



# CESSNOCK HIGH SCHOOL

We are present, we are kind and we give our best.

Principal  
Mr Peter Riley

EST. 1937  
What e'er you do, do well

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# Year 8 2024 Assessment Booklet

# Section 1

# Page

## Assessment Policy & Procedure

Attendance	3
Responsibilities	3
Mandatory Curriculum requirements	3
Pattern of Study	4 – 5
Assessment Policy	6 - 12
2024 Year 8 Assessment Calendar	13
Subject Specific Assessment Schedules	14 - 21
Important Links and Other Information	22

# ATTENDANCE

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

# RESPONSIBILITIES

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Cessnock High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

# MANDATORY CURRICULUM REQUIREMENTS.

<b>English</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10.400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10.400 hours to be completed by the end of Year 10.
<b>Science</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10.400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage5.
<b>Languages Other than English</b>	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies</b>	The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
<b>Creative Arts</b>	200 hours to be completed, consisting of the Board’s 100-hour mandatory courses in each of Visual Art and Music. It is the Board’s expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
<b>Personal Development, Health and Physical Education</b>	The Board’s mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

## PATTERN OF STUDY.

	English	Maths	Science	PDHPE	HSIE	Mandatory Technology	Visual Art	Language	Sport
<b>7</b>									
<b>8</b>	English	Maths	Science	PDHPE	HSIE	Mandatory Technology	Music		Sport
<b>9</b>	English	Maths	Science	PDHPE	HSIE	X Elective	Y Elective		Sport
<b>10</b>	English	Maths	Science	PDHPE	HSIE	X Elective	Y Elective		Sport
<b>11</b>	Line 1 English	Line 2	Line 3	Line 4	Line 5	Line 6			
<b>12</b>	Line 1 English	Line 2	Line 3	Line 4	Line 5	Line 6			

## Year 8 Pattern of Study

<b>English</b>	10 Periods per cycle
<b>Mathematics</b>	9 Periods per cycle
<b>Science</b>	8 Periods per cycle
<b>PDHPE</b>	6 Periods per cycle
<b>Human Sciences and It's Environment</b>	7 Periods per cycle
<b>Music</b>	6 Periods per cycle
<b>Literacy</b>	2 Periods per cycle
<b>Sport</b>	4 Periods Per cycle
<b>Technology Mandatory</b>	6 Periods Per cycle
<b>Total</b>	<b>58 periods</b>

# Assessment

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of:

- what students are expected to learn; and
- how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

## A. Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. The key reasons for assessment are to:

- Provide opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enable students to demonstrate what they know and can do
- Clarify student understanding of concepts and promotes deeper understanding

## B. Understanding Assessment

The syllabus provides guidance in relation to the types of tasks that are suitable. The assessment tasks used should be appropriate to the outcomes and component of the course being assessed. For example, tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

## C. Outcomes Based Assessment

All schools are required to deliver programs of study that comply with the requirements of the NSW Education Standards Authority (NESA) syllabuses. More detailed information concerning each course and syllabus outcomes are available on the NESA website or use the following link:

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

For each course taught, it is a requirement of the assessment program that schools establish a program of assessment tasks. These tasks are conducted throughout the year, and each have a weighting which is used as a component of the reporting process. School-based assessment tasks are linked to performance descriptors (grades) because the task focuses on outcomes. They are valid instruments for what they are designed to assess, and the marking guidelines relate to the outcomes and the NESA performance standards. The assessment program at CHS incorporates the principles of assessment for learning, assessment as learning and assessment of learning.

- Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.
- Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions, and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.
- Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as '*summative assessment*', it usually occurs at defined key points during a teaching work or at the end of a unit, term, or semester, and may be used to rank or grade students.

This assessment booklet contains detailed assessment schedules and scope and sequences that clearly indicate:

1. Syllabus outcomes relevant to each course
2. Content being studied
3. Timing of the individual assessment task (weeks/ terms only)
4. Weightings of each task

#### D. Satisfactory Completion of Course

Assessment Tasks are mandatory for each course. In addition, students are expected to apply themselves with diligence and sustained effort to all set tasks and experiences provided in the course to be considered as having satisfactorily completed the course. A variety of assessment task styles- for example speaking, listening, reading, and writing- are included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

#### E. Assessment Task Overview

- An individual task will not be worth less than 10%, no more than 50%, of the total assessment marks. One task may address several course outcomes.
- Head Teachers are required to validate each task prior to distribution to students.
- All assessment tasks for a course should be completed by each student.
- Tasks will be submitted by the student via CANVAS or in person by 9:00am on the submission due date
- Teachers will assess the students' actual performance, not potential performance.
- Students who indicate they are sick on the day of an assessment task should contact the Deputy Principal to discuss whether they should sit the task, and to discuss the required documentation for non-completion.

#### F. Notifications

At least two weeks' notice of the details of a task should be provided to and signed off by students via CANVAS. In addition to the Assessment Schedule and Scope and Sequence provided to the student at the beginning of the course, each task should notify students of the precise date, outcomes assessed, weighting for components and marking guidelines. Students are to sign that they have received the assessment task notification.

If a student is absent on the day that a notification for an assessment task is given to students, the student will be able to access the notification via CANVAS.

#### G. Submission of Tasks

All hand in assessment tasks must be submitted as directed on the assessment notification.

On occasions where tasks are to be submitted in an electronic form, students have a responsibility to ensure the correct electronic file is easily identified with the task title, and the file is accessible and not corrupt. A technology fault is not grounds for appeal.

During an in-class assessment task, students will be expected to follow all in class assessment instructions provided by the teacher and adhere to the Cessnock Way Expectations. Examination conditions include no talking during a task, placing bags where directed by the teacher and following safety protocols.

For separate classes completing the same course, Head Teachers are required to ensure that students receive the same information to ensure consistency in the administration of the assessment task. Where possible, the task should be completed on the same day/period to protect the integrity of the task and ensure that all students have the same examination conditions and experiences. Change of dates for assessment tasks will only occur in special circumstances with the Faculty Head Teacher and Deputy Principals permission.

#### H. Procedures of Awarding Marks

There is a standard referenced approach be used for assessing and reporting student achievement.

Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to the NESA will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks are calculated based on the mandatory assessment components and weightings found in the syllabus for each course.

Marks will be aggregated to the nearest whole number and ranked accordingly. Assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their semester two report.

The general performance descriptors describe 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.

#### I. Procedures for Late Submission and Noncompletion of tasks

Tasks handed in late will receive a 10% deduction unless the student has provided a valid explanation from a parent or carer. Where a student is absent on the day of a task, they will have an opportunity to complete the task at their next lesson, however they will still be required to submit a valid explanation for the absence. In either circumstance, a 10% deduction will apply unless a valid reason is provided. If the task is not resolved within a five-day period, a mark of zero will be applied and letter of concern will be sent for the task.

If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. Where appropriate, the student may be asked to complete in class assessment tasks on return from suspension.



Where a teacher is absent on the day for an in-class task, the Faculty Head Teacher or senior teacher will arrange alternative cover to complete the task as required.

## J. Procedures for illness/Misadventure

### What Is Illness and Misadventure?

NESA will only consider awarding special consideration in cases of illness and misadventure. These are defined as:

**Illness:** Any sickness or injury that prevents a student from attending school

**Misadventure:** Any unforeseen circumstance or incident that prevents a student from attending school.

An Illness/Misadventure exemption can be applied when an assessment task is:

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances.

Where a student experiences a misadventure, the student should provide a valid explanation from a parent or carer. This must be done within a 5 day period to avoid penalties. If a student completes the task without a valid reason they will still receive a mark with a 10% penalty. If a misadventure is completed after the 5 day period, it will go directly to the Deputy Principal for consideration.

## K. Students Can not apply for an illness/misadventure for:

- difficulties in preparation or loss of preparation time / technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

## L. Malpractice

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

- copying someone else's work in part or in whole, and presenting it as their own
- 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 their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task

- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

Where Malpractice is detected, a mark of 0 will be awarded for that section of the task to each student involved. Students will be given 5 days to rectify their malpractice and resubmit the task with a 10% penalty. If a student chooses against rectification a mark of 0 will remain for that section but will still be issued marks for any original assessment work. Classroom Teachers will make contact home when malpractice occurs.

## M. Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the Deputy Principal and faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

The Deputy Principal will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- negotiation with all students affected
- implement an alternate task supplied for the whole or part of the original
- mark adjustment to discount the invalid part of the test other, as determined by the Deputy Principal.

## N. Feedback

Teachers should provide feedback to students to assist their learning. The effectiveness of feedback to students on their performance on assessment tasks can result in significantly improved student outcomes.

Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes
- Student relative positions within the course group
- Students should sign the Assessment Task Register platform to acknowledge that feedback and task rank are received.

The top 3-5 achieving students within each class per task will be recognised with CODE+ for Academic Achievement on the App which will generate a positive letter home. These are to be issued at the same time as the cohort feedback is issued to students.

## O. Letter of Concern

Students who fail to complete coursework or assessments will be issued with letters of concern. Any student who receives more than 4 letters of concern in a single subject will be referred to the Learning and Support Team for further interventions.

## P. Special Provisions and LifeSkills

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with disability. The Learning and Support Team is responsible for the identification and management of students requiring special provisions. A submission for all known cases is made to the NSW Education Standard Authority (NESA).

The Learning and Support Teacher will develop a list of students requiring special provisions. Additional students may be added during the year. Special provisions should apply to those assessment tasks affected by the student's specific provisions, only when approved by the Board of Studies or by emergency arrangement with the Principal. Students who believe they may be eligible for Special Provisions should see the Deputy Principal Inclusion for further information.

All students who complete a differentiated task, in any substantial capacity will receive an adapted grade on their final report. Differentiated tasks will be provided to identified students and parent contact will be made via the reporting process to communicate this. If parents have concerns they are to contact Deputy Principal Inclusion and Support or the Faculty Head Teacher.

# YEARLY OVERVIEW

	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
<b>1</b>				
<b>2</b>			CHECK-IN TESTING	
<b>3</b>		ASSESSMENT BLOCK	CHECK-IN TESTING	VALID
<b>4</b>		ASSESSMENT BLOCK		VALID  ASSESSMENT BLOCK
<b>5</b>				ASSESSMENT BLOCK
<b>6</b>				
<b>7</b>	ASSESSMENT BLOCK			
<b>8</b>	ASSESSMENT BLOCK		ASSESSMENT BLOCK	
<b>9</b>			ASSESSMENT BLOCK	
<b>10</b>				
<b>11</b>				

\*\* Assessment task submission/completion can fall at any point within the allocated blocks, please refer to the notification and assessment description provided by the class teacher for exact dates, submission requirements and task descriptions\*\*

## Specific Subject Assessment Schedules Page

English	14
Mathematics	15
Science	16
PDHPE	17
Geography	18
Music	19
Mandatory Technology	20

# ENGLISH

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Character Representation + Persuasive Reflection	Imaginative + Reflection	Analytical Response
Timing		<b>Term 1, Weeks 7/8</b>	<b>Term 2, Weeks 3/4</b>	<b>Term 3, Week 8/9</b>
Submission method		Submit + In class	Submit + In class	In class
<b>Assessment Component</b>				
Knowledge	<b>50%</b>	<b>20%</b>	<b>10%</b>	<b>20%</b>
Skills	<b>50%</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
Outcomes Assessed		EN4-ECA-01, EN4-URA-01, EN4-URB-01	EN4-URC-01, EN4-ECA-01, EN4-ECB-01	EN4-URA-01, EN4-URB-01, EN4-ECA-01

## Course Outcomes:

**EN4-RVL-01** - uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

**EN4-URA-01** - analyses how meaning is created through the use of and response to language forms, features and structures

**EN4-URB -01** - examines and explains how texts represent ideas, experiences and values

**EN4-URC-01** - identifies and explains ways of valuing texts and the connections between them

**EN4-ECA -01** - 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** - uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

# MATHEMATICS

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		In class test	In class test	In class test	In class test
Timing		Term 1 Week 7/8	Term 2 Week 3/4	Term 3 Week 8/9	Term 4 Week 4/5
Submission method		In class	In class	In class	In class
Assessment Component		Algebraic Techniques & Indices & Equations	Measurement & Pythagoras Theorem & Financial Mathematics	Understanding fractions, decimals, and percentages & Properties of Geometrical Figures & Ratio and Rates	Linear Relationships & Data collection, representation and analysis
Knowledge	50%	12.5%	12.5%	12.5%	12.5%
Skills	50%	12.5%	12.5%	12.5%	12.5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes Assessed		MA4-8NA MA4-9NA MA4-10NA	MA4-12MG MA4-13MG MA4-14MG MA4-16MG MA4-6NA	MA4-5NA MA4-7NA MA4-17MG	MA4-11NA MA4-19SP MA4-20SP

## Course Outcomes

**MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation

**MA4-5NA** operates with fractions, decimals and percentages

**MA4-6NA** solves financial problems involving purchasing goods

**MA4-7NA** operates with ratios and rates, and explores their graphical representation

**MA4-8NA** generalises number properties to operate with algebraic expressions

**MA4-9NA** operates with positive-integer and zero indices of numerical bases

**MA4-10NA** uses algebraic techniques to solve simple linear and quadratic equations

**MA4-11NA** creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

**MA4-12MG** calculates the perimeters of plane shapes and the circumferences of circles

**MA4-13MG** uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area

**MA4-14MG** uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

**MA4-16MG** applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

**MA4-17MG** classifies, describes, and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

**MA4-19SP** collects, represents, and interprets single sets of data, using appropriate statistical displays

**MA4-20SP** analyses single sets of data using measures of location, and range

# SCIENCE

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Practical task	In-Class task	Experimental Design	End of year examination
Timing		Term 1 Weeks 7/8	Term 2 Weeks 3/4	Term 3 Weeks 8/9	Term 4 Weeks 4/5
Submission method		In Class	In Class	In Class	In Class
<b>Assessment Component</b>					
Working Scientifically	60%	20%	5%	25%	10%
Knowledge and Understanding	40%	5%	15%		20%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>
Outcomes Assessed		16CW, 17CW, 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	10PW, 11PW, 7WS, 8WS, 9WS	4WS, 5WS, 6WS, 7WS, 9WS	13ES, 17CW, 15LW, 11PW, 4WS, 5WS, 6WS, 7WS, 9WS

## Course Outcomes

### Working Scientifically Skills

**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.

### Knowledge & Understanding

**SC4-13ES** explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.

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

**SC4-15LW** explains how new biological evidence changes people's understanding of the world.

**SC4-11PW** discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.



# PDHPE

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Positive Choices Test	Racquet Sports Peer Assessment	Positive Relationships Assessment	Volleyball Skills Assessment
Timing		Term 1 Week 7/8	Term 2 Week 3/4	Term 3 Week 8/9	Term 4 Week 4/5
Submission method		In Class	In Class	In Class	In Class
<b>Assessment Component</b>					
Knowledge and Understanding	40%	10%	10%	10%	10%
Skills	40%	5%	15%	5%	15%
Values and Attitudes	20%	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
Outcomes Assessed		PD4-6 PD4-7	PD 4-8 PD 4-4 PD 4-5	PD 4-1 PD 4-2 PD 4-9	PD 4-11 PD 4-4 PD 4-5 PD4-10

## Course Outcomes:

**PD 4-1** examines and evaluates strategies to manage current and future challenges

**PD 4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

**PD 4-3** investigates effective strategies to promote inclusivity, equality and respectful relationships

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

**PD 4-5** transfers and adapts solutions to complex movement challenges

**PD 4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

**PD 4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

**PD 4-8** plans for and participates in activities that encourage health and a lifetime of physical activity

**PD 4-9** demonstrates self-management skills to effectively manage complex situations

**PD 4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

**PD 4-11** demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

# HUMAN SOCIETY AND ITS ENVIRONMENT

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Research and Response (History)	Source Analysis (History)	Skills Test (Geography)
Timing		Term 1 Weeks 7/8	Term 2 Weeks 3/4	Term 4 Weeks 4/5
Submission method		Submit + In class	In class	In class
Total	100%	30%	30%	40%
Outcomes Assessed		HT4-4 HT4-9	HT4-2 HT4-5	GE4-1 GE4-8

## Course Outcomes:

### History:

**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

**HT4-7** identifies and describes different contexts, perspectives and interpretations of the past

**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:

**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

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

**GE4-8** communicates geographical information using a variety of strategies

# MUSIC

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Task Type		Composition	Performance	Musicology	Aural
Timing		Term 1 Week 7/8	Term 2 Weeks 3/4	Term 3 Weeks 8/9	Term 4 Weeks 4/5
Submission method		Submit	In class	Submit	In class
<b>Assessment Component</b>					
A Composition	25%	25%			
B Performance	25%		25%		
C Musicology	25%			25%	
D Aural	25%				25%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Outcomes Assessed</b>		<b>4.5</b>	<b>4.3</b>	<b>4.7</b> <b>4.9</b>	<b>4.8</b>

## Course 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.

# TECHNOLOGY MANDATORY

## Semester 1

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical skills development	Portfolio	Design product
Timing		Term 2 Weeks 1/2	Term 2 Weeks 1/2	Term 2 Weeks 1/2
Submission method		In class	In class	In class
<b>Assessment Component</b>				
	100%	40%	25%	35%
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>25%</b>	<b>35%</b>
Outcomes Assessed		TE4-3DP TE4-9MA	TE4-1DP TE4-2DP TE4-10TS	TE4-2DP TE4-8EN

## Semester 2

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Task Type		Practical skills development	Portfolio	Design product
Timing		Term 3 Weeks 5/6	Term 3 Weeks 5/6	Term 3 Weeks 5/6
Submission method		In class	In class	In class
<b>Assessment Component</b>				
	100%	40%	25%	35%
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>25%</b>	<b>35%</b>
Outcomes Assessed		TE4-3DP TE4-9MA	TE4-1DP TE4-2DP TE4-10TS	TE4-2DP TE4-8EN

## Course Outcomes:

**TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

**TE4-2DP** plans and manages the production of designed solutions

**TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects

**TE4-6FO** explains how the characteristics and properties of food determine preparation techniques for healthy eating

**TE4-7DI** explains how data is represented in digital systems and transmitted in networks

**TE4-9MA** investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

**TE4-10TS** explains how people in technology related professions contribute to society now and into the future

**TE4-8EN** explains how force, motion and energy are used in engineered systems

**TE4-10TS** explains how people in technology related professions contribute to society now and into the future

# IMPORTANT LINKS

## A. NESA Online Resources

- NESA Home Page

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

- NESA Course Performance Descriptors Page

<https://arc.nesa.nsw.edu.au/go/sc/sc-grading/cpds/>

- NESA Assessment Resource Centre Home Page

<https://arc.nesa.nsw.edu.au/>

## B. Cessnock High School Specific Links

- Cessnock High School Website

[Home - Cessnock High School \(nsw.gov.au\)](https://www.nsw.gov.au/education/secondary/cessnock-high-school)

- Cessnock High School CANVAS Page

<https://cessnock.instructure.com>