



# BLAKEHURST HIGH SCHOOL YEAR 7 ASSESSMENT HANDBOOK AND SCHEDULES for 2023

*Integrity, Rigour, Empathy*

At Blakehurst High School we inspire students to excel as critical learners, thinkers and champions of diversity who have a positive impact on their world.

Principal: Mrs S. Kapsimalis

Phone: (02) 9546-3281

Website: [www.blakehurst-h.schools.nsw.gov.au](http://www.blakehurst-h.schools.nsw.gov.au)

Email: [blakehurst-h.school@det.nsw.edu.au](mailto:blakehurst-h.school@det.nsw.edu.au)

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## CONTACT INFORMATION

PRINCIPAL

Mrs S. Kapsimalis

DEPUTY PRINCIPAL (Years 8, 10, 12)

Mrs V. Manos

DEPUTY PRINCIPAL (Years 7, 9, 11)

Mr M. Ali

### **HEAD TEACHERS**

ENGLISH

Mr D. White

MATHEMATICS

Mr M. Kabarra (Rel.)

SCIENCE

Mrs K. Iordanidis (Rel.)

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

Mr P. Slater

CREATIVE AND PERFORMING ARTS (CAPA)

Ms J. Jacobsen

LANGUAGES OTHER THAN ENGLISH (LOTE)

Mrs A. Mangraviti

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Mr G. Petkovski

TECHNOLOGY AND APPLIED STUDIES – Home Economics

Mrs N. Dexter

TECHNOLOGY AND APPLIED STUDIES – Industrial Arts

Mr D. Zammit

TEACHING AND LEARNING

Ms J. Camilleri (Rel.)

TEACHING AND LEARNING – Student Growth

Mrs J. Simpson

### **STUDENT ADVISERS**

YEAR 7

Ms M. Towell/ Mr J. Hankin

YEAR 8

Ms M. Galanos/ Mr A. Fares

YEAR 9

Mrs Z. Georgopoulou / Mrs M. Poulos

YEAR 10

Ms E. Lu / Ms M. Fotiadis

YEAR 11

Ms S. Vertsonis / Mr J. Harris

YEAR 12

Mrs N. Carroll / Mrs B. Arambatzis

WELFARE CONTACTS

Mrs V. Manos/ Ms L. Mythillos

# YEAR 7 ASSESSMENT BOOKLET

This document has been developed to make clear the procedures, expectations and rules about assessment at Blakehurst High School. It will help **plan for your assessment in each of your courses this year**. It informs you of **all the tasks, the dates due and the weighting of each task, and provides advice to help you to achieve your best**.

It is important to remember that:

- You should not miss any assessment tasks. Any missed tasks reduce your potential final result.
- All assessment tasks are presented to students at Blakehurst High School on an assessment task sheet to standardise the way you receive the information for the task.
- Tasks not completed due to illness or misadventure must be supported by a Doctor's Certificate attached to Illness/Misadventure Form (*Appendix A*) which must be shown to your teacher and signed by Head Teacher and Deputy Principal immediately upon your return to school.
- You should put all the tasks that you have due onto a calendar so you do not forget when one is due
- Be organised; use your homework diary and your calendar. Meet with your teachers to better understand your assessment tasks. We want you to achieve at your highest possible level.
- Homework and class work is also important; you must complete all set work and participate in your lessons.

Good luck and remember good grades do not just happen. They are results from hard work and dedication.

*"Nihil Sine Laboré"*

## ASSESSMENT OVERVIEW

### Introduction

#### What is assessment?

Assessment tasks represent an integral part of the teaching and learning process and as such, all assessment tasks set must be completed. The Assessment Booklet contains Assessment Schedules, the Assessment Policy and student responsibilities.

Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessment tasks will be used to determine student progress over the duration of each course.

Informal tasks, such as homework, assignments, portfolios and classwork not included in the formal assessment schedule, are of significance as they:

- assist in skill and knowledge development.
- identify areas for extension or remediation for the teacher and student.
- provide opportunities for students to consolidate conceptual understanding.
- provide evidence of sustained and diligent effort.

As such, all work set must be completed and submitted as required.

#### Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as fieldwork and practical work, which are difficult to examine formally.
- A school assessment mark will inform the course grade of students studying in Years 7 to 11.

#### How will these assessments be made?

<b>Assessment of Learning (Formal assessment)</b> ~ Assessment that usually occurs at the end of a unit to check your overall understanding	<b>Assessment for Learning (Informal assessment)</b> ~ Assessment that checks your progress along the way to make sure that you are learning as the teacher moves through the unit of work
Assessment tasks/ unit tests	Observation of student learning
Projects / Research Assignments	Classroom activities
Oral Engagement / Presentations	Homework assignments
Practical Tasks and Artworks	Mini tests
Portfolios	Group and pair work
Practical performances and compositions	Experiments/performances
Half Yearly and Yearly examinations	Bookwork

### Schedule of Assessment Tasks

- Tasks will occur regularly throughout each course.
- All students will be issued an *Assessment Booklet* indicating the assessment week(s) for each course.

### What does great work look like?

The Common Grade Scale shown below can be used to report student achievement in all courses.

<b>GRADE</b>	<b>GENERAL PERFORMANCE DESCRIPTORS</b>
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

## RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the *BHS Year 7 Assessment Handbook and Schedules 2023*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 4.
- Students with Year 7 Assessment Schedules (found in the *BHS Year 7 Assessment Handbook and Schedules 2023*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

## RESPONSIBILITIES OF TEACHERS AND HEAD TEACHERS

- Issuing all students a copy of the Course Assessment Schedule.
- Providing written notice in hard copy as well as being placed on the Google Classroom for that subject, with at least two weeks notice of:
  - outcomes, assessment components and weightings;
  - the nature and administration of each assessment task, including assessment marking criteria;
  - the mark value of each task;
  - the school procedure for valid absences/lateness.
  - In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Providing detailed marking criteria and written feedback after each task of what the student did well and what the student can do to improve.
- Verifying assessment work that is completed outside the school.
- Informing students and parents/guardians in danger of not satisfactorily participating in a course.
- Recording and maintaining all assessment tasks results in a secure location.

## RESPONSIBILITIES OF STUDENT

Students are responsible for:

- Being familiar with the procedures and course information contained in the *BHS Year 7 Assessment Handbook and Schedules 2023* and ensuring access to the most current version of the Handbook on the [school's website](#).
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teachers to obtain the task notification. No extension will be granted if a student fails to carry out this action. This can also be accessed on the Subjects Google Classroom.
- Checking with the relevant Head Teacher if any areas of the course assessment schedule need clarification.
- Attending all lessons timetabled on the day of an in class task as not to gain an unfair advantage.
- Handing in all assessment tasks on time (a task is deemed late if the task is not handed in at the time specified on the assessment notification) e.g.: the teachers will specify before school, in lesson time or a specific time of day. Receipt of the task will be acknowledged by the teacher and the student with each of them signing. Failure to submit a task on time (without a Doctor's Certificate) will result in a zero mark being awarded.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Submitting only their own, original work.

- Saving drafts to an external drive. Keeping handwritten rough drafts (See “Technology and assessment tasks” below for issues relating to computer failure).
- Lodging appeal against marks awarded for an assessment task at the time of receiving the marked assessment task.
- In examinations or in-class tasks:
  - obeying the instructions of the supervising teacher
  - maintaining silence for the period of the examination or task
  - allowing other students to work undisturbed
  - taking to your desk only the equipment that is specifically permitted

Please note: **Travel is not a satisfactory reason for missing a task and you will receive a zero.**

### Absence from Excursions and Field work

- Some courses require students to undertake compulsory field work or attend compulsory excursions. In the case of unavoidable absence from such activities the students must negotiate alternative arrangements prior to the date of task. The granting of any concession is at the discretion of the Principal.

### Late to a formal exam

- Students must make sure that they are punctual for all formal examinations.
- If a student is **up to 15 minutes late** after the start of a formal examination they will complete the examination and no extra time will be given.
- If a student is **more than 15 minutes late** to a formal examination they are to report directly to the Head Teacher where a decision regarding the completion of the task will be negotiated.

### Technology and assessment tasks

Technology and/or computer equipment failure will not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly or save to cloud-based platforms such as One Drive, Google Drive or Microsoft Teams on the Department of Education portal.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email or USB.

### Online learning

In the event we move to online learning due to health advice students are required to:

- follow their normal school timetable
- participate in the learning activities provided to them on Google Classroom
- participate in any Zoom lessons provided.
- complete all set work
- complete any assessment tasks that have been modified for online learning.

## 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 of each task 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.

In the event we move to online learning due to health advice the school has the right to modify tasks to suit the online learning environment. Students will be notified in writing of any modifications made to assessment tasks with at least two weeks notice. The written notice will include all the information listed above.

## ACADEMIC INTEGRITY

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

If you are found to have engaged in malpractice you will be awarded a zero.
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### Defining Malpractice

Malpractice is any activity undertaken by a student that allows the student to gain an unfair advantage. It includes, but is not limited to:

- Plagiarism - copying someone else's work, in part or in whole, and presenting it as your own or using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Paying someone to write or prepare material;
- Breaching school examination rules;
- Using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date;
- Assisting another student to engage in malpractice.

### Defining Plagiarism

Plagiarism means presenting the ideas and words of others as if they were the students own work. Creating one's own work and using the published work of others which you have acknowledged is not plagiarism.

### What you must do to avoid plagiarism

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources.

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, and notified immediately to the Head Teacher Curriculum. The Head Teacher Curriculum will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Curriculum within **two school days** of the decision being taken (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)). Malpractice in school-based assessment is a serious offence. If malpractice is proven, a zero mark may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESA.

## Referencing

Referencing is a way of acknowledging the work of others which you have used in your task or assignment. NESA allows students to use their choice of referencing but the student must adhere to the conventions of that style. For example, the order for documenting references using Harvard Style for books, journals and periodicals is as follows:

- author's surname and initials
- year of publication
- title of publication in italics with maximal capitalisation
- title of series, volume number, edition - if applicable
- editor, reviser, compiler or translator - if other than the author
- publisher
- place of publication
- page number or numbers - if applicable

For example: Popper, K.R. 1961, *The Poverty of Historicism*, Routledge & Kegan Paul, London.

## Online (electronic) material

For electronic media (World Wide Web, disk or CD-ROM) the order for references is as follows:

- author's surname and initials
- date of publication
- date of revision in parentheses in day-month-year format
- date accessed in parentheses in day-month-year format
- title of article in single quotation marks with minimal capitalisation
- title of work in italics with maximal capitalisation
- address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion.

For example, a World Wide Web site may be quoted like this:

Harris, R. 1997 (updated 15 May 2003, accessed 10 Sept. 2006), *Evaluating Internet Research Sources*, [http://www.sccu.edu/faculty/R\\_Harris/evalu8it.htm](http://www.sccu.edu/faculty/R_Harris/evalu8it.htm)

Teaching and Learning Centre. UNE. The University of New England Style Guide. (last modified 28/03/06) <http://www.une.edu.au/tlc/stvleguide/author.htm>

## Misconduct

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks will be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and / or the Principal / Deputy Principal and may be awarded zero for that task.

## Procedures for management of Malpractice

Issues of Malpractice need to be investigated by the Head Teacher and in more serious cases, reported to the Principal/Deputy Principal.

Where the malpractice is serious and where the penalty of a zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

## UNFAIR ADVANTAGE

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from **any** lessons or normal school routine on a day that an in class assessment task is scheduled.
- To absent yourself from **any** lesson or normal school routine on the day that a hand-in task is due.

- **Arriving late** on the day of a scheduled in class assessment task or hand-in task.
- To absent yourself from **any** lesson the day prior to a scheduled assessment task without a doctor's certificate.

If it is deemed that a student has gained an unfair advantage, a **zero mark** will be allocated for that task. Should a student wish to appeal this decision they must submit this in writing to the Head Teacher Curriculum within **two school days** of the decision being taken. (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

## SUBMISSIONS OF ASSESSMENT TASKS

The *BHS Year 7 Assessment Handbook and Schedules 2023* 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.

Failure to submit a task on time will result in a zero mark being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

## INVALID AND UNRELIABLE TASKS

The school has the right to declare an assessment task as invalid or unreliable. The reasons for declaring an invalid or unreliable assessment task may include breach of security, school evacuation, fire drill and compromised integrity of the task. Should an assessment task be declared invalid or unreliable, it will be rescheduled at the school's discretion.

## 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 the [Request to Reschedule Due to School Business Form \(Appendix D\)](#) 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 Head Teacher Curriculum (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

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 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 and parent/carer.

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

## PROCEDURES FOR REQUESTING A RESCHEDULING OF AN ASSESSMENT TASK

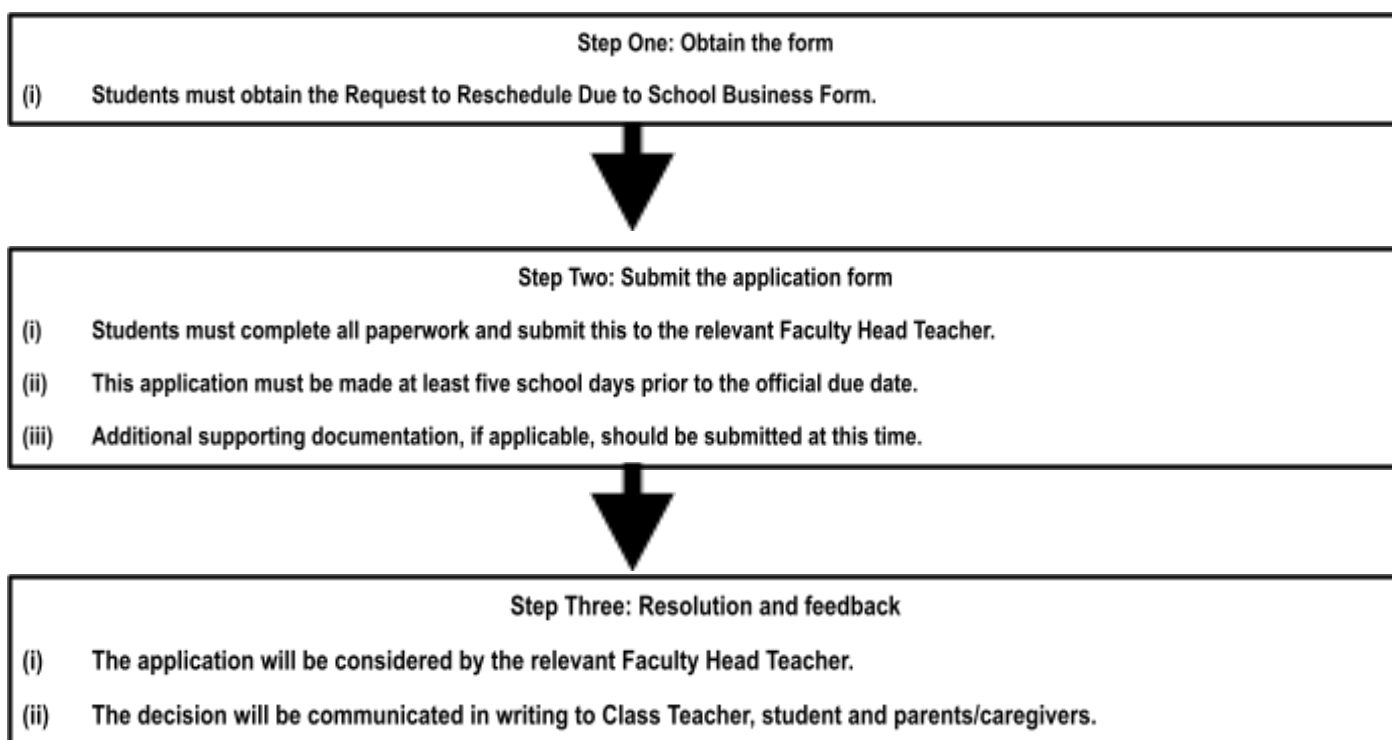
The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

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 [Request to Reschedule Due to School Business Form \(Appendix D\)](#) provided by the school. These forms are to be obtained by the student from the school's website or Head Teacher Curriculum 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 Head Teacher Curriculum (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

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 Head Teacher Curriculum (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

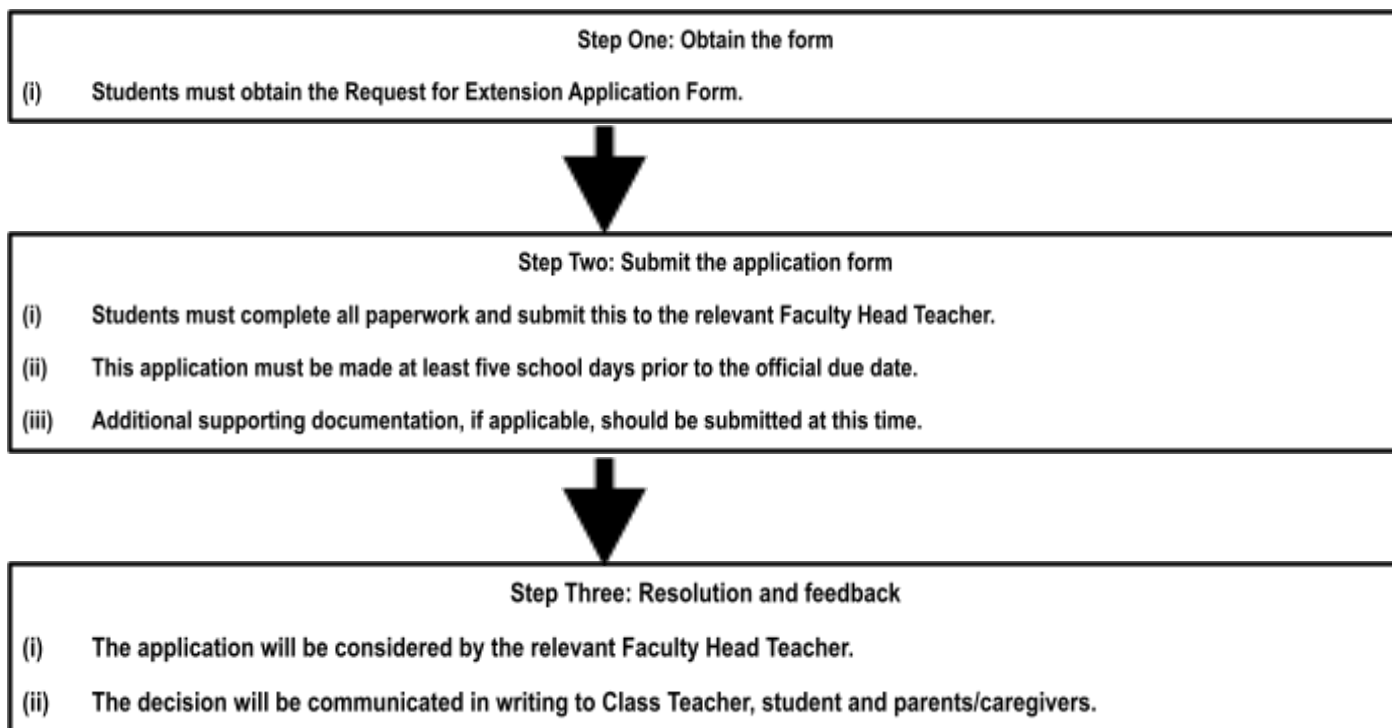
## PROCEDURES FOR REQUESTING AN EXTENSION OF THE DUE DATE OF AN ASSESSMENT TASK

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 [Request for Extension Application Form \(Appendix C\)](#) provided by the school. These forms are to be obtained by the student from the school's website or Head Teacher Curriculum 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 approved, 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 Head Teacher Curriculum (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

## PROCEDURES FOR APPLYING FOR ILLNESS AND 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.

Students need to be aware that if they commence or attempt an assessment task the results they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for illness/misadventure should follow the relevant procedures specific to the situation as outlined below.

### 1. Absence due to illness/misadventure on the day of an in-class assessment task

- Student or parent/guardian must phone the school on 9546 3281 before the **day of the task** or **by 8:30am** on the day of the task and inform the office staff that you will be absent;
- Immediately report to the relevant Head Teacher **on the day you return to school**, complete an [Illness/Misadventure Application Form \(Appendix A\)](#) available on the school's website, from the Head Teacher Curriculum and in this booklet, and provide medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be returned to the relevant Faculty Head Teacher within two school days of his/her return to school.

### 2. Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted

- Student or parent/guardian must phone the school on 9546 3281 before the **day of the task** or **by 8:30am** on the day of the task and inform the office staff that you will be absent;
- Students must make every effort to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. emails or via Google Classroom)
- If the task is not submitted the student must immediately report to the relevant Head Teacher **on the day you return to school**, complete an [Illness/Misadventure Application Form \(Appendix A\)](#) available on the school's website, from the Head Teacher Curriculum and in this booklet, and provide medical certificate or other supporting documentation for a misadventure.
- Completed forms and documentation must be returned to the relevant Faculty Head Teacher within two school days of his/her return to school.

### 3. Illness/misadventure during an in-class assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
  - a. Sit the task, in which case the mark earned will be awarded and the student cannot apply retrospectively for any special consideration due to illness or misadventure; or,
  - b. Leave the task and apply for illness or misadventure by immediately obtaining an [Illness/Misadventure Application Form \(Appendix A\)](#) and following the Illness/Misadventure procedure.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

### 4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9546 3281
- Prior to their return to school, the student must contact the Head Teacher Curriculum to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the Head Teacher Curriculum at a time determined
- Students must obtain an [Illness/Misadventure Application Form \(Appendix A\)](#) and any other relevant documentation
- Completed forms and documentation must be returned to the Faculty Head Teacher within two school days of his/her return to school

### 5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. NOT another student member of the group) **MUST** contact the school by 8:30am on the day the task is scheduled by phone 9546 3281
- When a group performance cannot go ahead on a scheduled date, ALL students affected need to complete an [Illness/Misadventure Application Form \(Appendix A\)](#).
- These forms need to be returned to the relevant Faculty Head Teacher within two school days of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) must:

- Be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the relevant Head Teacher.
- Complete an [Illness/Misadventure Application Form \(Appendix A\)](#) and any other relevant documentation and return to the relevant Head Teacher within two school days of the student's return to school.

Relevant written evidence from a medical practitioner is mandatory for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a Medical Certificate, ensure that it is completed in its entirety by the medical practitioner and submitted to the school with the Illness/Misadventure Application Form.

The [Illness/Misadventure Application Form \(Appendix A\)](#) is available online on the school's website, at the school office and from the Head Teacher Curriculum.

The consequences of not following these procedures will result in the application for Illness/Misadventure being rejected and a zero mark being awarded.

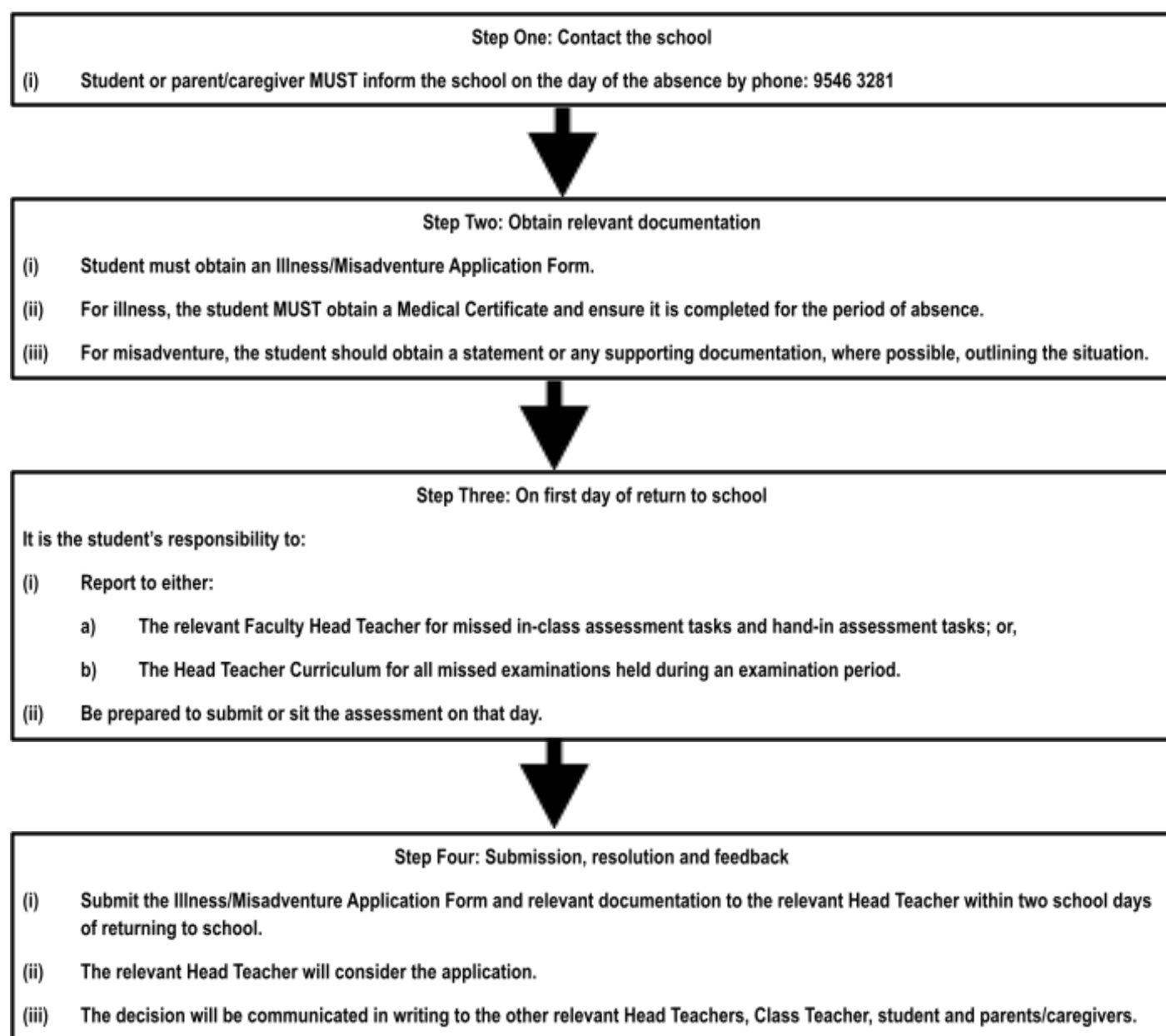
**Note that:** If you **do not** follow the above procedures, you will be awarded a zero mark for the task.

- If you follow the above procedures, **and** your reason is judged to be valid, the Head Teacher will decide if you are to do the original task or complete an alternative task.

**Note that:** If you disagree with a determination about the validity of your absence you may appeal to the School Assessment Committee see Procedures for appeals

## SUMMARY PROCEDURES FOR APPLYING FOR ILLNESS OR MISADVENTURE

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



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 Head Teacher Curriculum (see [Procedures for an Assessment Appeal Application](#), and [Appeal Application Form Appendix B](#)).

## 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 – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
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. Maintain rank applied to task – in exceptional circumstances, where undertaking an alternative task is not possible, the Head Teacher Curriculum in consultation with the relevant Faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the task must be submitted or attempted in accordance with NESAs rules and procedures 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, a zero mark will be officially awarded.

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

## APPEAL SURROUNDING THE ASSESSMENT PROCEDURE

### Grounds for an appeal

Students who believe a task has been incorrectly marked should discuss the matter with the class teacher concerned. Dissent about a mark which a teacher has determined is NOT grounds for appeal.

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

## 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 [Appeal Application Form Appendix B](#) to the relevant Head Teacher, depending on the nature of the appeal.

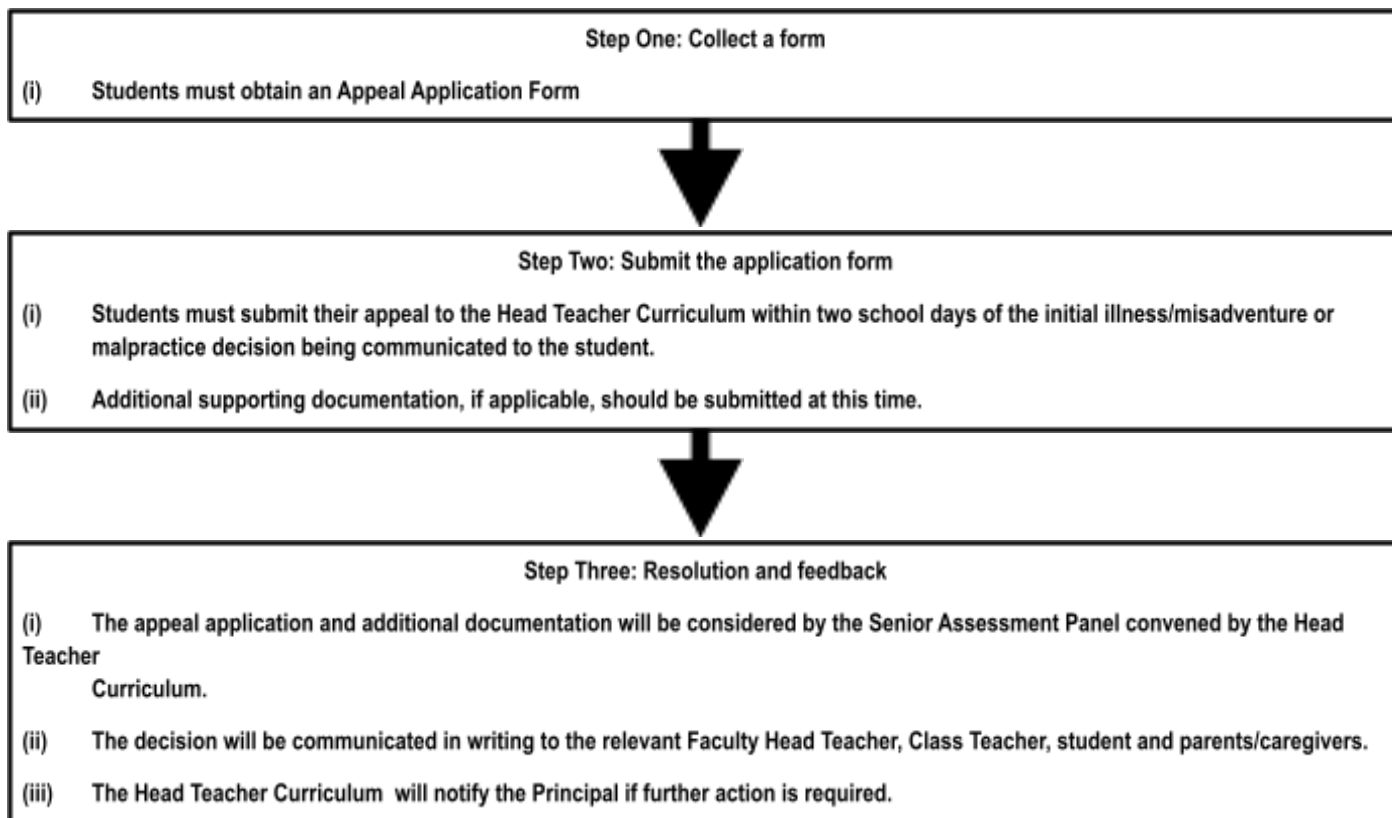
In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- 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.

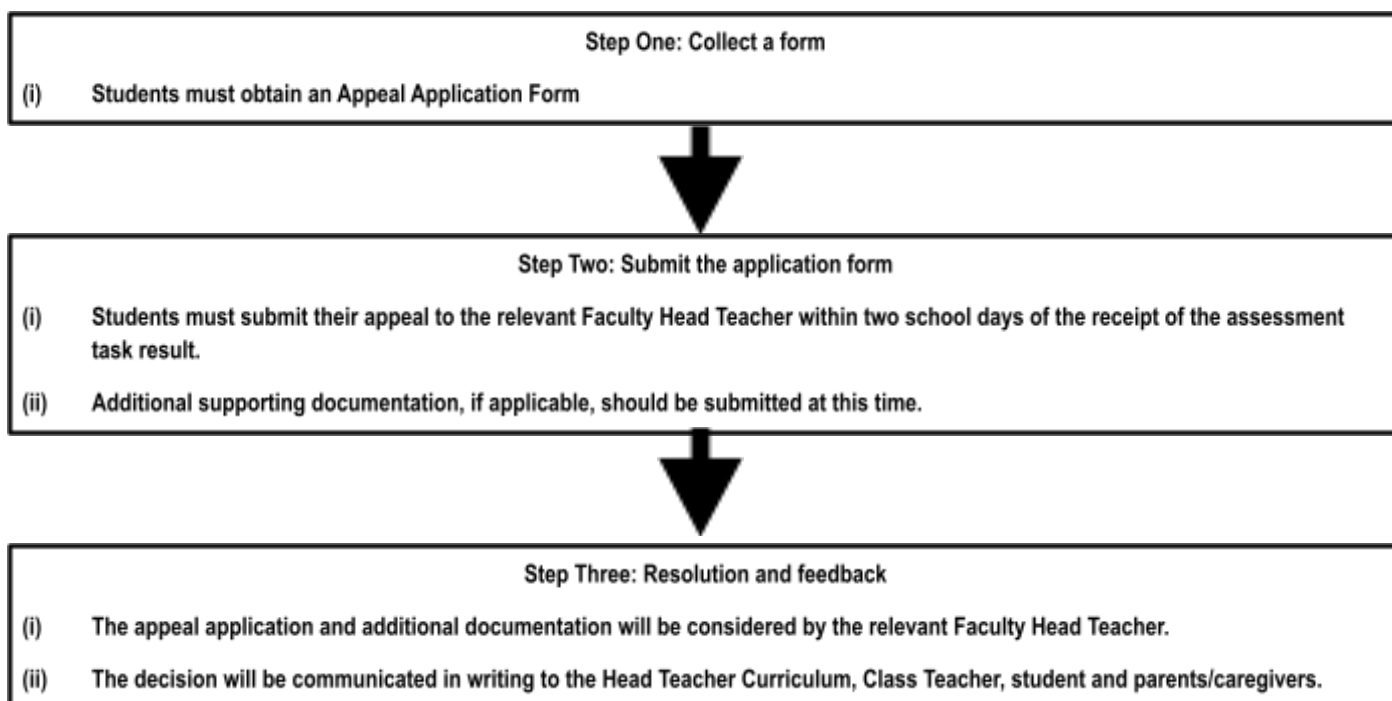


Students wishing to appeal a decision must follow the relevant procedure outlined below:

**To appeal an illness/misadventure or malpractice decision:**



**To appeal an assessment task result:**



If not satisfied with the school's decision, a student may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks

## REPORTING ON STUDENT PROGRESS

Blakehurst 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.

Achievement	Grade	Achievement Description
<b>Outstanding</b>	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>High</b>	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.
<b>Sound</b>	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.
<b>Basic</b>	D	The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills
<b>Limited</b>	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.

Parent-Teacher interviews are scheduled before the end of Semester 1 for Year 7. 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 via the front office for curriculum matters, or the Year Adviser for other issues, such as student wellbeing.

## ASSESSMENT OF LIFE SKILLS OUTCOMES IN STAGE 4

Stage 4 Life Skills courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 4 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements. Stage 4 Life Skills courses have Board Developed status.

Each student accessing a Life Skills course in Years 7-8 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement

during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

## DISABILITY PROVISIONS AT BLAKEHURST HIGH SCHOOL

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation. The School may provide disability provisions for students in year 7 and 8. The school will provide disability provisions if a student has:

- a permanent condition, such as diabetes or reading difficulty;
- a temporary condition, such as a broken arm; or
- an intermittent condition, such as back pain when sitting for long periods.

Principals have the authority to decide on and to implement disability provisions for school-based assessments including tests. (ACE Manual 10001)

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, you must obtain an [Application for In-School Disability Provisions Appendix E](#) form from the Learning and Support Teacher, or Head Teacher Diverse Learning.

## EXPECTED STUDENT CONDUCT DURING EXAMINATIONS

Exam conditions shall apply from when the first student enters the classroom until the dismissal of students.

1. NO electronic devices, except approved calculators, are to be used during any examination.
2. Complete silence MUST be adhered to whilst you are in the classroom/hall.
3. You MUST sit facing the front and are NOT to turn around or look at any other paper
4. You are NOT to communicate with any other student in any way.
5. You must remain for the entire duration of every exam.
6. You MUST obey all reasonable instructions given by supervisors.
7. Borrowing is NOT permitted.
8. All enquiries are to be addressed to classroom teacher by raising your hand and waiting patiently.
9. School Rules apply during ALL exams.
10. No equipment will be lent by the faculty, unless specified by the faculty – e.g. Japanese dictionary
11. All bags will be left at the front of the classroom

If the above examination rules are not followed, a warning will be given. If the inappropriate behaviour continues, you will be given a zero mark and removed from the classroom/hall and referred to the Head Teacher.

If you are absent from an examination, you MUST provide a satisfactory reason (e.g. a Doctor's Certificate for illness) immediately upon returning to school to the Head Teacher. If a satisfactory reason is not provided, you will receive a zero mark for this assessment.

## ILLNESS AND MISADVENTURE

- Students must **attend** school and be **marked present in all classes on the day** of an assessment task **and the day prior to an assessment task**.
- In the event that a student is absent on the day a task is undertaken in class, it is the student's responsibility to see the Head Teacher as soon as practicable on the morning of their return to school following the missed task to arrange to complete the task. The Head Teacher of the course will decide what sort of task will need to be completed as well as the alternative time to sit the task. In **ALL** instances an "[Illness / Misadventure Form](#)" ([Appendix A](#)) (available from the Head Teacher Curriculum and, in this booklet and on the website) must be completed, signed by a parent and given to the Faculty Head Teacher with all necessary evidence supporting your claim.

- If you know you will be away at the time of an assessment task with a valid reason (e.g. an operation) you need to request leave from the Principal and Head Teacher. You MUST also complete “[Request for Extension Form.](#)” ([Appendix C](#)), this should be made **at least 5 days** prior to the due date.
- Students who are aware they will be absent on the day of an assessment due to some other school commitments must complete the “[Request for Reschedule due to School Business](#)” ([Appendix D](#)) application form. Staff will arrange an alternative option for completing the task or handing it in that does not disadvantage any student. Students who believe they have been unfairly treated may seek clarification from the Head Teacher of the course. In general, administering a substitute task is preferable to providing an estimated mark.
- If you complete the assessment task but have suffered illness or a misadventure immediately prior to or during the assessment task, which was beyond your control, and you believe that your assessment performance has been significantly diminished, you may lodge an illness / misadventure appeal using the “[Illness / Misadventure Application Form](#)” ([Appendix A](#)) attaching appropriate documentation, e.g. Doctor’s Certificate.
- If you are absent due to **unforeseen and extraordinary circumstances**, you must
  - Inform the school on the day of the task (**ring the school**)
  - Report to the Head Teacher of that subject **immediately upon your return to school** with the necessary documentation to support your case.
  - Complete an “[Illness/Misadventure Application Form](#)” ([Appendix A](#)), and provide a medical certificate or other supporting documentation for a misadventure.

**Note that:** If you **do not** follow the above procedures, you will be awarded a zero mark for the task.

- The Principal, in exceptional circumstances, may authorise an estimate to be given for a missed task. Students who believe they have been unfairly treated may seek clarification from the Head Teacher of the course. If the student wishes to appeal a decision, they complete the “[Appeal Application Form](#)” ([Appendix B](#)) and submit it to the Deputy Principal within a week of the return to them of the task mark. The Deputy Principal will then form a Junior Assessment Panel, consisting of the Deputy Principal and two Head Teachers (one from the KLA in question). The student will then be informed of the decision in writing.
- If students choose to prepare and produce work with the use of computer technology it is their responsibility to ensure a hard copy is made well in advance of the due date. Computer and associated malfunction, even theft, without evidence of “work in progress” is not a reason for late submission.
- If you follow the above procedures, **and** your reason is judged to be valid, the Head Teacher will decide if you are to do the original task or complete an alternative task.

**Note that:** If you disagree with a determination about the validity of your absence you may appeal to the School Assessment Committee (through the Deputy Principal)

## ACADEMIC INTEGRITY

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school’s expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

If you are found to have engaged in malpractice you will be awarded a zero

## Defining Malpractice

Malpractice is any activity undertaken by a student that allows the student to gain an unfair advantage. It includes, but is not limited to:

- Plagiarism - copying someone else's work, in part or in whole, and presenting it as your own or using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Paying someone to write or prepare material;
- Breaching school examination rules;
- Using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date;
- Assisting another student to engage in malpractice.

## Defining Plagiarism

Plagiarism means presenting the ideas and words of others as if they were the students own work. Creating one's own work and using the published work of others which you have acknowledged is not plagiarism.

### What you must do to avoid plagiarism

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources.

**The school reserves the right to award a zero mark to work that contains any plagiarism.**

## Referencing

Referencing is a way of acknowledging the work of others which you have used in your task or assignment. NESAs allows students to use their choice of referencing but the student must adhere to the conventions of that style. For example, the order for documenting references using Harvard Style for books, journals and periodicals is as follows:

- author's surname and initials
- year of publication
- title of publication in italics with maximal capitalisation
- title of series, volume number, edition - if applicable
- editor, reviser, compiler or translator - if other than the author
- publisher
- place of publication
- page number or numbers - if applicable

For example: Popper, K.R. 1961, *The Poverty of Historicism*, Routledge & Kegan Paul, London.

### Online (electronic) material

For electronic media (World Wide Web) the order for references is as follows:

- author's surname and initials
- date of publication
- date of revision in parentheses in day-month-year format
- date accessed in parentheses in day-month-year format

- title of article in single quotation marks with minimal capitalisation
- title of work in italics with maximal capitalisation
- address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion.

For example, a World Wide Web site may be quoted like this:

Harris, R. 1997 (updated 15 May 2003, accessed 10 Sept. 2006), *Evaluating Internet Research Sources*, [http://www.sccu.edu/faculty/R\\_Harris/evalu8it.htm](http://www.sccu.edu/faculty/R_Harris/evalu8it.htm)

Teaching and Learning Centre. UNE. The University of New England Style Guide. (last modified 28/03/06) <http://www.une.edu.au/tlc/stvleguide/author.htm>

## **Misconduct**

Misconduct during any task or formal examination will be regarded as malpractice. Zero marks will be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and / or the Principal / Deputy Principal and may be awarded zero for that task.

## **Procedures for management of Malpractice**

Issues of Malpractice need to be investigated by the Head Teacher and in more serious cases, reported to the Principal/Deputy Principal.

Where the malpractice is serious and where the penalty of a zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision. Schools with HSC candidates are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

## **COURSE REQUIREMENTS: WARNING PROCESS**

### **Satisfactorily completing the course**

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 NESAs;
- applied himself/herself 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

### **Student Attendance**

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal.

Absences for overseas or interstate travel are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements;
- explain to their family the impact the travel will have on their education;

- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket;
- submit the Application for Extended Leave – Travel form to the Principal for approval at least three weeks in advance.  
**Travel is not a satisfactory reason for missing a task and you will still receive zero.**

### **Failure to complete or submit assessment tasks**

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark will be recorded for that task. The student and their parents will be advised, in writing, of the non-completion of course outcomes.

### **Non-serious attempts**

Students studying must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

### **Communicating course requirement concerns**

Students receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though not reported or graded against these bands.

### **Students must make a genuine attempt at assessment tasks**

If it appears that a student is at risk of not meeting the assessment requirements of a course, a written warning letter will be given to the student and their parents notifying of the concern.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- request from the student and his/her parent a written acknowledgement of the warning;

On the first warning letter, a student will be interviewed by the classroom teacher. On the second warning letter, the student and their parents will be required to attend an interview with the Head Teacher (this may involve phone contact).

## **APPEAL SURROUNDING THE ASSESSMENT PROCEDURE**

### **Grounds for an appeal**

Students who believe a task has been incorrectly marked should discuss the matter with the class teacher concerned. Dissent about a mark which a teacher has determined is NOT grounds for appeal.

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

### **Appeals Process**

When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, they may appeal. The **first appeal must be to the Head Teacher**.

Where a student feels that the appeal to the Head Teacher has not been heard satisfactorily, the student may appeal to the Deputy Principal by completing the "[Appeal Application Form](#)" ([Appendix B](#)) within a week of the return to them of the task mark to determine if:

- the weightings specified by the school in its assessment program were allowed and conform with NESA requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are not computational or other clerical errors in the determination of the assessment mark.

The Deputy Principal will then form a Junior Assessment Panel, consisting of the Deputy Principal and two Head Teachers (one from the KLA in question). The student will then be informed of the decision, in writing.

## DISABILITY PROVISIONS FOR EXAMINATIONS

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation. Blakehurst High School may approve disability provisions if a student has:

- a permanent condition, such as diabetes or reading difficulty;
- a temporary condition, such as a broken arm; or
- an intermittent condition, such as back pain when sitting for long periods.

Principals have the authority to decide on and to implement disability provisions for school-based assessments including tests. (ACE Manual 10001)

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation. (ACE Manual 10003)

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, you must obtain a [“Application for In-School Disability Provisions” \(Appendix D\)](#) form from the Learning and Support Teacher, or Head Teacher Diverse Learning early in Term 1. All students applying for provisions must inform the Deputy Principal.

If this condition occurs later in the year, it must be registered with the Deputy Principal immediately.

## DISABILITY PROVISIONS AT BLAKEHURST HIGH SCHOOL

Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects examination performance and requires disability provisions e.g. a physical injury, the Deputy Principal may elect to grant disability provisions for an individual task. These provisions will be issued using NESA's general guidelines.

Blakehurst High School will endeavour to provide students with access to disability provisions to reduce disadvantage to affected students. The implementation of disability provisions is however restricted by available school resources and remains the decision of the school. Students must complete the [“Application for in-school Disability Provisions”](#) application form.

## SYLLABUS REQUIREMENTS

Students may access NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

All updates to syllabus requirements will be located on this webpage. It is updated daily and publishes the most up to date information.





## CHINESE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	Composing. (Speaking and Writing)	Accessing and Responding (Listening and Reading)	Interacting (Listening and Speaking)	Yearly Exam (Speaking Listening, Reading and Writing)	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5-6	
<b>Outcomes Assessed</b>	LCH4-4C LCH4-5U LCH4-6U	LCH4-2C LCH4-3C LCH4-8U	LCH4-2C LCH4-5U LCH4-6U	LCH4-1C LCH4-2C LCH4-3C LCH4-4C LCH4-5U LCH4-6U LCH4-7U LCH4-8U LCH4-9U	
<b>Weighting</b>					
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100%</b>



## ENGLISH ASSESSMENT SCHEDULE 2023 (Table 1)

Term and Topic	Task	Timing	Outcomes Assessed
Term 1 My World & the World of Others	PORTFOLIO TASK CHECKPOINT	Term 1, Week 5	EN4-1A, EN4-8D, EN4-9E
	PORTFOLIO TASK	Term 1, Week 10	EN4-1A, EN4-8D, EN4-9E
Term 2 Raise Your Voice!	READING COMPREHENSION SKILLS TEST	Term 1, Week 3	EN4-1A, EN4-3B, EN4-5C
	MULTIMODAL PRESENTATION	Term 2, Week 9	EN4-2A, EN4-5C, EN4-7D
Term 3 Fantasy: From Page to Screen	EXTENDED RESPONSE	Term 3, Week 9	EN4-1A, EN4-4B, EN4-6C
Term 4 All the World's a Stage: Act I	YEARLY EXAMINATION	Term 4, Week 5	EN4-1A, EN4-3B, EN4-5C
	PBL PROJECT: SCRIPT AND DRAMA PERFORMANCE	Term 4, Week 9	EN4-2A, EN4-7D, EN4-9E

## ENGLISH ASSESSMENT SCHEDULE 2023 (Table 2)

	Task	Timing	Outcomes Assessed
Additional Tasks Ongoing tasks each term	COURSEWORK AND BOOK COLLECTIONS	Each Term, Week 5-6	EN4-1A, EN4-4B
	WORDFLYERS LITERACY ACTIVITIES	Term 1 - 4	EN4-2A, EN4-3B
	PREMIER'S READING CHALLENGE	Term 1 – Term 4	EN4-1A, EN4-5C

### Note on Assessment and Reporting in Year 7 English

The English Faculty at Blakehurst High School believes in the ongoing cycle of student assessment and feedback. To best support the continual development and growth our students in English, our assessment and reporting of students in 2023 will not involve cumulative marks, ranks or weightings attached to assessment tasks. We believe that all teaching and learning activities are equally valuable in developing student knowledge and skills and, for this reason, all of the listed tasks in **Table 1** will be assessed and graded using the [Common Grade Scale](#) (A, B, C, D, E). Students will not receive specific marks for each task, but will be graded and given explicit feedback about their performance in order to foster their continual growth across Stage 4 English.

# FRENCH ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	Composing. (Writing)	Accessing and Responding (Listening and Reading)	Interacting (Writing and Speaking)	Yearly Exam (Speaking, Listening, Reading and Writing)	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5-6	
<b>Outcomes Assessed</b>	LFR4-4C LFR4-6U LFR4-7U	LFR4-2C LFR4-3C LFR4-8U	LFR4-1C LFR4-4C LFR4-5U LFR4-6U LFR4-7U	LFR4-1C LFR4-2C LFR4-3C LFR4-4C LFR4-5U LFR4-6U	
<b>Weighting</b>					
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100 %</b>



## GREEK ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	Accessing and Responding (Listening and Reading)	Interacting Speaking and Listening	Composing (Writing)	Yearly Exam (Listening, Reading and Writing)	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5-6	
<b>Outcomes Assessed</b>	LMG4-1C LMG4-2C LMG4-5U LMG4-9U	LMG4-2C LMG4-3C LMG4-8U	LMG4-4C LMG4-5U LMG4-6U LMG4-7U	LMG4-2C LMG4-3C LMG4-4C LMG4-6U LMG4-7U	
<b>Weighting</b>					
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>



## HISTORY ASSESSMENT SCHEDULE

Task	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	The Ancient World Overview Research Task	Skills and Knowledge Examination	The Western and Islamic World Research Task	Final Examination	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 6	Term 3, Week 5	Term 4, Week 5	
<b>Outcomes Assessed</b>	HT4-1 HT4-5 HT4-6 HT4-8 HT4-9 HT4-10	HT4-2 HT4-3 HT4-6 HT4-9	HT4-3 HT4-5 HT4-7 HT4-8 HT4-9 HT4-10	HT4-2 HT4-3 HT4-4 HT4-6 HT4-9	
<b>Weighting</b>					
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100 %</b>



## ITALIAN ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	Composing. (Speaking and Writing)	Accessing and Responding (Listening and Reading)	Interacting (Listening and Speaking)	Yearly Exam (Speaking, Listening, Reading and Writing)	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5-6	
<b>Outcomes Assessed</b>	LIT4-4C LIT4-5U LIT4-6U	LIT4-2C LIT4-3C LIT4-8U	LIT4-1C LIT4-5U LIT4-7U	LIT4-1C LIT4-2C LIT4-3C LIT4-4C LIT4-5U LIT4-6U	
<b>Weighting</b>					
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100 %</b>



## JAPANESE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	Composing. (Speaking and Writing)	Accessing and Responding (Listening and Reading)	Interacting (Listening and Speaking)	Yearly Exam (Speaking, Listening, Reading and Writing)	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5-6	
<b>Outcomes Assessed</b>	LJA4-4C LJA4-5U LJA4-6U LJA4-9U	LJA4-2C LJA4-3C LJA4-8U	LJA4-1C LJA4-5U LJA4-7U	LJA4-1C LCH4-2C LCH4-3C LJA4-4C LJA4-5U LJA4-6U LJA4-9U	
<b>Weighting</b>					
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100%</b>

# MATHEMATICS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	Exam Topic: Integers; Fractions	Exam Topic: Decimals; Algebraic Techniques; Indices	Project and/or Topic/Validation Test Topic: Indices; Equations; Time; Length and Perimeter; Area	Exam Topic: Area; Angle Relationships and Parallel Lines; Probability	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 6-7	Term 3, Week 8	Term 4, Week 5-6	
<b>Outcomes Assessed</b>	MA4-4NA MA4-5NA MA4-1WM MA4-2WM MA4-3WM	MA4-5NA MA4-8NA MA4-9NA MA4-1WM MA4-2WM MA4-3WM	MA4-9NA MA4-10NA MA4-12MG MA4-13MG MA4-15MG MA4-1WM MA4-2WM MA4-3WM	MA4-13MG MA4-18MG MA4-21SP MA4-1WM MA4-2WM MA4-3WM	
<b>Weighting %</b>					
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>





# MUSIC ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	Performance	Listening Music literacy	Performance Composition	Listening Music literacy	
<b>Timing</b>	Assessments ongoing and completed by T2 Wk 4	Assessments ongoing and completed by T2 Wk 4	Assessments ongoing and completed by T4 Wk 3	Assessments ongoing and completed by T4 Wk 3	
<b>Outcomes Assessed</b>	4.1, 4.2, 4.3, 4.11, 4.12	4.7, 4.8, 4.9	4.1, 4.2, 4.3, 4.5, 4.6, 4.10, 4.11, 4.12	4.7, 4.8, 4.9	
<b>Weighting %</b>					
Performance	15		15		<b>30</b>
Composition			20		<b>20</b>
Listening		15		15	<b>30</b>
Literacy /Numeracy Notation		10		10	<b>20</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>35</b>	<b>35</b>	<b>100 %</b>



## PDHPE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	Year 6 Letter	Artistic Gymnastics	Critical Analysis	Striking Unit- Tee Ball	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 5-7	Term 3, Week 7	Term 4, Week 5	
<b>Outcomes Assessed</b>	PD4-1 PD4-2 PD4-10	PD4-4 PD4-5 PD4-10 PD4-11	PD4-1 PD4-3 PD4-9 PD4-10	PD4-4 PD4-5	
<b>Weighting %</b>					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	20	10	20	10	60
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100 %</b>



## SCIENCE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	<b>Scientific Investigation-</b> planning, conducting and reporting on a group investigation	<b>Mid Year Written Exam</b> Covers topics studies prior to the exam	<b>ICT Research Task</b> <b>Earth's interconnected spheres</b>	<b>Yearly (Final) Exam</b> Covers all topics studied in semester 2	
<b>Timing</b>	Term 1, Weeks 8-10	Term 2, Weeks 6-7	Term 3, Weeks 6-9	Term 4, Weeks 5-6	
<b>Outcomes Assessed</b>	SC4-5WS SC4-6WS SC4-9WS	SC4-4WS SC4-7WS SC4-14LW SC4-15LW	SC4-8WS SC4-13ES	SC4-4WS SC4-7WS SC4-15LW SC4-16CW SC4-17CW	
<b>Weighting %</b>					
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100 %</b>



## TECHNOLOGY MANDATORY – ASSESSMENT SCHEDULE - Industrial Arts

Task number	Task 1	Task 2	
<b>Topic and Nature of task</b>	Digital Technologies Project and Folio	Material One Project and Folio	
<b>Timing</b>	10 Weeks to complete	10 weeks to complete	
<b>Outcomes Assessed</b>	TE4-1DP TE4-2DP TE4-7DI TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-9MA	
<b>Weighting %</b>			
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100%</b>

Technology Mandatory is semesterised and each unit runs for 10 weeks.

These weeks are approximate and sufficient notice will be given for actual due dates



## TECHNOLOGY MANDATORY – MATERIAL TECHNOLOGIES / AGRICULTURE AND FOOD TECHNOLOGIES WITH DIGITAL TECHNOLOGIES ASSESSMENT SCHEDULE (Home Economics)

Context	Material Technologies		Agriculture and Food Technologies with Digital Technologies				
Task number	Task 1	Task 2	Task 1	Task 2	Task 3	Task 4	
<b>Topic and Nature of task</b>	Aboriginal Fashion Designer Research	Item - Bag	Safety Poster	Agricultural Industry Research	DT Moisture Sensor	Hamburger Practical & Hamburger Folio	
<b>Timing</b>	Week 5	Week 10	Week 2	Week 6	Week 7	Week 10	
<b>Outcomes Assessed</b>	TE4-1DP TE4-2DP TE4-3DP	TE4-2DP TE4-3DP TE4-9MA	TE4-3DP	TE4-10TS TE4-5AG	TE4-4DP	TE4-1DP TE4-2DP TE4-3DP TE4-5AG	
<b>Weighting</b>							
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>25</b>	<b>10</b>	<b>15</b>	<b>100%</b>

Technology Mandatory is semesterised and each unit runs for 10 weeks.

These weeks are approximate and sufficient notice will be given for actual due dates.

# VISUAL ARTS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	FOLIO 1 Ongoing	FOLIO 2 Ongoing	FOLIO 3 Ongoing	FOLIO 4 Ongoing	
Timing	T1 - W 8	T 2 - W 5	T 3 - W 2	T 4 - W 2	
Outcomes Assessed	4.1 - 4.10	4.1 - 4.10	4.1 - 4.10	4.1 - 4.10	
Weighting %					
Artmaking & VAPD	20	20	20	20	80
Critical & Historical Studies	5	5	5	5	20
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100 %</b>



Principal  
Mrs S. Kapsimalis

# Blakehurst High School

## ILLNESS/MISADVENTURE APPLICATION (Appendix A)

X Attach any supporting evidence here with a staple

### Section A

To be completed by the student

Student's Name: ..... Course: ..... Year: .....

Parent's Name: ..... Daytime parent contact number: .....

Name of Assessment Task: .....

Due Date: ..... Class Teacher: .....

Nature of Task: (please circle)

<b>Examination</b>	<b>Performance</b>	<b>Assignment</b>	<b>Field Work</b>	<b>Portfolio</b>
<b>Research Activity</b>	<b>Practical Task</b>	<b>Speaking Task</b>	<b>Viewing Task</b>	<b>Written Task</b>

Type of Claim (please tick)       Illness       Misadventure

Outline reasons for this application for Illness/Misadventure and attach relevant documentation

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

Parent/Carer Signature: ..... Student Signature: .....

Date: ..... / ..... / .....      Date: ..... / ..... / .....

### Section B

To be completed by the Head Teacher

Head Teacher's Name: ..... Faculty: ..... Course: .....

Receipt date of Illness/Misadventure form:  
.....

Task submitted/completed       Yes    No      Date Completed: .....

Date of rescheduled task: .....

Head Teacher Approval:    Approved    Rejected

Comments: .....

Head Teacher Signature: ..... Date: ..... / ..... / .....

### Section C

To be completed by the Deputy Principal

Resolution:       Accepted    Rejected

Deputy Principal Signature: ..... Date: ..... / ..... / .....

Comment: .....

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal  
Mrs S. Kapsimalis

# Blakehurst High School

## APPEAL APPLICATION *(Appendix B)*

### Section A

*To be completed by the student*

Student's Name: ..... Course: ..... Year: .....

Parent's Name: ..... Daytime parent contact number: .....

Name of Assessment Task: .....

Due Date: ..... Class Teacher: .....

Nature of Task: *(please circle)*

- |                          |                       |                      |                     |                     |
|--------------------------|-----------------------|----------------------|---------------------|---------------------|
| <b>Examination</b>       | <b>Performance</b>    | <b>Assignment</b>    | <b>Field Work</b>   | <b>Portfolio</b>    |
| <b>Research Activity</b> | <b>Practical Task</b> | <b>Speaking Task</b> | <b>Viewing Task</b> | <b>Written Task</b> |

Please provide a statement in support of your application to appeal.

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

List any additional documentation in support of your application:

.....  
.....

Parent/Carer Signature: ..... Student Signature: .....

Date: ..... / ..... / ..... Date: ..... / ..... / .....

### Section B

*To be completed by the Deputy Principal*

Appeals Panel Members: .....

.....  
.....

Resolution:     **Accepted**     **Rejected**

Comment: .....

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

Deputy Principal Signature: ..... Date: ..... / ..... / .....

**Copy to:** Relevant Head Teacher, Student, Parent/Carer, Student File

X Attach any supporting evidence here with a staple





# Blakehurst High School

Principal  
Mrs S. Kapsimalis

## REQUEST FOR EXTENSION APPLICATION (Appendix C)

X Attach any supporting evidence here with a staple

Form Issued by Deputy Principal on: ..... / ..... / ..... Form Received on: ..... / ..... / .....

### Section A

To be completed by the student

Student's Name: ..... Course: ..... Year: .....

Parent's Name: ..... Daytime parent contact number: .....

Name of Assessment Task: .....

Due Date: ..... Class Teacher: .....

Nature of Task: (please circle)

- |                          |                       |                      |                     |                     |
|--------------------------|-----------------------|----------------------|---------------------|---------------------|
| <b>Examination</b>       | <b>Performance</b>    | <b>Assignment</b>    | <b>Field Work</b>   | <b>Portfolio</b>    |
| <b>Research Activity</b> | <b>Practical Task</b> | <b>Speaking Task</b> | <b>Viewing Task</b> | <b>Written Task</b> |

Other (please specify): .....

Reason for application (attach supporting letter or documentation as necessary)

**State sufficient details to support your case for consideration to gain an extension of time.**

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

Parent/Carer Signature: ..... Student Signature: .....

Date: ..... / ..... / ..... Date: ..... / ..... / .....

### Section B

To be completed by the Head Teacher

Head Teacher's Name: ..... Faculty: ..... Course: .....

Comments: .....  
.....  
.....

Head Teacher Signature: ..... Date: ..... / ..... / .....

### Section C

To be completed by the Deputy Principal

Resolution:  **Accepted**  **Rejected**

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

Deputy Principal Signature: ..... Date: ..... / ..... / .....

**Copy to:** Relevant Head Teacher, Student, Parent/Carer, Student File



# Blakehurst High School

## REQUEST TO RESCHEDULE DUE TO SCHOOL BUSINESS (Appendix D)

Principal  
Mrs S. Kapsimalis

X Attach any supporting evidence here with a staple

Name of Activity: .....  
Date: ..... Venue: .....

### Section A

To be completed by the student

Student's Name: ..... Course: ..... Year: .....

Parent's Name: ..... Daytime parent contact number: .....

Name of Assessment Task: .....

Due Date: ..... Class Teacher: .....

Nature of Task: (please circle)

<b>Examination</b>	<b>Performance</b>	<b>Assignment</b>	<b>Field Work</b>	<b>Portfolio</b>
<b>Research Activity</b>	<b>Practical Task</b>	<b>Speaking Task</b>	<b>Viewing Task</b>	<b>Written Task</b>

Other (please specify): .....

Reason for application (attach supporting letter or documentation as necessary)  
.....  
.....  
.....

Parent/Carer Signature: ..... Student Signature: .....  
Date: ..... / ..... / ..... Date: ..... / ..... / .....

### Section B

To be completed by the Head Teacher

Head Teacher's Name: ..... Faculty: ..... Course: .....

Date of rescheduled task: ..... / ..... / .....

Student issued reschedule notification:  Yes  No

Head Teacher Signature: ..... Date: ..... / ..... / .....



# Blakehurst High School

## APPLICATION FOR IN-SCHOOL DISABILITY PROVISIONS *(Appendix E)*

**Principal**  
**Mrs S. Kapsimalis**

Complete and return to the Learning and Support Teacher

Student's Name: ..... Date: ..... / ..... / .....

Nature of Disability: .....

.....

Describe how this disability affects you during exams: .....

.....

.....

Type of provision required:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Separate supervision         | <input type="checkbox"/> Rest breaks                 | <input type="checkbox"/> Personal computer    |
| <input type="checkbox"/> Reader/writer                | <input type="checkbox"/> Special fonts/special paper | <input type="checkbox"/> Toilet breaks        |
| <input type="checkbox"/> Special seating/standing     | <input type="checkbox"/> Diabetic Provisions         | <input type="checkbox"/> Other (please list): |
| <input type="checkbox"/> Medication/healthcare breaks | <input type="checkbox"/> Stand and stretch           | .....   |

Describe how the requested provision/s will help you during exams: .....

.....

.....

Do you have a formal diagnosis for this disability? (documentation)       Yes       No

List your subjects: .....

.....

.....

.....

.....

.....

## GLOSSARY OF KEY TERMS

The NSW Educational Standards Authority (NESA) has published a glossary of words that are often used in examinations. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

Key Term	Definition	Key Term	Definition
<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications	<b>Examine</b>	Inquire into
<b>Apply</b>	Use, utilise, employ in a particular situation	<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Appreciate</b>	Make a judgement about the value of	<b>Extract</b>	Choose relevant and/or appropriate details
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size	<b>Extrapolate</b>	Infer from what is known
<b>Calculate</b>	Ascertain/determine from given facts, figures or information	<b>Identify</b>	Recognise and name
<b>Clarify</b>	Make clear or plain	<b>Interpret</b>	Draw meaning from
<b>Classify</b>	Arrange or include in classes/categories	<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Compare</b>	Show how things are similar or different	<b>Justify</b>	Support an argument or conclusion
<b>Construct</b>	Make; build; put together items or arguments	<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Contrast</b>	Show how things are different or opposite	<b>Predict</b>	Suggest what may happen based on available information
<b>Critically analyse/evaluate</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality	<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Deduce</b>	Draw conclusions	<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Define</b>	State meaning and identify essential qualities	<b>Recommend</b>	Provide reasons in favour
<b>Demonstrate</b>	Show by example	<b>Recount</b>	Retell a series of events
<b>Describe</b>	Provide characteristics and features	<b>Summarise</b>	Express, concisely, the relevant details
<b>Discuss</b>	Identify issues and provide points for and/or against	<b>Synthesise</b>	Putting together various elements to make a whole
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between		



BHS – YEAR 7 2023

PERSONAL ASSESSMENT TASK CALENDAR

Wk			Term 1 2023		Term 2 2023		Term 3 2023		Term 4 2023				
1	M	FEB	30	Staff Dev Day	APR	24	Staff Dev Day	JULY	17	Staff Dev Day	OCT	9	School starts
	T		31	Y7, 11, 12 start		25	Anzac Day		18	School Starts		10	
	W		1	Whole school start		26	School Starts		19			11	
	Th		2			27			20			12	
	F		3			28			21			13	
2	M	FEB	6		MAY	1		JULY	22		OCT	16	
	T		7			2			23			17	
	W		8			3			24			18	
	Th		9			4			25			19	
	F		10			5			26			20	
3	M	FEB	13		MAY	8	Athletics Carnival	AUG	31		OCT	23	
	T		14			9			1			24	
	W		15			10			2			25	
	Th		16			11			3			26	
	F		17			12			4			27	
4	M	FEB	20		MAY	15		AUG	7		OCT	30	
	T		21			16			8			31	
	W		22			17			9			1	
	Th		23			18			10			2	
	F		24			19			11			3	
5	M	MAR	27		MAY	22		AUG	14		NOV	6	
	T		28			23			15			7	
	W		1			24			16			8	
	Th		2			25			17			9	
	F		3			26			18			10	
6	M	MAR	6		JUNE	29		AUG	21		NOV	13	
	T		7			30			22			14	
	W		8			31			23			15	
	Th		19			1			24			16	
	F		10			2			25			17	
7	M	MAR	13	Camp	JUNE	5		AUG	28		NOV	20	
	T		14	Camp		6			39			21	
	W		15	Camp		7			30			22	
	Th		16	NAPLAN WINDOW		8			31			23	
	F		17	NAPLAN WINDOW		9			1			24	
8	M	MAR	20	NAPLAN WINDOW	JUNE	12	King's Birthday	SEPT	4		NOV	27	
	T		21	NAPLAN WINDOW		13			5			28	
	W		22	NAPLAN WINDOW		14			6			29	
	Th		23	NAPLAN WINDOW		15			7			30	
	F		24	NAPLAN WINDOW		16			8			1	
9	M	MAR	27	NAPLAN WINDOW	JUNE	19		SEPT	11		DEC	4	
	T		28			20			12			5	
	W		29			21			13			6	
	Th		30			22			14			7	
	F		31			23			15			8	
10	M	APR	3		JUNE	26		SEPT	18		DEC	11	
	T		4			27			19			12	Presentation Day
	W		5			28			20			13	
	Th		6			29			21			14	
	F		7	Good Friday		30			22			15	
11												18	Last day for students

- NAPLAN WINDOW– NAPLAN DATES ARE YET TO BE CONFIRMED FOR 2023 . STUDENTS WILL BE INFORMED WHEN THESE DATES BECOME AVAILABLE.