

PARKES HIGH SCHOOL



Year 7 ASSESSMENT POLICY

2024

- Safe - Respectful - Responsible -

Parkes High School Mission Statement

At Parkes High School we are dedicated to providing a safe, stimulating and diverse environment where we are passionately committed to providing each student with the opportunities to acquire the skills to become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Parkes High School Stage 4 – Year 7 ASSESSMENT GUIDELINES 2024

INTRODUCTION

This booklet details the assessment requirements for Year 7 students at Parkes High School. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Parkes High School.

LIST OF CONTACTS

Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

Principal	Mrs S Carter
Deputy Principal	Mrs D Slack-Smith
Deputy Principal	Mrs J Wickham
Deputy Principal	Mrs C Coates
Year Advisor	Mr W Murray
School Counsellors	Ms Emily Kelly
Careers Advisor	Mrs J Morrissey

Head Teachers

English	Ms H Back
Mathematics	Mr A Rogers (Acting.)
Science	Mr A Pigram
HSIE	Ms B James (Acting.)
PDHPE	Ms J Welsh & Ms M Kempson (Acting.)
Technical & Applied Studies	Mr C Kopp (Acting.)
Creative & Performing Arts	Mrs R Mills
Special Education	Mrs C Quigg
Wellbeing	Ms J Welsh

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Parkes High School

Stage 4 Assessment Policy 2024

Assessment is the process of identifying, gathering and interpreting information about student achievement. A school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone; and
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Years 7 and 8 and each has a weighting determined by the school in line with advice provided by NESA. Each formal task enables teachers to collect information about the student's achievement in relation to several outcomes, to award marks in accordance with the marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

All teaching and learning activities are important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provide opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

This formal assessment program has been prepared in accordance with each NESA syllabus and incorporates the syllabus components that have been identified in each course specific syllabus document. These provide a framework for structuring the assessment program. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork and projects.

Mandatory curriculum requirements

The mandatory curriculum requirements are listed below. All time allocations are indicative of the time expected for a typical student to achieve the objectives and outcomes of the course

English	Board Developed syllabus to be studied substantially throughout each of Years 7 – 10. 400 hours to be completed by the end of Year 10.
Mathematics	Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10.
Science	Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	Board Developed syllabuses are to be studied substantially throughout each of Years 7-10. 200 hours to be completed by the end of Year 10, including 200 hours each of History and Geography in stages 4 and 5.
Languages Other than English	100 hours to be completed on one Board Developed syllabus of Board Endorsed language course over one continuous 12-month period.
Technological and Applied Studies	Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
Creative Arts	Board Developed 100-hour mandatory courses in each of Visual Arts and Music.
Personal Development, Health and Physical Education	Board Developed syllabus in Personal Development, Health and Physical Education to be studied from Years 7-10, 400 hours in total.

Satisfactory Completion of a Course

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

Students can best meet these requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable; and
- Complete all assessment tasks to maximise their marks.

Awarding Grades

At Parkes High School students will receive a grade on each of their Stage 4 reports. Teachers make professional, on-balance judgements about a student's performance through reference to the Common Grade Scale to determine which grade best matches the standards their students have demonstrated.

Teachers are required to ensure that the grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. To ensure judgements are consistent with state-wide standards, teachers compare their student work with work samples on the NESA website that are aligned to the A to E grade scale. The grade is recorded on the student's school reports.

At Parkes High School the process of determining grades requires Head Teachers and teachers to:

- Devise and administer assessment tasks that address the outcomes of the syllabus;
- Observe and record assessment judgements (marks, comments and grades);
- Use all available assessment information to make a summative judgement of each student's overall level of achievement;
- Refer to syllabus standards and the Common Grade Scale to award a grade that most appropriately describes a student's achievement; and
- Follow a process of moderation to ensure that grades awarded are consistent with published standards.

The course grade is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course and on performance in tasks given in class. Thus, performance over the entire course of study is used to calculate the final grade in each course.

Teachers will interpret the Course Performance Descriptors in terms of achievement that can be demonstrated by Stage 4 students within the bounds of the syllabus. All syllabus outcomes have been taken into account in designing the teaching and learning and assessment programs in each course.

Common Grade Scale

The Common Grade Scale shown below is used to report student achievement in both primary and junior

secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Life Skills

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Letters Concerning Missed Assessment Tasks in Stage 4

Students studying a Stage 4 course 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.

Parents of students who fail to complete or submit an assessment task in Stage 4 will receive a Faculty Warning Letter outlining the outstanding work and the steps required to ensure that relevant Course Outcomes are met. The Head Teacher and Year Advisor will also be informed.

N.B- a zero mark will be awarded for work submitted late without a valid reason.

Fairness

The underlying belief in each of these school requirements is fairness to all candidates within the group. Our policy aligns with NESAs advice on quality assessment practices.

Student Organisation

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work that is submitted.

Assessment Program

The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment tasks that will be set;

- The weighting of each task in relation to the total number of assessment marks for the course; and
- A time or due date for the assessment task.

It is expected that all students will complete all assessment tasks.

Assessment Schedules

- Students will be issued with assessment schedules for all courses;
- Students will be given a minimum of two weeks' written notification of the due date of an assessment task;
- Students may have more than one assessment task due at the same time;
- If an assessment schedule needs to be altered, students will be advised in writing after the following process has been undertaken:

The timing of assessment tasks has been coordinated across subject areas to ensure that students do not have too many assessment tasks scheduled in any given week. This is to ensure that the workload for all students is manageable across the year and to provide every possible opportunity for students to achieve the best results possible.

Adjustments for students with special education needs

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may include:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or writer or specific technology;
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions;
- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal assessment tasks. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.

Providing adjustments does not restrict a student's access to the full range of grades or marks.

Formal Assessment Notification

For each formal assessment task students will be provided with:

- Adequate written notification in advance of the task (minimum, two weeks);
- The format of the notification must be in the agreed school proforma and include:
 - Task number;
 - Task weighting;
 - A due date
 - Outcomes assessed;
 - Description of the nature of the task;
 - Assessment criteria; and
 - Marking guidelines where appropriate

The nature of the task should clearly describe for students the requirements and expectations of the task. The assessment criteria for the task should outline for students what will be assessed in relation to the outcomes.

Faculty Head Teachers are required to validate each task prior to its distribution to students.

Written feedback will be provided to students relating to their performance in the task that provides meaningful and timely manner.

Notice of Due Dates

Students will be given a minimum of two weeks' notice in writing for each Stage 4 Course Assessment Task. Students will have to sign for receipt and submission of tasks on a Task Register kept by the Class Teacher and stored securely.

Students will be given as much notice as possible.

It is the responsibility of students who are absent from class to obtain copies of assessment tasks.

Often teachers will upload a copy of assessment tasks to Google Classroom after they have been issued. There will be no extension of the due dates unless an Appeal for Illness/Misadventure Form is completed and upheld. Schedules contained in this booklet indicate the week in which assessment tasks are due.

It is common for students to be given assessment tasks well in advance of the due date. Students are strongly advised to plan their work schedule carefully and to start work on assessment tasks as they are handed out. This planning will alleviate pressure when more than one assessment task is due in the same week.

How to submit Assessment Tasks

All tasks not done in class or during examinations must be handed to the teacher concerned, or the Head Teacher in the case of the teacher's absence. A Submission of Task Register must be signed by the teacher and student.

Do not leave a task on a teacher's desk. Always sign your task in.

Penalty for Late Work

Students are expected to submit assessment tasks by the due date.

In fairness to students who hand in assessment tasks on time, students who fail to complete or submit an assessment task prior to 3.20 on or before the due date will automatically receive a mark of **ZERO**.

Students must still submit the task however to achieve course outcomes.

What to do if you know you will be absent when an assessment task is due

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement) **they must notify the Head Teacher immediately**. The student will be required to arrange to submit the work on the due date or submit it early.

If students know they will be absent from school on the date a test or examination will be held they must make arrangements with the relevant Head Teacher **before** the examination date to do the test/examination at an alternate time.

Students who fail to complete the task on or before the due date and do not make arrangements for its completion on a specified date **MUST** complete and **Illness and Misadventure form**.

Attendance on the Day a Task is Due

Students must be at school and attend all timetabled classes on the day an assessment task is due or to be conducted otherwise a zero mark will be awarded.

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school, or why they could not attend all lessons on time. Students who appeal on the grounds of illness must provide a medical certificate.

If proof of illness or leave is not approved, then the student will be awarded a **zero** mark for the task.

A student who suffers an illness/misadventure on the day of an assessment task may submit an **Illness and Misadventure Application** for consideration.

Illness/Misadventure

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (eg influenza, an asthma attack, a cut hand);

Misadventure – refers to any event beyond the student's control which allegedly has affected their performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If a student is unable to complete the task on or by the due date they may apply for consideration under the illness/misadventure provisions. **It is the student's responsibility to initiate this procedure and supply the relevant supporting documentation to the Head Teacher either prior to the task or on the first day they return to school.**

In the event of illness of unavoidable circumstances and misadventures that prevent a student from attending an assessment task or exam, the student must provide the Principal with a copy of a doctor's certificate or a statutory declaration and a completed copy of the Illness/Misadventure form (a copy is included in this booklet). Only where the Principal considers that the student has a valid reason, may the Principal grant an extension of time or award a mark based on a substitute task. Only one opportunity to complete a substitute task can be arranged.

In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is impossible to duplicate), the Principal can authorise the use of an estimate based on other appropriate evidence. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. Should a task be submitted late, without first gaining an extension from the Principal, then a mark of **zero** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time.

Valid Reason

- Illness of the student, death or serious illness or family problem in the immediate family are valid reasons if supported by documentation (a copy of a doctor's certificate or statutory declaration).
- Attendance at a school approved excursion or sporting visit, may also be a valid reason if the excursion is for a period greater than two days.
- **It is the student's responsibility to notify the teacher prior to the absence and complete an Appeal for Illness/Misadventure Form.** The Principal may grant an extension to the due date but will consider the impact of the absence on the student's chance to complete the task.

It is the student's responsibility to initiate any Appeal for Illness or Misadventure and this must be done immediately on their return to school.

Technology and Assessment Tasks

Most students now use some form of technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable

steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- Continually back up all work onto an external portable storage device (USB drive) or a Cloud storage (such as Google Docs)
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school;
 - Check the compatibility of your home software with the school's technology
 - Sound files should be saved as an MP3, and Video/Digital Media should be saved as MP4 files
 - Save a copy of the final version of your task to your email address that can be accessed at school, as well as bringing it to school on a USB

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers/printers. If you are unable to print your work at home, download the task onto a USB drive and bring it to school for printing (this must be completed before the submission time).

Malpractice

All work presented in assessment tasks and examinations must be your own or sources must be acknowledged through appropriate referencing.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice, including plagiarism, could lead to a mark of zero. Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- 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 or using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date; or
- Assisting another student to engage in malpractice

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

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

When malpractice has been proven in a school-based assessment task the case will be reviewed by a panel consisting of a member of the senior executive, a head teacher and a classroom teacher. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Proven malpractice will limit a student's mark or result in a zero mark being given. Proven malpractice must be detailed in SENTRAL and parental contact made.

One or more of the following consequences may be applied to proven malpractice:

- Reduced marks for all or part of the assessment task;
- Zero marks for all or part of the assessment task;
- A Faculty Letter of Concern issued; or
- The student may be required to sit a substitute task with significantly different supervision.

The penalty applied will be appropriate to the seriousness of the offence.

Non-Completion of a Task

Students are expected to complete all assessment tasks set. Where the teacher determines that there is no valid reason for non-completion of an assessment task, including truancy from class or school, a zero mark will be recorded for that task. A student must complete and submit a task even if it is to receive a zero mark.

Zero Marks Awarded

A student will be given a zero mark if the student:

- Has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- Is absent from a task without a valid reason; or
- Has been involved in extensive malpractice.

Notification to Parents

Breaches of the policy on malpractice, non-serious attempts and non-completion of tasks will result in parents being informed in writing.

Appeals

Students have the right to appeal if they feel that correct process has not been followed. Appeal forms must be lodged within one calendar week of the return of the task.

An appeal cannot be made against the grade/ marks awarded for an assessment task. Appeals can only be made against a perceived fault in the process of applying the assessment task.

Enquiries

Students should direct any enquiries about assessment marks or tasks directly to their class teacher.

Concerns or complaints about any issue not resolved following discussion with the class teacher and/or the Head Teacher may be referred by either the parents or the student to the Principal or Deputy Principal. The school asks parents and students to submit significant complaints in writing. The school is committed to act on and resolve complaints to the satisfaction of all parties.

Procedures for providing assessment marks and grades for students who transfer into the school after the commencement of Stage 4 courses.

Students who enrol at Parkes High School during Stage 4 will have an assessment mark and grade awarded that is informed at by the performance of the student in all formal assessment tasks and classwork completed with their new course cohort. It will always be the first preference of PHS that students complete common assessment tasks with their cohort. If it is determined by the Head Teacher of a faculty that this is NOT possible then a student's final mark may be achieved by:

- Providing the student with an alternative task that measures the same outcomes;
- Providing an estimated mark for a missed task that maintains the student's overall rank order and relative difference between them and the student below and above them in the course.

Examination and Assessment Task Rules and Procedures

In many subjects' examinations form part of the assessment program.

Students must follow the day-to-day rules of the school including no talking during exams or assessment tasks, no communication with other students once they enter the Hall or room, remaining in their allocated seat and not disturbing other students.

Students must follow the supervising teacher's instructions at all times and must behave in a polite and courteous manner towards the staff and other students.

You must not:

- Communicate in any way with other students once in an exam venue.
- Remain in your allocated seat for the entirety of the exam.
- Disturb other students during the exam.
- Take a mobile phone into the examination or assessment room;
- Take any electronic device into the examination room unless approved by the school;
- Attend an examination or assessment task under the influence of alcohol or illegal drugs;
- Take into the examination or assessment task room any books, notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable or on the assessment task;
- Smoke/vape in the examination room or assessment task;
- Eat in the examination room or assessment task except as approved by the presiding officer;
- Take any examination booklets, whether used or not, from the examination room.

Procedures for reviewing the policy

The policy is reviewed annually to ensure:

- The continued implementation of procedures which satisfy the requirements of the Record of School Achievement;
- It meets NESA requirements

The review includes:

- Assessment policy
- Assessment schedules

2024 Term 1 Parkes High School Calendar

Week	Date	Assessment Tasks this week
1A	29 January 2024	
2B	5 February 2024	
3A	12 February 2024	
4B	19 February 2024	
5A	26 February 2024	
6B	4 March 2024	PDHPE
7A	11 March 2024	Mathematics Languages
8B	18 March 2024	History Music Visual Arts
9A	25 March 2024	English
10B	1 April 2024	Science
11B	8 April 2024	Technology Mandatory

2024 Term 2 Parkes High School Calendar

Week	Date	Assessment Tasks this week
1A	29 April 2024	
2B	6 May 2024	History (Exam)
3A	13 May 2024	
4B	20 May 2024	Music Visual Arts
5A	27 May 2024	Languages
6B	3 June 2024	PDHPE
7A	10 June 2024	
8B	17 June 2024	Science
9A	24 June 2024	English Mathematics Technology Mandatory
10B	1 July 2024	

2024 Term 3 Parkes High School Calendar

Week	Date	Assessment Tasks this week
1A	22 July 2024	
2B	29 July 2024	
3A	5 August 2024	
4B	12 August 2024	
5A	19 August 2024	
6B	26 August 2024	Geography
7A	2 September 2024	Mathematics Language
8B	9 September 2024	Science Music PDHPE Visual Arts
9A	16 September 2024	English Technology Mandatory
10B	23 September 2024	

2024 Term 4 Parkes High School Calendar

Week	Date	Assessment Tasks this week
1A	14 October 2024	
2B	21 October 2024	
3A	28 October 2024	Mathematics
4B	4 November 2024	English (Exam) Science (Exam) Geography (Exam) Music PDHPE (Exam) Visual Arts
5A	11 November 2024	Languages Technology Mandatory
6B	18 November 2024	
7A	25 November 2024	
8B	2 December 2024	
9A	9 December 2024	
10B	16 December 2024	



Parkes High School Illness/Misadventure Form for school based Assessments, including Examinations

Name: _____ Date: _____

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Principal).*

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examinations/assessment tasks in which you were not affected by illness or misadventure

<input type="checkbox"/> Stage 4	<input type="checkbox"/> RoSA	<input type="checkbox"/> Preliminary	<input type="checkbox"/> HSC
Assessment Task:		Teacher:	
Scheduled Date:			
Outline of Reason/s for misadventure/illness:			
Request and date for proposed completion (if applicable)			
Extension with Penalty <input type="checkbox"/>		Extension without Penalty <input type="checkbox"/>	

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied: Yes/No
- Statutory Declaration by parent/guardian supplied: Yes/No

Statutory Declaration must include date of illness/incident, nature of incident (eg death of family member, car accident, etc); all relevant details of the incident; and contact details of parent/guardian.

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Recommendation and Decision	
<input type="checkbox"/> Extension granted – new date _____ <input type="checkbox"/> Penalty applied <input type="checkbox"/> No penalty	
Signatures: _____ <div style="display: flex; justify-content: space-around; width: 100%;"> <i>Head Teacher</i> <i>Class Teacher</i> </div>	
Principal's Signature: _____	
Head Teacher Informs student of Decision Date _____ Signatures: _____ <div style="display: flex; justify-content: space-around; width: 100%;"> <i>Head Teacher</i> <i>Student</i> </div>	
<input type="checkbox"/> Photocopy given to student	



Parkes High School

Assessment Mark/Grade Appeal Form

Name: _____ Date: _____

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Deputy Principal before you complete this form. If the Principal deems there are grounds for appeal then this form will be forwarded to the Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: _____

Task Number: _____ Task Description: _____

Details of your appeal:

Supporting documentation (list the documents that you are attaching to this appeal).

Office Use Only

Outcome of Appeal

Declined / Upheld

Reasons:

Name: _____ Signed: _____

Date: _____

SUBJECT OUTLINES

English

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Imaginative Response	Paragraph Response	Analytical Response	In-Class Examination
		DUE: Term 1, Week 10	DUE: Term 2, Weeks 8	DUE: Term 3, Week 10	DUE: Term 4, Week 5
Outcomes:		EN4-RVL-01 EN4-URA-01 EN4-ECA-01	EN4-RVL-01 EN4-URB-01 EN4-ECA-01	EN4-RVL-01 EN4-URB-01 EN4-ECB-01	EN4-RVL-01 EN4-URC-01 EN4-ECB-01
The Voices of Australia	25%	25%			
Imagery and Imagination	25%		25%		
Making Connections	25%			25%	
Moving Stories	25%				25%
Total	100%	25%	25%	25%	25%

- Outcomes:**
- EN4-RVL-01: Reading, viewing and listening to texts:** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.
- EN4-URA-01: Understanding and responding to texts A:** analyses how meaning is created through the use of and response to language forms, features and structures.
- EN4-URB-01: Understanding and responding to texts B:** examines and explains how texts represent ideas, experiences and values.
- EN4-URC-01: Understanding and responding to texts C:** identifies and explains ways of valuing texts and the connections between them.
- EN4-ECA-01: Expressing ideas and composing texts A:** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
- EN4-ECB-01: Expressing ideas and composing texts B:** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

Mathematics

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills Assessment	Skills Assessment	Investigation	Skills Assessment
		DUE: Term 1, Week 7	DUE: Term 2, Week 9	DUE: Term 3, Week 7	DUE: Term 4, Week 3
Outcomes		MA4-INT-C-01, MA4-IND-C-01 & MAO-WM-01	MA4-ALG-C-01, MA4-EQU-C-01, MA4-LIN-C-01 & MAO-WM-01	MA4-FRC-C-01, MA4-DAT-C-01, MA4-DAT-C-02 & MAO-WM-01	MA4-GEO-C-01 & MAO-WM-01
Mathematical Knowledge	50%	15%	15%	5%	15%
Working Mathematically	50%	10%	10%	20%	10%
Total	100%	25%	25%	25%	25%

Outcomes:

- MAO-WM-01** Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
- MA4-INT-C-01** Compares, orders and calculates with integers to solve problems.
- MA4-IND-C-01** Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
- MA4-ALG-C-01** Generalises number properties to operate with algebraic expressions including expansion and factorisation.
- MA4-EQU-C-01** Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$.
- MA4-LIN-C-01** Creates and displays number patterns and finds graphical solutions to problems involving linear relationships.
- MA4-FRC-C-01** Represents and operates with fractions, decimals and percentages to solve problems.
- MA4-DAT-C-01** Classifies and displays data using a variety of graphical representations.
- MA4-DAT-C-02** Analyses simple datasets using measures of centre, range and shape of the data.
- MA4-GEO-C-01** Identifies and applies the properties of triangles and quadrilaterals to solve problems.

Science

Areas for Assessment	Weighting%	Task 1	Task 2	Task 3	Task 4
		Practical Task Boiling Point Determination	Sports Equipment Research Report	Science in CAPA Practical Report	Yearly Exam
		Term 1, Week 10	Term 2, Week 6	Term 3, Week 8	Term 4 Week 3
Outcomes		SC4-6WS, SC4-7WS, SC4-8WS	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS SC4-9WS, SC4-14LW	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS, SC4-14LW	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS SC4-8WS, SC4-9WS, SC4-17CW
Knowing and Understanding	30	10	10	5	5
Questioning and Predicting	15	5		5	5
Planning and Conducting Investigations	15			10	5
Processing and Analysing Data and Information	20	5	5	5	5
Communicating	20	5	5	5	5
% Total:	100	25	20	30	25

Outcomes

SC4-4WS: identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC4-5WS: collaboratively and individually produces a plan to investigate questions and problems

SC4-6WS: follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS: processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS: selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS: presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-14LW: relates the structure and function of living things to their classification, survival and reproduction

SC4-17CW: explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

HSIE – History and Geography

Areas for Assessment	Weighting	SEMESTER 1- History		SEMESTER 2- Geography	
		Task 1 Ancient Past Investigation	Task 2 Semester One Examination	Task 3 Landscapes and Landforms Investigation	Task 4 Semester Two Examination
		Due: Week 8 Term 1	Due: Week 4 Term 2	Due: Week 6 Term 3	Due: Week 4 Term 4
Outcomes		HT4-5, HT4-6, HT4-8, HT4-9, HT4-10	HT4-1, HT4-2, HT4-3, HT4-4, HT4-9, HT4-10	GE4-1, GE4-2, GE4-5, GE4-7, GE4-8	GE4-3, GE4-4, GE4-6, GE4-8
Knowledge and Understanding of Course content	40%	10%	10%	10%	10%
Source Interpretation and Analysis/ Skills	20%	5%	5%	5%	5%
Inquiry and Research	20%	5%	5%	5%	5%
Communication of Ideas	20%	5%	5%	5%	5%
TOTAL	100%	25%	25%	25%	25%

History Outcomes

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4-2 describes major periods of historical time and sequences events, people and societies from the past

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4-4 describes and explains the causes and effects of events and developments of past societies over time

HT4-5 identifies the meaning, purpose and context of historical sources

HT4-6 uses evidence from sources to support historical narratives and explanations

HT4-8 locates, selects and organises information from sources to develop an historical inquiry

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Geography Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments

GE4-2 describes processes and influences that form and transform places and environments

GE4-3 explains how interactions and connections between people, places and environments result in change

GE4-4 examines perspectives of people and organisations on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability

GE4-6 explains differences in human wellbeing

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

Languages – German/French

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		This is me!	People important to me!	Sports and leisure	Food and Drink
		DUE: Term1, Week 7	DUE: Term 2, Week 5	DUE: Term 3, Week 7	DUE: Term 4, Week 5
Outcomes		ML4-INT-01	ML4-CRT-01	ML4-UND-01	ML4-CRT-01
Interacting		25%			
Understanding texts				25%	
Creating texts			25%		25%
Total	100%	25%	25%	25%	25%

Outcomes

ML4-INT-01: exchanges information and opinions in a range of familiar contexts by using culturally appropriate language

ML4-UND-01: interprets and responds to information, opinions and ideas in texts to demonstrate understanding

ML4-CRT-01: creates a range of texts for familiar communicative purposes by using culturally appropriate language

Music

Component	Year 7 Task 1		Year 7 Task 2	
	Composition Task		Performance Task	
	Term 1 or 3 Week 8		Term 2 or 4 Week 4	
Outcome	4.4, 4.5, 4.6, 4.10		4.1, 4.2, 4.3	
Aural	30%	<i>Assessed in Year 8 2025</i>		<i>Assessed in Year 8 2025</i>
Composition	30%	30%		
Performance	40%			20%
%Total	100%	30%		20%

Outcomes

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

Visual Arts

Component	Weighting %	Year 7 Task 1	Year 7 Task 2
		Practical Portfolio #1 with theory component	Practical Portfolio #2 with theory component
		Term 1 or Term 3 Week 8	Term 2 or Term 4 Week 4
Outcomes		4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10
Art Making	70%	35%	35%
Critical & Historical	30%	10%	20%
%Total	100%	45%	55%

Outcomes:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

PDHPE

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Practical Assessment	Creative Dance	Respectful Relationships	Nutrition	Yearly Examination
		Ongoing- Term 1 to Term 4 Due: Term 4 Week 6	Due: Term 1, Week 6	Due: Term 2, Week 6	Due: Term 3, Week 8	Due: Term 4, Week 4
	Outcomes	PD4-4, PD4-5, PD4-8, PD4-10 PD4-11	PD4-4, PD4-10, PD4-11	PD4-2, PD4-3, PD4-9	PD4-6, PD4-7	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-9
Health, Wellbeing and Relationships	25%			10%		15%
Healthy, Safe and Active Lifestyles	25%				10%	15%
Movement Skill and Performance	50%	40%	10%			
Total	100%	40%	10%	10%	10%	30%

Outcomes:

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4 -2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Technology (Mandatory)

The outcomes assessed in each task will be determined by the context being undertaken – students are advised to refer to their assessment task handouts carefully. Students will complete all assessment tasks across Years 7 and 8 depending on their class grouping.

Students will be assessed through a variety of practical experiences and folio tasks.

Task 1	Task 2	Task 3	Task 4
Semester 1 rotation		Semester 2 rotation	
DUE: Term 1 Week 11	DUE: Term 2, Week 9	DUE: Term 3, Week 9	DUE: Term 4, Week 5
25%	25%	25%	25%

Class	Term 1	Term 2	Term 3	Term 4
7TEM1	Materials-Timber TE4-1DP TE4-2DP TE4-3DP TE4-9MA	Materials-Metal TE4-1DP TE4-2DP TE4-3D TE4-9MA	Digital Technology TE4-1DP TE4-2DP TE4-4DP TE4-7DI	Engineering TE4-8EN TE4-1DP TE4-2DP TE4-3DP
7TEM2	Digital Technology TE4-1DP TE4-2DP TE4-4DP TE4-7DI	Engineering TE4-8EN TE4-1DP TE4-2DP TE4-3DP	Materials-Timber TE4-1DP TE4-2DP TE4-3DP TE4-9MA	Materials-Metal TE4-1DP TE4-2DP TE4-3D TE4-9MA
7TEM3	Agriculture TE4-1DP TE4-2DP TE4-3DP TE4-5AG	Agriculture-Digital Technology TE4-10TS TE4-1DP TE4-2DP	Food Technology TE4-1DP TE4-2DP TE4-3DP TE4-6FO	Food Technology- Digital Technology TE4- 1DP TE4-2DP TE4-4DP
7TEM4	Food Technology TE4-1DP TE4-2DP TE4-3DP TE4-6FO	Food Technology- Digital Technology TE4- 1DP TE4-2DP TE4-4DP	Agriculture TE4-1DP TE4-2DP TE4-3DP TE4-5AG	Agriculture-Digital Technology TE4-10TS TE4-1DP TE4-2DP