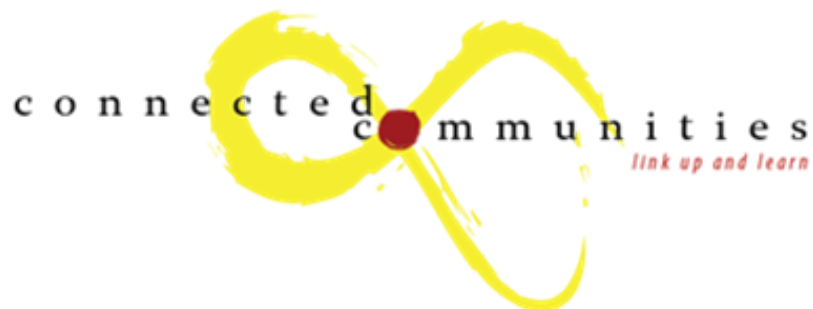




# NAROOMA HIGH SCHOOL

## 2025 Year 7 Assessment Processes and Schedules Guide



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## Welcome to Year 7 2025

This assessment handbook outlines the Narooma High School assessment processes

It aims to help senior students by:

- assisting in understanding assessment requirements
- explaining the processes around assessment and how marks are determined
- assisting with information about how to prepare, plan and organise their time so they meet assessment expectations
- explaining the process for requesting illness and misadventure and/or appealing a result
- informing about certain rules they must follow and requirements they must meet
- listing in a simple and standard fashion the assessment tasks in each course, while showing the outcomes, components and weightings for each task.

This booklet should be read in conjunction with NESA assessment policies available online at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

It is the responsibility of students to read and ensure they understand the contents of this booklet and to share this booklet with parents and carers.

### Staff Contacts

Executive Principal	Tracy Scobie
Deputy Principal	Fiona Saunders Joe Harper
Year Advisor	Kylie Maher
Head Teacher SRT	Matthew Hayes
Learning and Support	Donna Grace

Narooma High School – ph: 4476 4377

Assessment tasks are subject to change from year to year.

While the information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task that is handed out by their class teacher.

## Assessment

School-based assessment allows teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the duration of a course and is a vital component of learning.

Another very important role of assessment is to assist student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do to improve their level of achievement.

Students will complete school-based assessments and in class tasks. Assessment tasks take a variety of forms to accurately measure a student's knowledge and skills. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.

In all subjects these may involve some of the following:

- examinations,
- written, practical, oral and/or aural tests,
- class and/or home assignments including essays and practical tasks,
- individual and team projects of varying degrees of length and complexity,
- oral presentations, or fieldwork.

## **Responsibilities**

### Responsibilities of the school

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESAs, incorporating mandatory assessment components and weightings for that course
- The assessment processes and a student sign off acknowledgement
- Written notification provided to students at fourteen (14) calendar days in advance of the scheduled assessment task

At the completion of each task, students will receive:

- A mark for that task
- Their rank for that task
- The marking criteria and
- Feedback concerning areas for further improvement

In exceptional circumstances, some tasks may be rescheduled or substituted during the year. In such cases, head teachers or class teachers will inform students of the new arrangements and provide an additional sign off.

Where a completed task has been declared void, a new task will be set, and the same requirement of fourteen days notification will be upheld.

## The responsibilities of the student

To successfully meet assessment requirements, students must:

- Complete each course in which you are enrolled
- Be aware of the assessment schedule and contact your teacher if you do not have the necessary information
- Attend all classes and ensure that missed course work is completed. As a guide, student attendance falling below 95% is considered by the Department to place a student at educational risk.
- The principal may then determine that, because of absence, the course completion criteria may not be met. Students need to be aware that learning experiences are delivered in class and high absenteeism leads to gaps in this learning.
- Complete all set course work and learning tasks (not just assessment tasks) to achieve course outcomes even when absent from class
- Make a serious attempt at all tasks which are set out in the assessment schedule for each course
- Complete all tasks by 4:00pm on the due date unless otherwise specified in the task notification
- Present work that is your own, in the specified form. All assessment tasks and examinations must be your own work or must be acknowledged appropriately. A student who is found guilty of malpractice will be given a zero mark for any part of the task that is not their own work the task.
- Only use approved AI in the completion of tasks. Unapproved use of AI is a breach of academic integrity
- Communicate with teachers regarding any changes in circumstances that may impact on your performance
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should communicate with the head teacher of the relevant faculty. An "Illness and Misadventure Application" **must** be completed and returned to the Deputy Principal, who will then determine the case. Supporting documentation must be provided in writing, such as a medical certificate for illness, or a satisfactory explanation in the case of misadventure, explaining the inability to do the task. An "Illness and Misadventure Application" has been included in this document or is available from the deputy principal
- Sit examinations during their scheduled times and follow the rules of conduct for examinations. No exemptions will be given. If a student fails to sit an examination, the illness and misadventure process must be followed
- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Anticipate for known educational or personal activities that may clash with due dates (eg. representative sport, specialist appointments). Students should use the "Appeal for Change of Due Date" form, or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. An alternative date or task cannot be negotiated during examination periods. Failure to negotiate a change of date in advance will result in a zero mark
- Attend the full school day when an assessment task is due
- Complete tasks immediately on return to the course specific class after an absence. In cases where tasks may be assessed over several days (for example, speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day they return to school.

## The responsibilities of the teacher

It is the responsibility of the teacher to:

- Develop an assessment schedule
- Allocate weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task
- Notify students in writing of the course assessment requirements
- Notify students in writing at least 14 calendar days prior to each task with detailed information (task notifications) about each assessment. This notification will include:
  - The date the task is due
  - A description of the task
  - The weighting of the task
  - The outcomes being assessed, and
  - The criteria on which the task will be marked.
- Ensure that any changes to assessment tasks, including due dates, are communicated to students in writing by providing an updated task notification, and an amended Assessment Schedule.
- Arrange for the completion of assessment tasks in accordance with the adjustments and accommodations agreed upon in a student's current Individual Learning Plan
- Ensure that assessment tasks are returned with appropriate feedback within fourteen calendar days of submission to students with a mark / grade, rank and feedback to assist improvement in student performance. This feedback may include:
  - The student's achievement in relation to the outcomes
  - A mark or grade
  - Appropriate and specific feedback about the student's performance in the task
  - Comment in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course
- Refer illness & misadventure, appeals and variations to their faculty head teacher, Deputy Principal and/or Executive Principal for determination, under exceptional circumstances
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing.

### **What happens if a student does not fulfil their responsibilities?**

If a student fails to fulfil their responsibilities, they may receive:

- A zero mark for work that is not their own
- A zero mark for work not submitted by the due date
- A zero mark for a non-serious attempt
- A zero mark for work not granted consideration due to illness/misadventure

### **Non-serious attempts**

- Non-serious attempts include:  
Failure to submit an assessment task  
Submitting a non-attempt or foolish assessment task  
Failure to attempt all sections of an exam or assessment task  
Failure to submit, on request, evidence of weekly work completed.

## **Issues with assessment completion**

**All issues must be dealt with using the appropriate form provided in the appendix.**

The form must be completed and provided to the class teacher and head teacher of the faculty concerned. The forwarding of documents MUST occur on the day the student returns to school.

The Deputy Principal and head teacher of the faculty will review your application and the supporting documentation before deciding to uphold or decline each component of your application. An Illness/Misadventure application will be reviewed, including the medical or misadventure evidence. Each incident is treated independently, which is why it is important to have some evidence. The head teacher is responsible for monitoring these issues with assessments and if a pattern is detected, then referral to the Deputy Principal and/or executive Principal may be required for further action.

### Late submission of assessment tasks

Students who are absent from an assessment task or fail to submit an assessment task on the required date or time of day specified will incur no penalty if they have an acceptable reason and submit an illness/misadventure form, along with appropriate documentation, upon their return to school.

In the case of illness, the Illness/Misadventure form found in the appendix is to be completed by a health practitioner where possible, outlining why the student was unable to attend school.

The school must also be contacted to confirm the absence on the day. An acceptable reason includes significant illness, accident or misadventure and must be supported by relevant documentation.

For assessment tasks to be completed wholly, or partly at home, medical certificates or illness/misadventure forms covering only the final days prior to submission will not grant approval of an extension.

If there is no valid reason for failing to complete an assessment task, a zero mark will be recorded for that task.

If tasks are completed or submitted after the due date without an acceptable reason, the task will be graded and used to determine achievement of outcomes. Students must complete all tasks to meet course outcomes.

## **Suspected Malpractice**

The investigation of suspected malpractice will be managed by a panel which includes two Deputy Principals and a head teacher from another faculty.

Malpractice is any activity that allows students to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Serious and deliberate acts of malpractice amount to corrupt conduct. This includes:

### Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  - a. making up journal entries for a project, and/or
  - b. submitting falsified or altered documents, and/or
  - c. referencing incorrect or non-existent sources, and/or
  - d. contriving false explanations to explain work not handed in by the due date.

### Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
  - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
  - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
  - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

### Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students, and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

### Breach of assessment conditions

1. All students undertaking an exam or test must comply with assessment conditions.
2. When assembling for, undertaking, and leaving the exam or test session, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
3. A breach of assessment conditions includes any breach of:
  - a. Exam rules and procedures, and
  - b. Minimum standard test rules and procedures.
4. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.



In the case of suspected plagiarism and the use of AI specifically, the class teacher will be asked to provide evidence that all unacknowledged work is entirely the student's 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 journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- the student answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If malpractice is concluded to have occurred, the following consequences will apply:

- zero mark for part or all the task;
- a warning letter sent to the student.

### Malpractice flowchart

<b>1</b>	Class teacher identifies possible malpractice, informs head teacher and makes a Sentral entry (confidential)
<b>2</b>	Class teacher and head teacher meet with student to discuss the appeals process and their options
<b>3</b>	Deputy Principal forms panel consisting of two deputy principals and a head teacher from another faculty
<b>4</b>	The panel interviews: - the student - the class teacher
<b>5</b>	DP convening the Assessment Review Panel meets with the student and informs them of the outcome of the investigation and communicates with parent/carer
<b>6</b>	If malpractice is found – N Warning is issued and possible entry into NESA malpractice register
<b>7</b>	Student informed they can appeal the decision with the Executive Principal
<b>8</b>	Executive Principal's final decision stands.

### Technology problems

Computer, internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- online evidence of the work in progress in google classroom by the class teacher
- a draft printout of the task
- a handwritten draft version of the task
- an electronic copy of the task given to the teacher, in the case of a printer malfunction.

Students should regularly show their teacher drafts of their work as it progresses so that teachers can verify they have sighted this and seen the work in progress.

Furthermore, students must be able to supply independent evidence of technology problems (for example, a letter from a computer repairer).

A zero mark will be awarded if a student is unable to show evidence of the task in draft form or the teacher has not seen the task in development at all. It is recommended that students keep a back-up copy of tasks in progress.

### **New enrolments**

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a ranking based on these tasks provided that the head teacher concludes that the number of tasks done is sufficient to make the ranking valid, that is, the combined weighting of the tasks is greater than 50% of the total assessment mark. If this is not the case, then alternative arrangements will be made.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.

### **Excursions and school events**

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit the assessment task or submit a hand in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling their assessment obligations on the given date unless alternative arrangements have been pre-arranged.

### **School based assessment task appeals procedure**

If a student:

- has concerns with the result of an assessment task, they must appeal within 48 hours of a task being returned
- has concerns that correct processes were not followed they must appeal within 48 hours of a task being issued or submitted

The appeal should be made verbally to the class teacher initially and then in writing to the head teacher if the outcome is unsatisfactory. The Deputy Principal will convene a panel consisting of a head teacher from another faculty, and another Deputy Principal to investigate and determine the appropriate course of action which may include an alternative task, an adjustment of marks, or other appropriate means of addressing the issue. The appeal over marks allocated must be resolved within two weeks of the task being returned.

### **Students Requiring Additional Support**

Students who become ill during an examination period may be eligible to make an Illness and Misadventure Application rather than a disability provisions application.

## Formatting a Bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used. For the purpose of this task, bibliographical references need to be cited in an alphabetical list at the end of the work.

### Web site

Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].

Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

E-mail references

Langford, L (1998). Information Literacy (online). Available at: [emailllangford@csu.edu.au](mailto:emailllangford@csu.edu.au)

### Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at <http://www.arthes.com:1030/Oct.23> 1996

### Books

Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

### Books (edited)

Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.

Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

### Reference Books

*Title of book*. (Year). Place of publication: Publisher.

*The Cambridge Encyclopaedia of Human Evolution*. (1992). Cambridge: Cambridge Uni. Press.

### Journal Articles

Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.

Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

### Newspaper articles

Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.

Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

### Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.

Archer, N. Telephone interview. 11 October, 1999.

## **Videos**

Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].

Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

## **Annotated Bibliography**

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.

## **NAROOMA HIGH SCHOOL – YEAR 7 FAQs**

### **1. What is the purpose of this booklet?**

To provide information about:

- School assessment of your progress in Year 7
- Your rights and responsibilities under this system

### **2. What is an assessment mark?**

- An assessment mark represents your achievement of outcomes listed in the syllabus for each course studied.

### **3. What is the purpose of assessment marks?**

- To allow a wide range of subject skills and knowledge to be assessed in meeting outcomes.
- To measure skills that are not easily measured by a written examination.

### **4. Are non-assessable tasks important?**

- Yes! You must satisfy all the requirements of a syllabus – this includes all in-class and homework tasks set by your teachers, which is evidence of meeting outcomes.
- Failure to complete non-assessable tasks may mean that the requirements for completing a course are not satisfied.

### **5. How will assessment marks be compiled?**

- Each Faculty, using NESAs guidelines, has developed procedures for compiling an assessment mark by the end of each course.
- Assessment schedules for each subject specify the nature of each task, the outcomes to be assessed, weighting in the final assessment for that course and the timing of each task.
- The assessment schedule for each subject is included in this booklet.

### **6. When will assessment take place?**

- Assessment will take place throughout the entire year.

### **7. How will I be notified of impending assessment tasks?**

- You will receive notice of every assessment task typically two weeks before the due date, depending on the nature of the task.
- Notice will be given in a standardised format across all subjects. It will include information regarding task number, task weight, format, due date and time, assessment criteria, marking scheme and clearly outlined expectations.
- If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school. They will then issue you with the task, which you will be expected to complete by the original due date.

### **8. How will results be reported back to students?**

- Meaningful feedback will be given on the outcomes being assessed.

### **9. When should an assessment task be submitted?**

- Take-home tasks must be submitted on or before the due time and date stated on the assessment notification.
- In-class tasks must be completed at the time and date stated on the assessment notification.
- Students must attend all timetabled classes and will not be granted leave of absence to prepare for other assessment tasks in these times.

#### **10. What do I do if I know I am going to be absent for an assessment task?**

- Ideally, submit the task before it is due. Otherwise, see the teacher who issued the task to negotiate alternative arrangements well before the due date.
- You must complete an *Illness/Misadventure/Absence Form* to explain why you will be absent and you may be asked to produce evidence of the progress you have made on the set task.

#### **11. What is an *Illness/Misadventure/Absence Form* and where do I get one?**

- This is a form that must be completed whenever student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness and unavoidable lateness or absence. Supporting documentation, such as a doctor's certificate, should be attached to the form.
- The forms are available from your class teacher, subject Head Teacher or Year Adviser.

#### **12. What happens if my assessment task is late?**

- If you submit a task late a zero mark will be awarded.
- You will still be required to complete the task so that you satisfy mandatory Stage 4 course requirements. By completing the task, you will still receive valuable feedback.
- Students using computers to prepare and present an assessment task must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems. Save your work regularly and always keep a backup!
- If there are extenuating circumstances you should submit an *Illness/Misadventure/Absence Form* and attach supporting documentation, such as a doctor's certificate.

#### **13. What happens if a student is on suspension at the time a task is due?**

- The student must make arrangements to submit the task by the due date.
- If the task occurs in class, then the parent/carer of the student will need to seek permission from the Deputy Principal or Principal for the student to attend school to sit the task. Where a student is not permitted to attend school, the Deputy Principal or the Principal will ensure alternate arrangements are made for completion of the task.

#### **14. What if I am absent on the day an assessment task is scheduled?**

- You must contact the school and explain the reason for your absence to your teacher or the Head Teacher of the relevant faculty.
- On the day you return to school, report to the Head Teacher of the subject concerned and submit an *Illness/Misadventure/Absence Form*.
- Supporting evidence (such as a medical certificate) should be attached and the form returned to the Head Teacher.
- The Head Teacher will consider the application and a decision issued promptly to the student and to the class teacher.
- The *Illness/Misadventure/Absence Form* will be referred on for the Deputy Principal's signature and then filed in your student record.
- The original or an alternate assessment task may be issued for you to complete or an estimated result may be given at the discretion of the subject Head Teacher.

#### **15. What about assessment work that is not handed in?**

- If you fail to complete an assessment task and have not been granted special consideration, a zero will be recorded for it.
- Parents will be contacted regarding your progress in the course.

**16. What happens in the case where a teacher is concerned about cheating or malpractice in an assessment task?**

- In such cases, the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
- If malpractice/plagiarism is identified, the student will be penalised marks accordingly. Students may then be required to re-complete the task properly in order to meet course requirements.

**17. Must I attend school regularly?**

- Yes! You are expected to be present on each school day unless you are ill. It is not possible for any student to successfully complete the outcomes of the courses if they do not attend school regularly.

**18. What do I do if I am dissatisfied with an assessment procedure or disagree with an assessment mark?**

- In the first instance, you should discuss the situation with your classroom teacher.
- Any decisions regarding whether or not a task was satisfactorily completed, the subsequent marks awarded to students and any requirements to re-submit work are at the discretion of the Head Teacher of the subject.

**19. What do I do if I feel that a course has not been taught as per the requirements of the syllabus?**

- In the first instance, parents/ carers should discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy any queries, parents/ carers must talk with the KLA Head Teacher and the Deputy Principal or Principal.

**20. What happens when the date of the task has been changed?**

- If a task's due date is to be changed this must be approved by the Head Teacher for that course.
- Students will be given sufficient notice of the change of date and the new date the task is due. This notice will be given in writing.

Further information regarding Grades, Descriptors and N Determinations is available at the NESA website: <https://www.educationstandards.nsw.edu.au/>

**HEAD TEACHERS**

**English:** Mr A Thomas

**Mathematics:** Mrs M Fowler

**Science:** Mrs B Glyde

**HSIE:** Mr J Van Weerdenburg

**PDHPE:** Mr D Cafe

**Support:** Mrs K Klose

**TAS:** Mr P Zideluns

**Wellbeing:** Mrs S Rowland

**Year Advisor:** Mrs K Maher

**HT Admin:** Mr M Hayes

# NAROOMA HIGH SCHOOL

## ILLNESS/MISADVENTURE/ABSENCE FORM – STAGE 4

*Where student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness, unavoidable lateness or absence.*

<b>Student's name:</b>	<b>Year:</b>
<b>Subject:</b>	<b>Faculty:</b>
<b>Teacher:</b>	
<b>Task:</b>	<b>Date due:</b>
<b>Reason:</b>	
<b>Supporting evidence attached:</b>	
In applying for this special consideration, I assure the school that I am not seeking unfair advantage over other students in this course.	
<b>Student's signature:</b>	<b>Date:</b>
<b>Recommendation of Head Teacher:</b>	
<b>Head Teacher's Signature:</b>	<b>Date:</b>
I have noted the above request and have taken the following action:	
<b>Signature of Deputy Principal:</b>	<b>Date:</b>



## ASSESSMENT SCHEDULES FOR KEY LEARNING AREAS (KLA)

<b>KLA: English</b>		<b>Course: English</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 3	Who I Am	Portfolio with Checkpoints	50%
2	Term 4 Week 3	Playing with Poetry	Critical Response	50%
<b>Total</b>				100%

<b>KLA: MATHEMATICS</b>		<b>Course: Mathematics – Stage 4 Year 7 (all classes)</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b> <i>In any task students may be assessed on general mathematical concepts from prior learning.</i>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 9	Integers	Test	25%
2	Term 2 Week 6	Fractions, Decimals and Percentages	Test	25%
3	Term 3 Week 6	Probability, Algebra and Equations	Test	25%
4	Term 4 Week 5	All outcomes	Exam	25%
<b>Total</b>				100%

All assessment tasks will be common across all classes in Year 7 Mathematics. The results of these tasks, along with teacher recommendation, may result in student movement between classes.

<b>KLA: Science</b>		<b>Course: Science</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 6	Research Task	Research Report	20%
2	Term 2 Week 3	Portfolio of Student work		10%
3	Term 2 Week 5	Semester 1 Exam – Knowledge & Understanding of topics completed	Formal Exam	20%
4	Term 3 Week 5	Practical	Portfolio	10%
5	Term 4 Week 1	Portfolio of Student work		10%
6	Term 4 Week 5	Semester 2 Exam – Knowledge & Understanding of topics completed	Formal Exam	30%
<b>Total</b>				100%

<b>KLA: HSIE</b>		<b>Course: Geography</b>	<b>Semesterised</b>
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>
1	Term 1 Week 9	Landforms and Landscapes	Fieldwork and skills
2	Term 2 Week 7	Liveability	Annotated Visual Display

<b>KLA: English</b>				
<b>Course: History Semesterised</b>				
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1/3 Week 10	Investigating the Ancient Past And Site Study	Test – skills based	50%
2	Term 2/4 Week 6	Ancient Egypt and Ancient China	Empathy Task	50%
<b>Total</b>				100%

<b>KLA: PDHPE</b>				
<b>Course: PDHPE</b>				
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Ongoing Terms 1-3	Movement Skill and Performance Units of work: Exploring gymnastics movements; net/ court games; activities to promote inclusion, wellbeing & connection.	Practical Evaluation  In - class	40%
2	Term 1 Week 10	Unit of work: "Welcome to Narooma High"	Support Network- Card Research Task	15%
3	Term 2 Week 10	Unit of Work: "Changes, Challenges and Relationships"	In class exam	15%
4	Term 3 Week 10	Unit of Work: "Let's all get along"	Research Task	30%
<b>Total</b>				100%

<b>KLA: Languages</b>		<b>Course: JAPANESE</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 9	Unit 1 – Hiragana and self introductions	Speaking task – photo story writing	25%
2	Term 2 Week 9	Unit 2 – Family & Pets	Reading and listening task	25%
3	Term 3 Week 10	Units 3 & 4 – Food & Fun	Writing and Speaking task	25%
4	Term 4 Week 6	Units 5 and 6 My Japan Trip	Reading, writing, listening and speaking Travel Journal	25%
<b>Total</b>				100

<b>KLA: CAPA Course:</b>		<b>Introduction to Popular Music Semester 1</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Weeks 7-8	Performance Task 1	Practical	30%
2	Term 2 Weeks 5	Performance Task 2	Practical	30%
3	Term 2 Week 2	Computer Composition	Practical / IT	20%
4	Term 2 Week 5	Listening and theory test	Test	20%
<b>Total</b>				100%

<b>KLA: CAPA Course:</b>		<b>Music From Film and TV Semester 2</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 3 Weeks 7	Performance Task 1	Practical	30%
2	Term 4 Weeks 5	Performance Task 2	Practical	30%
3	Term 4 Week 2	Computer Composition	Practical / IT	20%
4	Term 4 Weeks 5	Listening and theory test	Test	20%
<b>Total</b>				100%

<b>KLA: TAS</b> <b>Course: Technology Mandatory (Semesterised)</b>				
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 5 Term 3 Week 5	Research Project	Electronic document	15%
2	Term 2 Week 4 Term 4 Week 4	Folio Project	Folio	35%
3	Term 2 Week 6 Term 4 Week 6	Practical Project	Major Project	50%
<b>Total</b>				100%

## NAROOMA HIGH SCHOOL ASSESSMENT CALENDAR

<b>TERM 1</b>	
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	Technology Mandatory
<b>Week 6</b>	Science
<b>Week 7</b>	Music Performance
<b>Week 8</b>	PDHPE Prac, Music Performance
<b>Week 9</b>	Languages, Maths, Geography
<b>Week 10</b>	History (Semester 1), PDHPE Theory and Practical Assessment

<b>TERM 2</b>	
<b>Week 1</b>	
<b>Week 2</b>	Music – Computer Task
<b>Week 3</b>	English, Science
<b>Week 4</b>	Technology Mandatory
<b>Week 5</b>	Science, Music (Performance Task) (Listening and theory test)
<b>Week 6</b>	History (Semester 1), Technology Mandatory, Maths
<b>Week 7</b>	Geography
<b>Week 8</b>	
<b>Week 9</b>	Languages
<b>Week 10</b>	PDHPE Practical & Theory

<b>TERM 3 Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	Technology Mandatory, Science
<b>Week 6</b>	Maths
<b>Week 7</b>	Music Performance
<b>Week 8</b>	Music Performance
<b>Week 9</b>	Geography
<b>Week 10</b>	PDHPE Practical & Theory, History (Semester 2), Languages

<b>TERM 4 Week 1</b>	Science
<b>Week 2</b>	Music Computer Task
<b>Week 3</b>	English
<b>Week 4</b>	Technology Mandatory
<b>Week 5</b>	Maths, Music (Performance Task 2), Music (Theory and Listening Test), Science
<b>Week 6</b>	Music (Performance Task 2), Technology Mandatory, History (Semester 2), Languages
<b>Week 7</b>	Geography
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	PDHPE Practical & Theory (Semester One data for next year)

For further information:

Narooma High School 7181 Princes Highway

Narooma NSW 2546

**T 4476 4377**

<http://www.narooma-h.school.nsw.edu.au>