



CONDOBOLIN
HIGH SCHOOL

Stage 4

Assessment Booklet

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Procedures and Schedules 2021

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Stage 4 Assessment Procedures – 2021

Throughout Stage 4, you will be given a number of assessment tasks to complete. They can be a combination of tests, practical and research-based tasks. They are important for teachers to incorporate into the course pattern of study in order to indicate whether students are achieving the outcomes of the course. They also provide an understanding of the knowledge and skills students have acquired in a specific study period.

This booklet has been prepared to inform all students of the requirements for the successful completion of Stage 4. The aim of this booklet is to outline the assessment procedures and clearly show assessment schedules for each subject taught in Stage 4.

Why have assessment tasks in Stage 4?

Stage 4 assessment tasks will:

- Expand your knowledge and encourage you to challenge yourself
- Prove you have met the requirements of the course
- Contribute to your final Stage 4 assessment; every task counts
- Prepare you for future studies

How will you know which assessment tasks to complete?

This booklet contains assessment schedules for all Stage 4 subjects. Assessment schedules will also be on the Condobolin High School website and in the Condobolin High School newsletters.

Notification and time frame of assessment tasks

You will be given a minimum of two weeks' notice before the due date of an assessment task. It will be given to you in writing with the:

- Task number, title of the task, outcomes assessed in that particular assessment
- Weighting of the assessment task (how much the task is worth)
- Location and due date of the assessment task
- Marking criteria for the assessment task i.e. how your performance will be assessed

Attendance and its importance

It is important that you attend all classes. If you are absent from a class, a note must be provided to the office explaining your absence. It is important that you inform your teacher explaining the reason you were absent. If you are absent for an extended period of time contact your **Year Advisor** to assist you with staying on track with your learning.

In addition to meeting satisfactory effort and achievement in the courses a student must have a satisfactory record of attendance. As a guide, if a student's attendance falls below 85% of a school's programmed lesson time for a course, the Principal may determine that the course completion criteria have not been met.

Absent for an assessment task or examination

If you are absent when an assessment task is due you must follow these steps:

- Inform the school as soon as possible on your return to school or prior to the assessment task. Either contact the Head Teacher of the faculty, Year Advisor or Deputy Principal
- Collect an Illness/Misadventure form from the subject Head Teacher and once completed, return it to the Head Teacher. A copy of an Illness/Misadventure form is in the back of this booklet
- Provide supporting documentation of illness in the form of a doctor's certificate. Attach medical certificates to the Illness/Misadventure form

How do I submit/sit an assessment task?

- An in-class assessment requires you to attend that day
- Submission of *hand in* assessment tasks must be made on Tuesday Mornings in Roll Call of the Due Week
- Students will be given feedback and marks on each assessment task within two weeks of the assessment tasks submission date

Do penalties apply if an assessment task is submitted late?

- Students will receive 0 for late submission of assessment tasks without a successful illness/misadventure

Consequences of cheating and award of Zero

NESA and Condobolin High School treat this type of behaviour very seriously

- If you cheat in an exam or assessment task you will be awarded a zero for that exam or assessment task
- Interview with the Deputy Principal/Principal of the school
- Students will also be required to resubmit the task, free from plagiarism

Are extensions permitted?

- On rare occasions a student may require an extension for an assessment task due to unforeseen circumstances. Extension Application forms are to be completed ***prior to*** the due date and handed to the subject Head Teacher who will decide if the extension will be upheld.

Where do I go if I need help with an assessment task?

There are many places you can go for help with an assessment task:

- **Tell someone you are having difficulty**
- See your classroom teacher or Head Teacher
- See your Year Advisor
- Ask the Homework Centre teachers or the Librarian to help you allocate resources for assessment tasks
- See the Aboriginal Education Officer located in the AEO room
- Seek the support of the LaST

SCHOOL BASED ASSESSMENT – ALLOCATION OF GRADES

In all Stage 4 subjects, the school based assessment is reported using grades A, B, C, D, E based on Performance Descriptors issued by the NESAs.

NESA has developed General Performance Descriptors describing varying levels of student achievement. These descriptors are grouped into five different levels, ranging from elementary to excellent. The school will match students to the descriptor that best fits their overall achievement in Assessment Tasks. The grade that corresponds with that descriptor is then awarded to the student.

This method of grading reflects both national and international trends in assessment and reporting. It is generally considered a more positive approach to assessment because it regards student achievement and reports on what a student can actually do.

Grade	Achievement	Descriptor
Grade A	Outstanding Achievement	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.
Grade B	High Achievement	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.
Grade C	Sound Achievement	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.
Grade D	Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Grade E	Limited Achievement	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.
Grade N	Not Achieved	Not satisfactorily completed in one or more of the following: <ul style="list-style-type: none"> ● not completing course outcomes ● participation ● effort and achievement

Stage 4 Assessment Calendar

Week	Assessments Due
Term 1	
4	
5	
6	
7	PD/H/PE
8	English, D&T
9	Art, Science
10	Music, Maths
Term 2	
1	
2	LOTE
3	History
4	Geography
5	English
6	Music, Art
7	
8	D&T
9	PD/H/PE
10	
Term 3	
1	
2	LOTE
3	
4	
5	Maths, Geography
6	PD/H/PE, Science
7	History
8	Music, D&T
9	Art, English
10	
Term 4	
1	
2	LOTE
3	Geography
4	
5 Exams	Science, Maths, English, Music, Art, History
6	PD/H/PE, D&T
7	
8	
9	
10	

English

English is the study and use of the English language through written, spoken and visual texts. Students explore how meaning is created and develop skills in using language to become imaginative, confident and critical thinkers.

Students will explore many different types of texts and create their own texts in many different forms.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Portfolio Self Selected	EN4-5C, EN4-4B	Term 1 Week 8	25
2	Storyboard and Analysis	EN4-1, EN4-2A, EN4-6C, EN4-8D, EN4-9E	Term 2 Week 5	25
3	Persuasive Extended Response	EN4-4B, EN4-5C, EN4-7D, EN4-8D	Term 3 Week 9	25
4	Yearly Exam	EN4-1A, EN4- 2A, EN4-3B, EN4- 6C	Term 4 Week 5	25
TOTAL				100

History

In History, students study the nature of history and archaeology and explain their contribution to an understanding of the past. Students study the causes and effects of events, past societies and developments over time.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Source Analysis	HT4-1, HT4-8, HT4-9	Term 2 Week 3	35
2	Guided Historical Investigation	HT4-3, HT4-6, HT4-9	Term 3 Week 7	40
3	Yearly Exam	HT4-2, HT4-6, HT4-9	Term 4 Week 5	25
TOTAL				100

Geography

The study of Geography enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Research Task	GE4-1, GE4-2, GE4-4, GE4-5	Term 2 Week 3	35
2	In Class Skills Assessment	GE4-7, GE4-8	Term 3 Week 5	25
3	Town Planning	GE4-1, GE4-3, GE4-4, GE4-8	Term 4 Week 3	40
TOTAL				100

LOTE (Language Other Than English)

In LOTE, students study language to develop understanding of community identity in Australia and overseas. They explore the different ways in which individuals and communities can express their cultures and identities in Australian society.

Students will be assessed through a range of activities including written, oral, and creative tasks.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Topic Test	4.MBC.1, 4.MBC.2	Term 2 Week 2	35
2	Story Analysis	4.UL.2, 4.UL.4	Term 3 Week 2	25
3	Written and Spoken Task	4.MLC.1, 4.MLC.2	Term 4 Week 2	40
TOTAL				100

Mathematics

In Stage 4 Mathematics students work on four strands: working mathematically, number and algebra, measurement and geometry, statistics and probability. Year 7 and 8 students will all be completing the Stage 4 assessments.

Assessment will be based on the student's performance in a project, an investigation and an exam. The semester project will be given in class in the weeks prior to the due date. To complete fully, students will need to also commit time out of class.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Investigation	MA4-19SP, MA4-20SP, MA4-4NA, MA4-1WM	Term 1 Week 10	35
2	Project	MA4-5NA, MA4-21SP, MA4-11NA, MA4-8NA, MA4-2WM	Term 3 Week 5	35
3	Yearly Exam	MA4-4NA, MA4-8NA, MA4-10NA, MA4-13MG, MA4-14MG,	Term 4 Week 5	30
TOTAL				100

Science

The Stage 4 Science Syllabus is broken into four distinct areas of study. Students will undertake study in each of these areas in each year across years 7 to 8. In 2021 students in Stage 4 will study the topics of:

- Chemical World: States of Matter and Mixtures
- Earth and Space: Rock and Water Cycles
- Physical World: Forces
- Living World: Classifying, Interactions and Food Webs

Through these learning experiences students will be provided with a learning experience in which they:

- Acquire scientific knowledge and skills.
- Develop understanding about phenomena within and beyond their experience.
- Develop an appreciation of science as a human activity and apply their understanding to their everyday life.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Open Book Topic Test	SC4-16CW, SC4-9WS, SC4-7WS	Term 1 Week 9	25
2	Research/Field Trip	SC4-13ES, SC4-6WS	Term 2 Week 5	20
3	Second Hand Investigation and Analysis	SC4-5WS, SC4-10PW	Term 3 Week 6	25
4	Yearly Exam	SC4-10PW, SC4-14LW, SC4-9WS, SC4-9WS	Term 4 Week 5	30
TOTAL				100

Music

All students should have the opportunity to develop their musical abilities and potential. As an art-form, music pervades society and occupies a significant place in world cultures. The aim of Stage 4 Music is to provide students with an opportunity to acquire the knowledge, understanding and listening skills for active engagement and enjoyment in performing, composing and listening, and to allow music to have a continuing role in their lives.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Research Project	4.7, 4.9, 4.11	Term 1 Week 10	25
2	Video Game Composition	4.4, 4.5, 4.6, 4.10, 4.12	Term 2 Week 6	25
3	Performance	4.1, 4.2, 4.3, 4.12	Term 3 Week 8	25
4	Yearly Exam	4.8, 4.7, 4.12	Term 4 Week 5	25
TOTAL				100

Personal Development, Health & Physical Education

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that have the potential to appear in later life are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students' lives.

Assessment in PDHPE will be based on both practical and theory tasks. These will be assessed across a variety of settings.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Practical: Invasion Games	PD4-4, PD4-5, PD4-11	Term 1 Week 4-7	25
2	Half Yearly Exam	PD4-1, PD4-2, PD4-3, PD4-7	Term 2 Week 9	25
3	Theory: Physical Activity and Nutrition	PD4-6, PD4-7, PD4-8	Term 3 Week 6	25
4	Theory: Swim Safety Skills	PD4-4, PD4-5, PD4-8, PD4-9	Term 4 Week 6	25
TOTAL				100

Technology Mandatory

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

The students will undertake a range of practical experiences. Practical experiences allow students to develop skills and confidence in the use of a range of hand and machine tools.

In 2021 students in Stage 4 will rotate each term through:

Material Technology

Engineered Systems

Agriculture Technology

Food Technology

Students will complete and submit portfolios in three of the four specialisations.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Materials Technologies	TE4-1DP, TE4-9MA	Term 1 Week 8	25
	Engineered Systems	TE4-1DP, TE4-8EN		
2	Food Technologies	TE4-1DP, TE4-6FO	Term 2 Week 8	25
3	Agriculture Technologies	TE4-1DP, TE4-5AG, TE4-7DI	Term 3 Week 8	25
4	Practical Application	TE4-3DP	Term 4 Week 6	25
TOTAL				100

Visual Art

The Visual Arts Mandatory Course requires students to be assessed on practical art making activities and art research. The course is designed to enable students to develop confidence when engaging in the practice of art making and critical and historical studies. The final grade will be based on the student's performance in practical assessment tasks and critical and historical research tasks.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Theory - Short Response	4.2, 4.6, 4.9	Term 1 Week 9	20
2	Art Making – Series of Animation Scenes	4.1, 4.4, 4.7, 4.8	Term 2 Week 6	30
3	Art Making - Lino Print and VAPD	4.1, 4.3, 4.5, 4.10	Term 3 Week 9	30
4	Yearly Exam	4.4, 4.5, 4.6, 4.10	Term 4 Week 5	20
TOTAL				100

