that any leave does not clash with school assessment schedules.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **zero mark** being awarded.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded, an estimate mark awarded or an exemption may be granted.

Absence due to school business

Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit an [Assessment Task Reschedule Application Form](#) to the **Faculty Head Teacher**. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Stage Head

Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence due to suspension

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the Stage Head Teacher and relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student, parent/carer and class teacher
- **Examinations** – the relevant Faculty Head Teacher will arrange for the student to sit the examination at the schedule time in an alternative school-based location, which will be communicated to the student, parent/caregiver and class teacher.

The consequences of not following these procedures may result in a **zero mark** being awarded.

Procedures for requesting a rescheduling of an assessment task

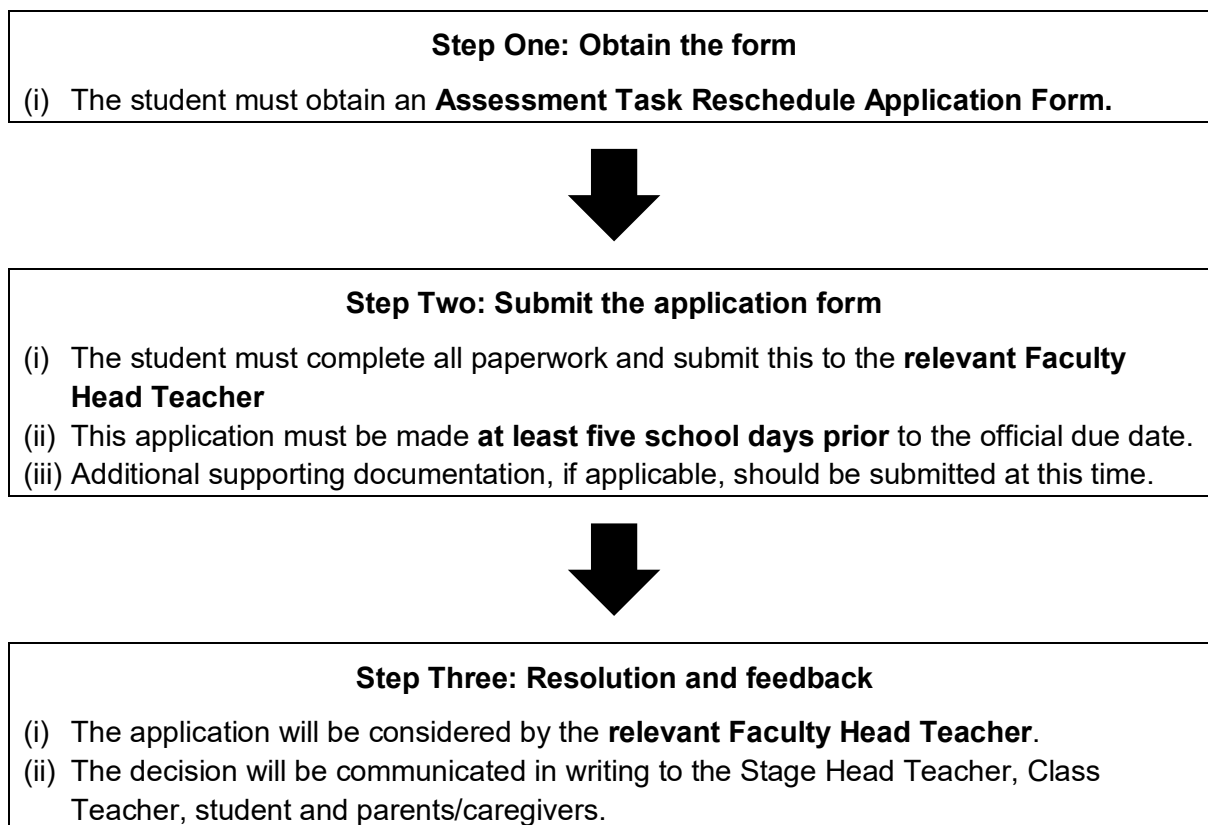
The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the **Assessment Task Reschedule Application Form** provided by the school. These forms are to be obtained by the student from the [school's website](#), school office or Stage Head Teacher and must be returned to the relevant Faculty Head Teacher.

All applications for a rescheduled assessment task must be submitted **at least five school days prior** to the due date. If the student becomes aware of a situation requiring a reschedule within this period, students are required to submit an appeal in writing to the Stage Head Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

Students wishing to request an assessment task rescheduling must follow the procedure outlined below:



If approved, the student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Stage Head Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

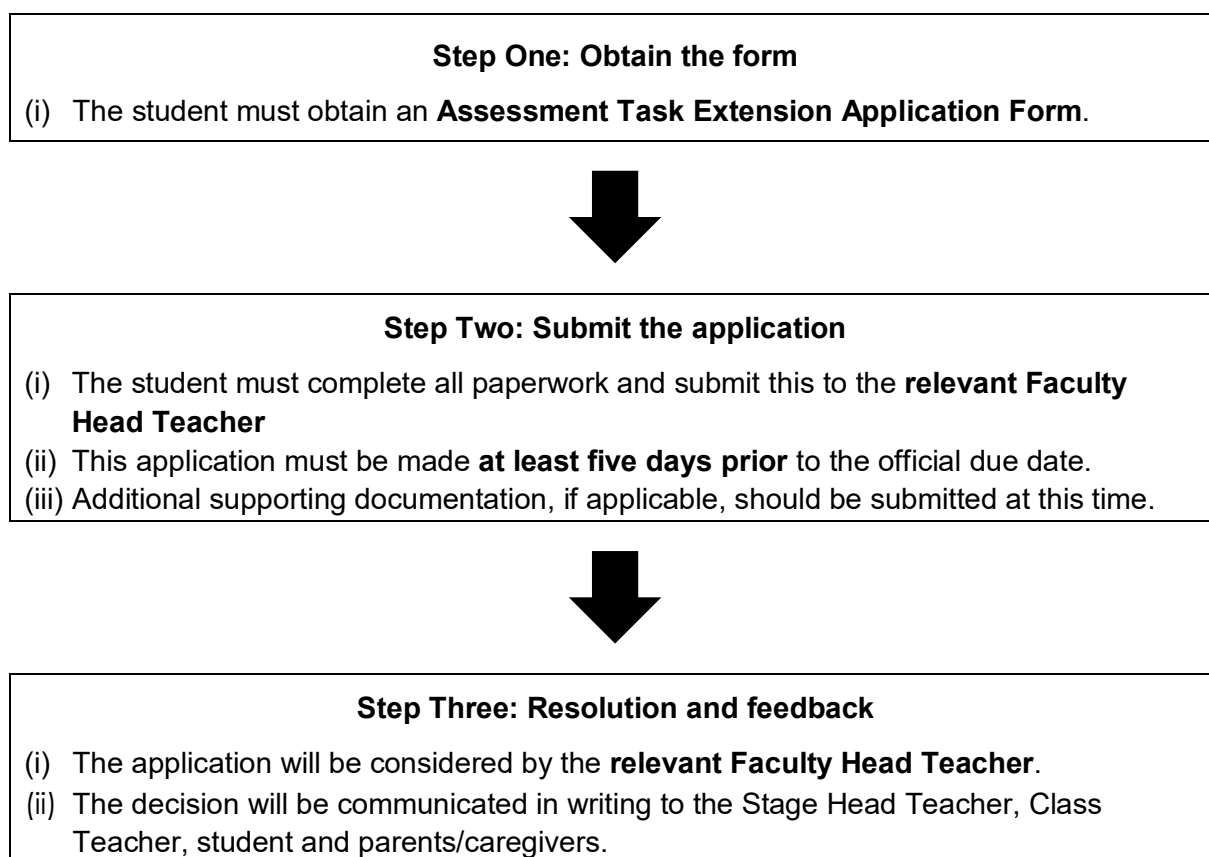
Procedures for requesting an extension of the due date of an assessment task

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A *Medical Certificate* will be required in all cases of illness.

Applications are to be expressed in writing using the **Assessment Task Extension Application Form** provided by the school. These forms are to be obtained by the student from the [school's website](#), school office or Stage Head Teacher and must be returned to the relevant Faculty Head Teacher.

All applications for an extension must be made **at least five school days prior** to the due date.

Students wishing to request an extension must follow the procedure outlined below:



If an extension is not a, the student must submit the task on the due date. Unless prior application for an extension has been approved by the relevant Faculty Head Teacher, the late submission of a task will result in a **zero mark** being awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Stage Head Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

Procedures for applying for illness/misadventure

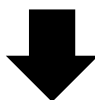
Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Applications are to be expressed in writing using the **Illness/Misadventure Application Form** provided by the school. These forms are to be obtained by the student from the [school's website](#), school office or Stage Head Teacher and must be returned to the relevant Faculty Head Teacher.

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below:

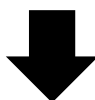
Step One: Contact the school

- (i) The parent/caregiver of the student **MUST** inform the school **on the day of the absence** by either phone: 02 9626 3562; or email: theponds-h.school@det.nsw.edu.au
- (ii) If possible, submit the task electronically via email or Canvas



Step Two: Obtain relevant documentation

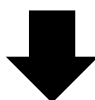
- (i) The student must obtain an **Illness/Misadventure Application Form**.
- (ii) For illness, the student **MUST** obtain a medical certificate from a medical practitioner for the period of absence.
- (iii) For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation.



Step Three: On first day of return to school

It is the student's responsibility to:

- (i) Report to the **relevant Faculty Head Teacher** to reschedule the assessment task
- (ii) Be prepared to submit or sit the assessment **on that day**.



Step Four: Submission, resolution and feedback

- (i) Submit the **Illness/Misadventure Application Form** and relevant documentation to the **relevant Faculty Head Teacher within two school days** of returning to school.
- (ii) The relevant Faculty Head Teacher will consider the application.
- (iii) The decision will be communicated in writing to the Stage Head Teachers, Class Teacher, student and parents/caregivers.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Stage Head Teacher (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)).

Outcome of illness/misadventure

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. **Original or substitute task is to be completed** – the student will be required to complete the original task or a substitute task and will be awarded the marks earned. Failure to complete the task will result in **zero marks** awarded.
2. **Awarded mark remains** – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
3. **Estimate mark awarded** – in exceptional circumstances, where undertaking an alternative task is not possible, the relevant Faculty Head Teacher, may determine that an estimate mark be awarded using the student's previous assessment performance.

If the application is rejected, then the **task must be submitted or attempted** and then one of two things may occur:

1. **Original task was submitted or attempted on time** – the original task will be marked and this earned mark will apply.
2. **Original task was submitted or attempted late** – the original task will be marked; however, any applicable late penalties will apply.

In all cases, any student wishing to appeal this decision must do so in writing to the **Stage Head Teacher** (see [Procedures for an Assessment Appeal Application](#), p.16 and [Assessment Task Appeal Application Form](#)) **within two school days of receiving the initial decision.**

Procedures for an assessment appeal application

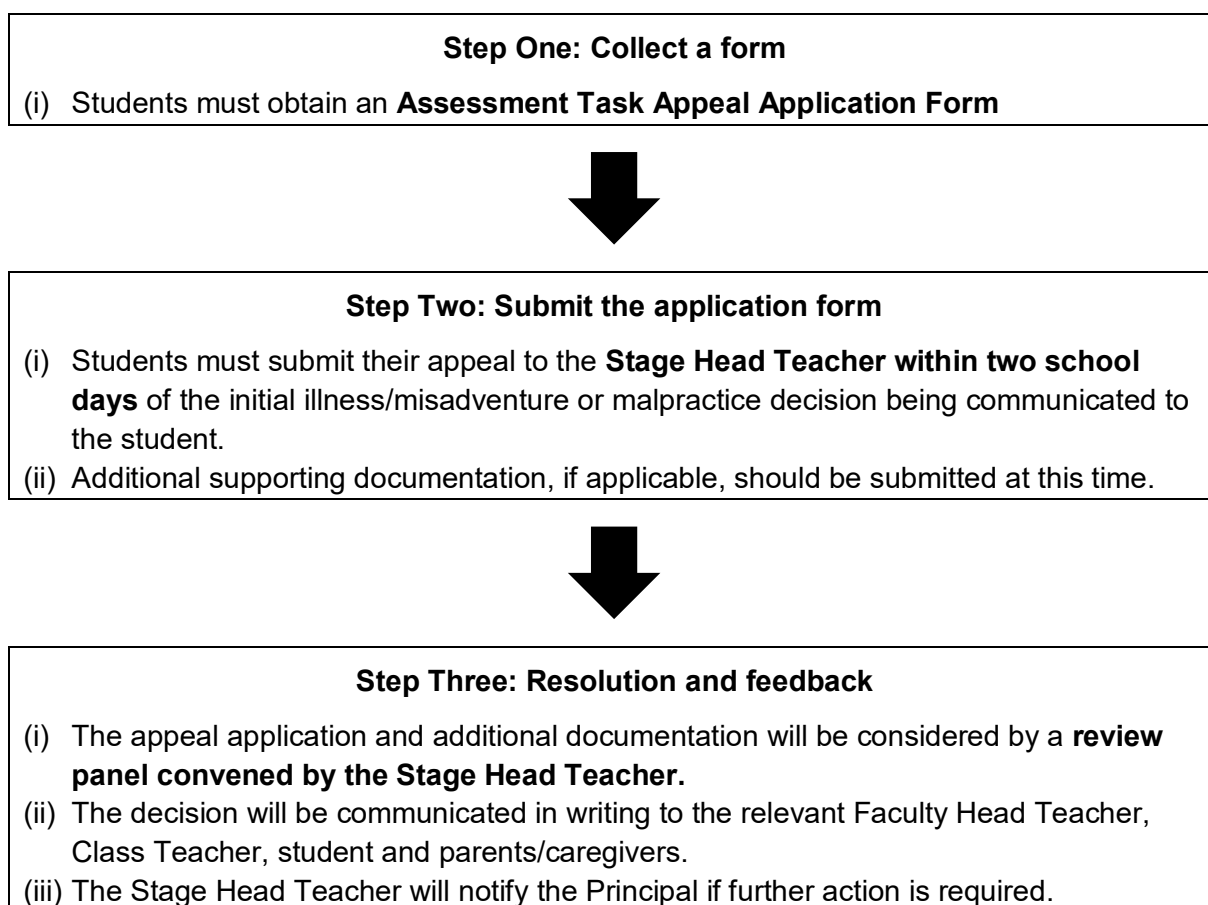
All students have the right to appeal a decision made regarding an: application for illness/misadventure; malpractice, or; an assessment task result. A student must submit an [Assessment Appeal Application Form](#) to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

To appeal an illness/misadventure or malpractice decision:



To appeal an assessment task result:

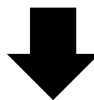
Step One: Collect a form

- (i) Students must obtain an **Assessment Task Appeal Application Form**



Step Two: Submit the application

- (i) Students must submit their appeal to the relevant **Faculty Head Teacher within two school days** of the receipt of the assessment task result.
- (ii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by the relevant **Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Stage Head Teacher, Class Teacher, student and parents/caregivers.

Reporting on student progress

The Ponds High School provides written student progress reports in Semester 1 and Semester 2.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student demonstrates extensive knowledge of content and understanding content concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
High Achievement	B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Sound Achievement	C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic Achievement	D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Limited Achievement	E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Note that the grade determination process is subject specific, rather than a school-wide process. Each faculty will determine what marks achieve the associated grade (A–E).

Each course report contains a grades for each applicable course outcomes, an overall grade and achievement of attitudes to learning (based on the school's 5 P's value system), as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

Parent-Teacher interviews are scheduled before the end of Semester 1. These evenings are held to allow parents/caregivers and teachers to discuss student progress. It is important that all parents/caregivers make an appointment via the [Sentral Parent Portal](#), to discuss their child's progress.

At other times during the year, parents/caregivers are encouraged to discuss their child's progress by contacting the relevant Class Teacher or Head Teacher for curriculum matters, or the Year Adviser for other issues, such as student wellbeing. Parents/caregivers are asked to refer to the school's *Communication Policy* to determine the most appropriate means of contacting the school.

Steps to manage assessment tasks

Students are advised to:

- Start tasks early so that you can ask for help if you need it.
- Read the task notification sheet carefully, so you are aware of all requirements.
- Be aware of due dates. Keep your school diary up-to-date with all assessment activities and other commitments.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save, back up and print any work completed on a computer. The failure of technology is **NOT** an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your tasks/resources.
- Keep a copy of any work you submit for marking.

Frequently Asked Questions

1. **What must I do to have satisfactorily completed a course?**

NESA expects students to have:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes

In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself *“with diligence and sustained effort”*.

2. **What do the terms “examination”, “in-class” and “hand-in” assessment task mean?**

An *“examination”* is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An *“in-class assessment task”* is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. *“Hand-in assessment tasks”* are those that are completed at home and submitted by a designated due date and time.

3. **How do I know when I have an assessment task?**

The *Year 7 Assessment Handbook 2020* outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

4. **What happens if I am not present when an assessment task is issued?**

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

5. **What happens if I have a valid reason for being unable to submit an assessment task on time?**

You have to complete and submit a form to apply for the task to be rescheduled or for an extension of the due date.

6. **What happens if I am absent the day a task is due?**

An effort should be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone: 02 9626 3562 or email: theponds-h.schools@det.nsw.edu.au and apply for Illness/ Misadventure. In the case of illness, a medical certificate from a medical practitioner is required.

7. **What happens if I do not submit a task or sit an examination?**

You will be awarded zero marks for that task and an Academic Letter of Concern will be issued as a supportive measure to ensure that you complete the task.

8. **What happens if I do not make a serious attempt in an assessment task or examination?**

You will be awarded zero marks for the task, an Academic Letter of Concern will be issued, and you will be required to re-attempt the task.

9. What does “non-serious attempt” mean?

This includes very poor attempts that contain an insufficient amount of work in which to assess a student’s work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

10. What happens if I have been found guilty of malpractice?

You will be awarded zero marks for the task, an Academic Letter of Concern will be issued, and you will be required to re-attempt the task.

11. What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?

You will be required to submit the task by the due date.

12. What happens if my application for illness/misadventure is rejected?

If the task was submitted on time, you will be awarded the marks earned. If it was submitted late, then late penalties will apply. If it has not been attempted, you must attempt the task and late penalties will apply.

13. Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

14. Can I appeal an assessment task result for an individual task?

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.

Course Assessment Schedules

CAPA: Drama

Areas of assessment

Mime & Movement	Poetry
Improvisation	Scripted Drama
Articulation	Scriptwriting
Characterisation	Puppetry

Proportion of marks

Task Type	Weighting (%)
Making	40
Performing	30
Appreciating	30

Task schedule

Task	Approximate Date	Areas of Learning
Mime	Term 1 Week 8/9	Making/Performing/Appreciating
Group Poem	Term 2 Week 9	Making/Performing/Appreciating
Radio Drama	Term 3 Week 9	Making/Performing/Appreciating
Drama Project	Term 4 Week 3	Making/Performing/Appreciating

CAPA: Music

Areas of assessment

Knowledge and Understanding	Analysis
Research	Performance Skills
Aural Skills	Written Skills
Composition	Class Presentation

Proportion of marks

Task Type	Weighting (%)
Ode to Joy	20
8 Bar Composition	20
Surprise Symphony	20
Exam	40

Task schedule

Task	Approximate Date	Areas of Learning
Ode to Joy	Term 1 Week 9	Performing
8 Bar Composition	Term 2 Week 4	Composition
Surprise Symphony	Term 3 Week 5	Performing
Exam	Term 4 Week 3	Listening/Musicology

CAPA: Visual Arts

Areas of assessment

Practical Skills	Written Skills
Knowledge and Understanding	Problem Solving
Research and Investigation	

Proportion of marks

Task Type	Weighting (%)
Practical skills and techniques	60
Critical and historical studies	40

Task schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Self Portrait Drawing Task	Term 2 Week 3	Practice	25
Hero Portrait Plan	Term 2 Week 9	Critical & Historical Study	25
Portrait Painting	Term 3 Week 4	Practice	25
Practice & VAD	Term 4 Week 4	Practice & Historical Study	25

ENGLISH

Areas of assessment

Reading and Viewing	Writing and Representing
Responding and Composing	Speaking and Listening
Reflecting on Learning	

Task schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Relationships Topic Test	Term 1 Week 6	Reading and Viewing Responding and Composing	25
Poetry Anthology	Term 2 Week 4	Writing and Representing, Reflecting on Learning	25
Speech on Journeys	Term 3 Week 7	Speaking and Listening, Reflecting on Learning	25
Campaign Portfolio	Term 4 Week 6	Writing and Representing, Responding and Composing	25

HSIE: History – Semester 1

Pattern of study

Geography and History are semesterised courses. This means that students study Geography for half of the year (one semester), and History for the other semester, rather than studying both courses simultaneously for the entire year.

Areas of assessment

Knowledge and understanding
Historical Inquiry Skills
Communication of understanding

Task schedule – Semester 1

Task	Approximate Date	Areas of Learning	Weighting (%)
Research Task/ICT	Term 1 Week 7	Depth Study 2: The Mediterranean World	40
End of Course Examination	Term 2 Week 4	The Ancient World Historical Skills	50
Coursework	Ongoing	Coursework, Group Work, Homework	10

HSIE: Geography – Semester 2

Areas of assessment

Knowledge and Understanding
Geographical Tools for Inquiry
Geographical Skills to acquire, process and communicate geographical information

Task schedule – Semester 2

Task	Approximate Date	Areas of Learning	Weighting (%)
Research Task	Term 3 Week 6	Landforms and Landscapes	40
End of Course Examination	Term 4 Week 5	Landforms and landscapes Place and Liveability Geographical Skills	50
Coursework	Ongoing	Group work, coursework, homework	10

Languages: Japanese

Areas of Assessment

Communicating	Understanding
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Proportion of Marks Semester 1

Task Type	Weighting (%)
Hiragana Quizzes	20
Self-introduction – speaking task	10
Topic Test	30
Writing Task	30
Coursework	10

Semester 2

Task Type	Weighting (%)
Hiragana Quizzes	10
Family presentation	30
Menu assignment	20
Restaurant roleplay	30
Coursework	10

Task Schedule

Task	Approximate Date	Areas of Learning
Hiragana Quizzes	Ongoing	Understanding
Coursework	Ongoing	Communicating, Understanding
Self-introduction – speaking task	Term 1 Week 7	Communicating, Understanding
Topic Test	Term 1 Week 9	Communicating, Understanding
Writing Task	Term 2 Week 3	Communicating, Understanding
Family presentation	Term 3 Week 6	Communicating, Understanding
Menu Assignment	Term 3 Week 9	Understanding
Restaurant roleplay	Term 4 Week 2	Communicating, Understanding

Mathematics

Areas of assessment

Knowledge Skills and Understanding	
Working Mathematically <ul style="list-style-type: none">• Communicating• Problem Solving• Reasoning	Number and Algebra <ul style="list-style-type: none">• Computation with Integers• Fractions and Decimals• Algebraic Techniques
Measurement and Geometry <ul style="list-style-type: none">• Length• Area• Properties of Geometrical Figures• Time	Statistics and Probability <ul style="list-style-type: none">• Data Collection and Representation• Single Variable Data Analysis• Probability

Task schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
In class test	Term 1, Week 7	<ul style="list-style-type: none">• Computation with Integers	20
In class test	Term 2, Week 3	<ul style="list-style-type: none">• Length and Perimeter• Area	30
Working Mathematically Task	Term 3, Week 3	<ul style="list-style-type: none">• Geometry	20
Yearly Examination	Term 4, Week 3	<ul style="list-style-type: none">• Data• Algebraic Techniques	30

Personal Development, Health and Physical Education (PDHPE)

Areas of Assessment

Knowledge and Understanding	Values and Attitudes
Skills	

Task Schedule and Proportion of Marks

Task	Areas of Learning	Approximate Date	Weighting (%)
Survival Guide to High School	Change; challenges; identity; belonging; relationships; diversity	Term 2, Week 2	30%
Relationships Task Puberty Quiz	Identity; relationships; change; inclusivity	Term 3, Week 2 Term 3, Week 6	20% 10%
Practical Assessment	Cross Country/Athletics; Frisbee/Vortex; Dance; Invasion-Soccer/Futsal	Term 1-4	40%

Science

Areas of assessment

Knowledge	Practical Skills
Process Skills	Communication Skills

Task schedule

Task	Approximate Date	Areas of Learning	Weighting (%)
Skills Assessment Task	Term 1 Week 7	Topic - 'Blue Planet'	30
Student Research Project	Term 2 Week 6	Topic - 'Energy'	30
Content Examination	Term 3 Week 7	Topic - 'Blue Planet', 'Energy', 'What's the Matter?'	40

Technology Mandatory: Digital Technologies

Pattern of study

Technology Mandatory is semesterised over the whole of Stage 4 (Year 7 and 8). This means that students will study FOUR of the six Technology Mandatory courses over a two-year period: Digital Technologies, Engineering Systems, Food Technology & Agriculture, Metal, Robotics, and Textiles.

Areas of assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	Coding / Programming skills

Proportion of marks

Task Type	Weighting (%)
Research Task and Model – Control System	20
Practical Task – Alarm System Creation	50
Written Task – Design Evaluations	30

Task schedule – Semester 1 – Control Technologies

Task	Approximate Date	Areas of Learning
Research Task with Model	Term 1 Week 8	Knowledge and understanding of control systems. Research and presentation skills
Written Task – Design Evaluations	Term 2 Week 4	Research, presentation and communication skills.
Practical Task – Alarm Submission	Term 2 Week 5	Developing practical skills. Coding/programming skills. Effective time and resource management. Application of the design process

Task schedule – Semester 2 – Control Technologies

Task	Approximate Date	Areas of Learning
Research Task with Model	Term 3 Week 8	Knowledge and understanding of control systems. Research and presentation skills
Written Task – Design Evaluations	Term 4 Week 4	Research, presentation and communication skills.
Practical Task – Alarm Submission	Term 4 Week 5	Developing practical skills. Coding/programming skills. Effective time and resource management. Application of the design process

Technology Mandatory: Engineering Systems

Areas of assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Weighting (%)
Research Task	20
Practical Task – Toy Product Submission	40
Portfolio	40

Task schedule – Mixed Materials

Task	Approximate Date	Areas of Learning
Research Task	Term 1, Week 8	Knowledge of processes and environmental factors that influence design Research, presentation and communication skills
Practical Task – Product Submission	Term 2, Week 4	Development of practical skills Manufacturing techniques including Basic shaping skills and computer manufacturing
Portfolio	Term 2, Week 5	Application of the design process Research, presentation and communication skills

Task schedule – Mixed Materials

Task	Approximate Date	Areas of Learning
Research Task	Term 3, Week 8	Knowledge of processes and environmental factors that influence design Research, presentation and communication skills
Practical Task – Product Submission	Term 4, Week 4	Development of practical skills Manufacturing techniques including Basic shaping skills and computer manufacturing
Portfolio	Term 4, Week 5	Application of the design process Research, presentation and communication skills

Technology Mandatory: Food Technology & Agriculture

Areas of assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Weighting (%)
Task A: Innovation & Sustainability	20
Task B: Theme park at its PRIME – Theory, Practical	40
Task C: Buddha Bowl – Theory (Booklet & Diary), Practical	40

Task Schedule – Semester 1 – Food Technology

Task	Approximate Date	Areas of Learning	Weighting (%)
Innovation & Sustainability	Term 1 Week 8	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities. Knowledge of technology related professions contribute to society now and into the future.	20
Theme park at its PRIME – Theory, Practical	Term 2 Week 4	Developing practical skills, presentation of Food, nutrition. Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.	40
Buddha Bowl – Theory (Booklet & Diary) & Practical	Term 2 Week 5	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities. Plans and manages the production of designed solutions. Selects and safely applies a broad range of tools, materials and processes in the production of quality projects. Investigates how food and fibre are produced in managed environments.	40

Task Schedule – Semester 2 – Food Technology

Task	Approximate Date	Areas of Learning	Weighting (%)
Innovation & Sustainability	Term 3 Week 8	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities. Knowledge of technology related professions contribute to society now and into the future.	20
Theme park at its PRIME – Theory, Practical	Term 4 Week 4	Developing practical skills, presentation of Food, nutrition. Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.	40
Buddha Bowl – Theory (booklet & Diary) & Practical	Term 4 Week 5	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities. Plans and manages the production of designed solutions. Selects and safely applies a broad range of tools, materials and processes in the production of quality projects. Investigates how food and fibre are produced in managed environments.	40

Technology Mandatory: Metal

Areas of assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Weighting (%)
Research Task – Steel Bridge Construction	20
Portfolio – Candelabra	30
Practical Task – Candelabra	50

Task schedule – Semester 1 – Metal

Task	Approximate Date	Areas of Learning
Research Task – Steel Bridge Construction	Term 1, Week 8	Knowledge and understanding of steel as used in Bridge Construction. Research and presentation skills.
Portfolio – Candelabra	Term 2, Week 4	Application of the design process. Research, presentation and communication skills.
Practical Task – Candelabra	Term 2, Week 5	Developing practical skills. Effective time and resource management.

Task schedule – Semester 2 – Metal

Task	Approximate Date	Areas of Learning
Research Task – Steel Bridge Construction	Term 3, Week 8	Knowledge and understanding of steel as used in Bridge Construction. Research and presentation skills.
Portfolio – Candelabra	Term 4, Week 4	Application of the design process. Research, presentation and communication skills.
Practical Task – Candelabra	Term 4, Week 5	Developing practical skills. Effective time and resource management.

Technology Mandatory: Robotics

Areas of assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Weighting (%)
Stop Motion Animation and Research Task	20
Challenge Mat Booklets	40
Video Portfolio	40

Task Schedule – Semester 1 – Robotics

Task	Approximate Date	Areas of Learning
Stop Motion Animation and Presentation Task	Term 1 Week 8	Knowledge of robotic vehicles and their purpose including input of data via sensors Research, presentation and communication skills
Challenge Mat Booklets	Term 2 Week 4	Programming Ev3 Lego Robotics Measuring and navigating a robotic vehicle through various challenges.
Video Portfolio	Term 2 Week 5	Recording and documenting the scientific investigation model to analyse how to operate a robotic vehicle through challenges.

Task Schedule – Semester 2 – Robotics

Task	Approximate Date	Areas of Learning
Stop Motion Animation and Presentation Task	Term 3, Week 8	Knowledge of robotic vehicles and their purpose including input of data via sensors Research, presentation and communication skills
Challenge Mat Booklets	Term 4, Week 4	Programming Ev3 Lego Robotics Measuring and navigating a robotic vehicle through various challenges.
Video Portfolio	Term 4, Week 5	Recording and documenting the scientific investigation model to analyse how to operate a robotic vehicle through challenges.

Technology Mandatory: Textiles

Areas of assessment

Knowledge and understanding	Development of practical skills
Application of the design process	Research, presentation and communication skills
Effective time and resource management	

Proportion of marks

Task Type	Weighting (%)
Video Portfolio - Progress Mark	20
Product - Cushion	40
Final Video Portfolio	40

Task Schedule – Semester 1 – Textile Technology

Task	Approximate Date	Areas of Learning
Video Folio – Progress Mark	Term 1, Week 8	Knowledge of careers in chosen field Research, presentation and communication skills
Product – Cushion	Term 2, Week 4	Developing practical skills Fabric decoration techniques Basic stitches: hand-stitch and machine stitch
Video Portfolio	Term 2, Week 5	Effective time and resource management Research, presentation and communication skills

Task Schedule – Semester 2 – Textile Technology

Task	Approximate Date	Areas of Learning
Video Folio – Progress Mark	Term 3, Week 8	Knowledge of careers in chosen field Research, presentation and communication skills
Product – Cushion	Term 4, Week 4	Developing practical skills Fabric decoration techniques Basic stitches: hand-stitch and machine stitch
Video Portfolio	Term 4, Week 5	Effective time and resource management Research, presentation and communication skills

Appendices

**Assessment Task Reschedule
Application Form**

Section A (To be completed by the student)

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

Assignment	Examination	Field Work	Listening Task	Major Work
Performance	Portfolio	Practical Task	Research Activity	Speaking Task
Viewing Task	Written Task	Other (please specify):		

Section B (To be completed by the student)

Name of activity: Date:

Venue: Organising Teacher:

Reason/s for this application for task reschedule (attach extended statement or documentation as necessary):
.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task:

Student issued rescheduled notification: Yes No

Stage Head Teacher notified: Yes No

Class Teacher notified: Yes No

Comment:
.....
.....
.....

Faculty Head Teacher signature: Date:

Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher

**Assessment Task Extension
Application Form**

Section A (To be completed by the student)

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

- | | | | | |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment | Examination | Field Work | Listening Task | Major Work |
| Performance | Portfolio | Practical Task | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): | | |

Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Resolution decision: Accepted / Rejected Date of rescheduled task:

Student issued rescheduled notification: Yes No

Stage Head Teacher notified: Yes No

Class Teacher notified: Yes No

Comment:

.....
.....
.....

Faculty Head Teacher signature: Date:

Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher

**Illness/Misadventure
Application Form**

Section A (To be completed by the student)

Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

- | | | | | |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment | Examination | Field Work | Listening Task | Major Work |
| Performance | Portfolio | Practical Task | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): | | |

Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by the relevant Faculty Head Teacher)

Original task attempted/submitted: Yes No Date submitted/attempted:

Resolution decision: Accepted / Rejected Date of rescheduled task:

Student issued rescheduled notification: Yes No

Stage Head Teacher notified: Yes No

Class Teacher notified: Yes No

Comment:
.....
.....
.....

Faculty Head Teacher signature: Date:

Original to student file; copy to: Parent, Student, Class Teacher, and Stage Head Teacher



Assessment Task Appeal Application Form

Section A (To be completed by the student)

Nature of Appeal: (please circle)

Assessment Task Result	Illness/Misadventure decision	Malpractice decision
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Student Name: Year:

Course: Faculty:

Class Teacher: Head Teacher:

Assessment Task Name:

Task No: Date Issued: Due Date: Weighting:

Nature of Task: (please circle)

- | | | | | |
|--------------|--------------|-------------------------------|-------------------|---------------|
| Assignment | Examination | Field Work | Listening Task | Major Work |
| Performance | Portfolio | Practical Task | Research Activity | Speaking Task |
| Viewing Task | Written Task | Other (please specify): | | |

Section B (To be completed by the student)

Reason/s for this application for extension (attach extended statement or documentation as necessary):

.....
.....
.....

Student signature: Date:

Parent/caregiver signature: Date:

Section C (OFFICIAL USE ONLY: To be completed by relevant Head Teacher)

Reviewer Name: Position:

Resolution decision: Accepted / Rejected

Comment:

.....
.....
.....
.....

Reviewer signature: Date:

Original to student file; copy to: Parent, Student, relevant Head Teacher / Class Teacher / Deputy Principal / Principal as required

Long-term Leave Application Form

Important Information

- The Request for Leave Application must be completed AND approved by the Principal prior to using this form AND **at least two weeks before the first day of leave**
- Prior to any Class Teacher or Head Teacher completing this form, a student **MUST**:
 - Attach a copy of the **approved** Request for Leave Application; and,
 - Complete Section A in full
- Class Teachers are to complete Section B indicating work to be completed, to then be endorsed by the relevant Faculty Head Teachers
- Assessment Tasks must be discussed with the relevant Head Teacher **at least two weeks prior to leaving**; otherwise, late penalties may apply.

Section A *(To be completed by the student)*

Student Name: _____ Year: _____

First Day of Leave: Day: _____ Date: _____

Return to School: Day: _____ Date: _____

Number of School Days Absent: _____

Reason for Leave: _____

Section B *(OFFICIAL USE ONLY: To be completed by the relevant Class Teachers and Faculty Head Teachers)*

Course	Task/s to be completed	Teacher signature	Head Teacher signature

Stage Head Teacher signature: _____ Date: _____

Original to student file; copy to: Parent, Student, Stage Head Teacher

Appendix 6

Course:

Assessment Task Notification

Areas of study:

Stage:

Year:

Date issued:

Task date:

Date due: _____

Task number:

Mark out of:

Weighting:

Task type:

For example: research project, performance, test in class, practical, etc.

Task Details:

Any information that helps students understand what is expected of them.

For example: a formal examination of 50 minutes duration, made up of multiple-choice questions, short answer questions, and an extended response.

Outcomes being assessed by this task:

Specific to the course and its syllabus

Criteria for assessment:

For example: marking guidelines, where appropriate (often refers to the following page)

Additional information:

Specifies the method of submission (e.g. Canvas, in-person, etc.), reminds students of key aspects of assessment policies and procedures (e.g. late/non-submission penalties, application process for extensions, appeals, illness/misadventure), and any course-specific stipulations (e.g. word/page limits).

NOTE: All assessment task notifications are printed on yellow paper

Appendix 7

USEFUL WEBSITES

Flexischools (The Ponds High School):

<https://www.flexischools.com.au/>

NSW Department of Education

<https://education.nsw.gov.au/>

NSW Department of Education – Student Portal

<https://sso.det.nsw.edu.au/sso/UI/Login?realm=detnsw&goto=https://student.det.nsw.edu.au/>

NSW Education Standards Authority:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

The Ponds High School – Assessment and Reporting:

<https://theponds-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting.html>

The Ponds High School – BYOD:

<https://www.byodtphs.com/>

The Ponds High School – Canvas:

<https://theponds-h.instructure.com/login/canvas>

The Ponds High School – Sentral Student and Parental Portal:

<https://tphs.sentral.com.au/portal2#!/login>

The Ponds High School – Stage 4:

<https://theponds-h.schools.nsw.gov.au/learning-at-our-school/stage-4.html>