

YEAR 8

**ASSESSMENT
SCHEDULE**

2025





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Stage 4 Assessment Policy 2025

Stage 4 - the first steps towards gaining a RoSA

Stage 4 encompasses both Year 7 and year 8. The curriculum taught by school complies with the requirements of the NSW Department of Education, NESA (NSW Education Standards Authority) and ACARA

(The Australian Curriculum, Assessment and Reporting Authority).

Satisfactory completion of the Stage 4 Curriculum is a prerequisite for the attainment of a RoSA (Record of Secondary Achievement) in Year 10. Stage 4 subjects are mandatory for the award of a RoSA and must meet the prescribed number of hours in each subject. These are outlined below in the table.

Subject	Number of hours
English	500 hours taught throughout years 7 -10
Mathematics	500 hours taught throughout years 7 -10
Science	400 hours taught throughout years 7 -10
Human Society and Its Environment	400 hours taught throughout years 7 -10 (and must include 100 hours of each of history and geography in stage 4)
Languages	100 hours to be completed in one language over one continuous 12-month period preferably in years 7 or 8
Technology (Mandatory)	To be studied for 200 hours in years 7 -8
Visual Arts – CAPA	100 hours to be completed in years 7 -8
Music–CAPA	100 hours to be completed in years 7 -8
Personal Development, Health and Physical Education	300 hours taught throughout years 7 -10

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Satisfactory attendance record plays an important role in meeting course completion criteria. Unplanned absences (such as illness) can be problematic for students in meeting course hours and outcomes. Extended absences are far more problematic. Even though students may be able to complete assessment tasks that have been missed (including tests), it is impossible for absent students to take part in the planned learning activities that cover those course outcomes that cannot be assessed through written work. **Students applying for leave greater than 5 days must gain approval from the Principal.** The syllabuses that govern the work of secondary school teachers can be found on the NESA website:

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

This is a most useful website for parents wishing to support their child during their secondary education years.



School Assessment Procedures

The Purpose of Assessment

Assessment procedures provide an indication of a student's attainment over a wide range of syllabus outcomes.

Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle. Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning.

Assessment activities may be formal (e.g. semester examinations, common year task, assignment/research tasks) or informal (e.g. class test, topic test, in class task).

The Assessment Schedule Booklet and Time Frame

This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings. Use a diary or calendar to record assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Attendance

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed. Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher. Whenever students are absent from school, it is their responsibility to ensure that they know what work/assessment notification has been missed and to catch up with that work.

Submission of Tasks

All tasks are to be submitted/completed by or on the designated day and time (as per teacher notification). Tasks submitted **late** receive a **ZERO** and the class teacher will issue a Letter of Concern (Years 7 and 8). Students are still required to complete this task for the purpose of meeting the syllabus requirements.



Extensions, Special Consideration, Illness and Misadventure

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Complete and submit the **Assessment Task extension Application (Appendix A)** (see the back of this booklet) with supporting documentation and submit to the Head Teacher of the subject affected. Students must apply well before the due date of the task. If your extension is not granted, you must submit the task by the due date.

Where a student has **prior knowledge they will be absent** when a task is due (for example, they have 'Approved Leave' or are representing the school), the student **must** notify the relevant Head Teacher and submit the work before the due date. **Complete and submit the Assessment Task Extension Application Form (see the back of this booklet) with supporting documentation and submit to the Head Teacher of the subject affected.** The Head Teacher will determine whether your reason for absence is acceptable and whether a variation to the date of the task is granted.

If you are absent from school on the due date for the submission of an assessment task, or on the day of an assessment task, due to exceptional **unforeseeable circumstances** (such as **illness or misadventure**) please have your parent call the school. On your return to school **complete and submit the Assessment Task extension Application (see the back of this booklet) with supporting documentation and submit to the Head Teacher of the subject affected.** The Head Teacher will make a determination as to whether your task will be accepted late without penalty.

Students are advised to complete all tasks to the best of their ability and advise the school **immediately** if circumstances will prevent them from doing so.

Technology failure is not, in itself, a valid reason for failure to submit an assessment task. 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. To minimise problems in relation to technology, students should adhere to the following protocols:



Regularly back up all work on the hard drive of your computer, on an external portable storage media (e.g. USB drive) or utilize NSW Departmental cloud storage which saves automatically.

Tasks 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)

Save a copy of the final version of your task to an email address that can be accessed at school (such as your@education email account), as well as bringing it to school on an external portable storage media.

Reports and Grades

Student reports will be provided at the conclusion of each semester. Parent Teacher Evenings are scheduled every year. Parents are welcome to contact the school at any time to discuss their child's progress and educational needs.

Students should receive feedback on assessments tasks within 2 weeks of the due date or submission/completion of the task.

Performance descriptors of achievement (Grades A – E):

- 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.

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Year 8 Course Assessment 2025 English

	Task 1	Task 2	Task 3	Task 4
	Term 1, Week 11	Term 2, Week 9	Term 3, Week 8	Term 4, Week 5
	Knowing the rules to break the rules	Transport me to the real	From page to stage	Camera never lies
Component	Creative writing and reflection	Analytical response	Adaptation and reflection	Examination
	EN4-URA-01, EN4-ECA-01, EN4-URC-01, EN4-ENB-01	EN4-RVL-01, EN4-URA-01, EN4-ECA-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01
Life Skills outcomes	ENLS-URA-01, ENLS-URC01, ENLS-ECA-01, ENLS-ECA-02, ENLS-ECB-01	ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-ECA-01, ENLS-ENC-02	ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URB-01, ENLS-URC-01, ENLS-ECA-01, ENLS-ECA-02, ENLS-ECB-01	ENLS-COM-01, ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URB-01, ENLS-ECA-01, ENLS-ECA-02



Year 8 Course Outcomes - English

A student:

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

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Year 8 Course Assessment 2025 Geography

	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 11	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5
Component	Liveability Assignment	Interconnections examination	Water scarcity report	Landscapes & landforms examination
	GE4-1, GE4-3, GE4-7, GE4-8	GE4-2, GE4-3	GE4-2, GE4-5, GE4-7, GE4-8	GE4-1, GE4-2
Life Skills	GELS-1, GELS-3, GELS-4, GELS-7, GELS-8	GELS-2, GELS-3	GELS-2, GELS-5, GELS-7, GELS-8	GELS-1, GELS-2



Year 8 Course Outcomes - Geography

A student:

- 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 environment
- 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 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

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Year 8 Course Assessment 2025 Mathematics

Component	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Week 5
	Assignment	Topic Test	Assignment	Topic Test
	MA4-PRO-C-01, MA4-DAT-C-01, MA4-DAT-C-02	MA4-EQU-C-01, MA4-PYT-C-01, MA4-ANG-C-01	MA4-ALG-C-01, MA4-IND-C-01, MA4-RAT-C-01	MA4-LIN-C-01, MA4-LEN-C-01



Year 8 Course Outcomes – Mathematics Stage 4

A student:

- MAO-WM-01 Working Mathematically 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-PRO-C-01 Solves problems involving the probabilities of simple chance experiments.
- 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-EQU-C-01 Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2=c$
- MA4-PYT-C-01 Applies Pythagoras' theorem to solve problems in various contexts.
- MA4-ANG-C-01 Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.
- MA4-ALG-C-01 Generalises number properties to operate with algebraic expressions including expansion and factorisation.
- MA4-IND-C-01 Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
- MA4-RAT-C-01 Solves problems involving ratios and rates and analyses distance-time graphs.
- MA4-LIN-C-01 Creates and displays number patterns and finds graphical solutions to problems involving linear relationships.
- MA4-LEN-C-01 Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.

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Year 8 Course Assessment 2025

Music

Semester One Rotation	Task 1	Task 2
	Term 1 Week 11	Term 2 Week 4
	Composition	Performance and Exam
	4.4, 4.6	4.2, 4.3, 4.9
Semester Two Rotation	Task 1	Task 2
	Term 3 Week 10	Term 4 Week 4
	Composition	Performance and Exam
	4.4, 4.6	4.2, 4.3, 4.9



Year 8 Course Outcomes - Music

Through activities in performance, composition, musicology and aural, a student:

- 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

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Year 8 Course Assessment 2025

PD/Health/PE

	Task 1	Task 2	Task 3	Task 4	Task 5
	Term 1 Week 10	Term 2 Week 9	Term 1 and 2 Ongoing	Term 3 Week 9	Term 3 and 4 Ongoing
Component	Inclusivity and Diversity	Be Smart, Don't Start	Practical Participation, Skill and Teamwork	R U OK?	Practical Participation, Skill and Teamwork
	PD4-3, PD4-10	PD4-2, PD4-6	PD4-4, PD4-9, PD4-11	PD4-1, PD4-7	PD4-4, PD4-9 PD4-11



Year 8 Course Outcomes - PDHPE

A student:

- 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
- PD4-9 demonstrates self-management skills to effectively manage complex situations plans for and participates in activities that encourage health and a lifetime of physical activity
- 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

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Year 8 Course Assessment 2025 Science

Components	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
	Portfolio of Classwork	Mid-Course Exam	Group Research Project	Yearly Examination
	SC4-6WS SC4-9WS	SC4-8WS SC4-11PW SC4-14LW	SC4-5WS SC4-7WS SC4-9WS SC4-17CW	SC4-8WS SC4-14LW SC4-17CW

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Year 8 Course Outcomes - Science

A student:

- | | |
|------------------|---|
| SC4-1VA, SC5-1VA | appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them |
| SC4-2VA, SC5-2VA | shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures |
| SC4-3VA, SC5-3VA | demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations |
| 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 |
| SC4-10PW | describes the action of unbalanced forces in everyday situations |
| SC4-11PW | discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations |
| SC4-12ES | describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system |
| 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 |
| SC4-14LW | relates the structure and function of living things to their classification, survival and reproduction |
| SC4-15LW | explains how new biological evidence changes people's understanding of the world |
| SC4-16CW | describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles |
| SC4-17CW | explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life |

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Year 8 Course Assessment 2025 Visual Arts

Semester One Rotation	Task 1	Task 2
	Term 1 Week 8	Term 2 Week 4
	VAPD and Practices	VAPD and Art practice
	4.1, 4.2, 4.4, 4.9	4.3, 4.5, 4.6, 4.7, 4.8
Semester Two Rotation	Task 1	Task 2
	Term 3 Week 8	Term 4 Week 4
	VAPD and Practices	VAPD and Art practice
	4.1, 4.2, 4.4, 4.9	4.3, 4.5, 4.6, 4.7, 4.8



Year 8 Course Outcomes – Visual Art

A student:

- 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 the 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 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.

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2025 Yass High School Scope and Sequence: Technology Mandatory Years 7–8

Each unit of work is delivered as part of a 35 -40 hour (indicative) rotation. Students complete 40 hours over a semester in Year 7 (4 x 1 hour lessons / fortnight), or 35 hours over a term in Year 8 (7 x 1 hour lessons / fortnight). Over the course of two years, students will complete 6 rotations. All assessment will be completed in class and based on practical class work.

Rotation 1	Digital Technologies	Design Project – Create an alarm using an Arduino board	40 hours (indicative)
	Students will learn about coding with the Arduino boards to create an alarm, as well as different types of computer network setups and cyber security, including ways to protect themselves from different possible online threats		
	Compulsory Digital Component (50 hours) 40 hours		
	Practical experiences Build and code an Arduino board alarm system		
	Reporting outcomes TE4-4DP, TE4-7DI	Life Skills reporting outcomes TELS4-5DP, TELS4-8DI	
Rotation 2	Materials Technologies - Textiles	Design Project – Create a textile item using a variety of colouration and construction methods	40 hours (indicative)
	Students will learn to sew and apply fabric decorating techniques so that they can follow the design process and create a unique textile item. They will learn about sewing a circuit and adding LED lights and a battery to their project		
	Compulsory Digital Component (50 hours) 5 hours		
	Practical experiences Design and create an textile item		
	Reporting outcomes TE4-9MA, TE4-10TS	Life Skills reporting outcomes TELS4-10MA, TELS4-11TS	
Rotation 3	Food Technologies	Design Project – Create a healthy snack for a teenager	40 hours (indicative)
	Students will learn about food safety and nutrition. They will develop a range of skills needed to create and produce nutritious food options.		
	Practical experiences – Design and produce a range of nutritious food items		

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	Reporting outcomes TE4-6FO	Life Skills reporting outcomes TELS4-7FO	
Rotation 4	Engineered Systems	Design Project – Build an engineered machine	40 hours (indicative)
	Students work collaboratively to design and make engineered machines. Within this course they explore design concepts, structural aspects, velocity, motion and calculating mass in the construction of their machine.		
	Practical experiences –. Building and testing machines made from a variety of materials		
	Reporting outcomes TE4-1DP TE4-8EN	Life Skills reporting outcomes TELS4-2DP TELS4-9EN	
Rotation 5	Agricultural Technologies	Design Project – Design a water monitoring system	40 hours (indicative)
	Students will have the opportunity to raise chickens as an introduction to animal systems and will learn about plant production systems by growing vegetable crops. They will investigate the use of technologies to manage agricultural systems. Students will also look at the difference between Indigenous and European agriculture systems.		
	Compulsory Digital Component (50 hours) 5 hours		
	Practical experiences – handling of plants and animals and designing a water monitoring system using a microbit.		
	Reporting outcomes TE4-3DP, TE4-5AG	Life Skills reporting outcomes TELS4-1DP TELS4-6AG	
Rotation 6	Material Technologies – Timber	Design Project – Design and make a timber product	40 hours (indicative)
	Students will complete a tool test piece demonstrating their ability to follow a basic plan and use tools safely and correctly. After their test piece they will create a timber project with an original design.		
	Practical experiences –. Use of hand tools to make timber products		
	Reporting outcomes TE4-2DP TE4-9MA	Life Skills reporting outcomes TELS4-10MA TELS-11TS	

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	Semester 1 Year 7	Semester 2 Year 7	Term 1 Year 8	Term 2 Year 8	Term 3 Year 8	Term 4 Year 8
Class 1	Agriculture Term 2 - Week 6	Textiles Term 4 - Week 5	Timber Week 8	Food Week 8	Engineering Week 6	Digital Week 6
Class 2	Digital Term 1 - Week 10	Agriculture Term 4 - Week 5	Textiles Week 10	Timber Week 8	Food Week 8	Engineering Week 6
Class 3	Engineering Term 2 - Week 2	Digital Term 3 - Week 10	Agriculture Week 8	Textiles Week 10	Timber Week 8	Food Week 6
Class 4	Food Term 2 - Week 5	Engineering Term 4 - Week 5	Digital Week 6	Agriculture Week 8	Textiles Week 10	Timber Week 6
Class 5	Timber Term 2 - Week 5	Food Term 4 - Week 5	Engineering Week 6	Digital Week 6	Agriculture Week 8	Textiles Week 6
Class 6	Textiles Term 2 - Week 8	Timber Term 4 - Week 5	Food Week 8	Engineering Week 6	Digital Week 6	Agriculture Week 6

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Year 8 Assessment Planning 2024

Term 1	Week 1/2	Week 3	Week 4	Week 5	Week 6
	Week 7	Week 8	Week 9	Week 10	Week 11
	Maths	Visual Arts		Science	English
				PDHPE	Music
					Geography
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
				Music	Stage 4 Exams
				Visual Arts	Science
					Maths
					Geography
	Week 6	Week 7	Week 8	Week 9	Week 10
			PDHPE		
			English		
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5
	Week 6	Week 7	Week 8	Week 9	Week 10
	Maths		English	Geography	Music
			Visual Arts	PDHPE	
		Science			

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Term 4	Week 1/2	Week 3	Week 4	Week 5	Week 6
			Music	Stage 4 Exams	
			Visual Arts	English	
				Science	
				Geography	
				Maths	
	Week 7	Week 8	Week 9	Week 10	Week 11

*Technology Mandatory subjects are not included on this sheet as all assessments are in class and have a variety of due dates due to the different courses – See Scope and Sequence documents



Assessment Task Illness/Misadventure Application

Name: _____ Year: _____ Date: _____

Subject: _____ Teacher: _____

Assessment Task Number (as per Booklet): _____

Assessment Task Title: _____

Assessment Weighting: _____ Your Mark: _____ Your Rank: _____

I wish to appeal on the following grounds: (Please staple any documentary evidence to this form including Assessment Task Notification Sheet, Marking guidelines and your submitted task)

I have read the Assessment Booklet and ensured that the grounds for appeal are consistent with that policy.

Student Signature: _____ Date: _____

Parent/Carer Signature: _____ Date: _____

Head Teacher Signature: _____ Date: _____

Comment: _____

Assessment Appeal – Panel Recommendation If Appeal is not recommended by Head Teacher

Decision Details: _____

Deputy/Principal: _____ Date: _____

Original to student, copy to teacher & student file

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Assessment Task Extension Application

Name: _____ Year: _____ Date: _____

Subject: _____ Teacher: _____

Assessment Task Number (as per Booklet): _____

Assessment Task Title: _____

I apply for an extension based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided except in exceptional circumstances)

Proposed New Date: _____

In applying for this special consideration, I assure the principal that I am not seeking unfair advantage over other students in this course.

Student Signature: _____ Date: _____

Parent/Carer Signature: _____ Date: _____

Head Teacher Signature: _____ Date: _____

Comment: _____

Application for Extension – Panel Recommendation If Extension is not recommended by Head Teacher

Decision Details: _____

Deputy/Principal: _____ Date: _____

Original to student, copy to teacher & student file