

CHESTER HILL HIGH SCHOOL



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Table of Contents

Year 7 Assessment Procedures	2
The Purpose of Assessment	2
How Will Assessment Be Undertaken	2
What is a Learning Outcome?	2
Homework	2
Satisfactory Completion of a Course	3
Information to be Provided to Students	3
General Comments on Assessment	4
Submission of Assessment Tasks	4
Electronic Submission of Assessment Tasks	4
Misadventure	5
Absence from Assessment Tasks	5
Late Attendance to an Assessment Task	6
Falling Ill During an Assessment	6
Failure to Submit a Task on Time	6
Mobile Phones and Electronic Equipment	7
Malpractice	7
School Strategies to Avoid Malpractice	7
Consequences of Malpractice.....	8
Steps to Manage Assessment Tasks	8
Consistency of Marking	8
Appeals Relating to Assessment Tasks	8
Disability Provisions	9
Reporting on Student Progress	10
School Contact Information	11
Year Advisers, Assistant Year Advisers	11
Faculty Head Teachers	12
Appendices:	12
Appendix 1: Sample Assessment Task Notification	13
Appendix 2: Sample Assessment Task Illness/Misadventure Form	16

COURSE ASSESSMENT SCHEDULES

ENGLISH	17
GEOGRAPHY	18
HISTORY	19
MATHEMATICS	20
MUSIC	21
PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION.....	22
SCIENCE	23
TECHNOLOGY MANDATORY – Home Economics and Industrial Arts	24
VISUAL ARTS	25
ASSESSMENT SCHEDULE CALENDAR (tear off).....	26

Year 7 Assessment Procedures

Purpose of Assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. It is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached. Assessment measures performance throughout the whole course in each subject, including knowledge, understanding, skills and processes. Students are assessed on what they understand, know and can do.

This booklet lists formal assessment items that are common to all students in that course. The evidence teachers gather about student achievement is used for assessment of learning, which takes place at key points in the assessment cycle, such as at the end of each semester, when students receive academic reports indicating their levels of achievement.

How Will Assessments be Undertaken?

The NSW Education Standards Authority [NESA] has provided a syllabus and a set of performance descriptors for each subject. Syllabuses are available on the NESA website, and can be accessed at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

The syllabus contains a statement of learning outcomes and content for each course.

Each subject will require a different number of assessment tasks to adequately assess the course. Assessment tasks may include tests, assignments, projects, research tasks, class presentations, practical tests, class exercises and examinations.

What is a Learning Outcome?

Learning outcomes are the skills or knowledge a student should know as a result of being taught a unit of work. The purpose of assessment is to measure how much a student has learnt at a given point in time towards those outcomes. Teachers devise assessment programs which measure a student's learning towards the outcomes at different times throughout the year.

Assessment schedules for each course are included in this booklet and state –

- the outcomes a student will be studying each semester;
- the assessment tasks which will take place throughout the year;
- when each task will take place.

Homework

Homework plays an integral part in the overall assessment for learning, as it assists in achieving learning outcomes. It is also reported in the Progress and Final Reports.

At Chester Hill High School, there is an expectation that students will –

- be given suitable homework tasks;
- complete these tasks on time to the best of their ability;
- be provided with appropriate feedback.

Some examples of homework include:

- Practical tasks/making models
- Creative responses
- Extension and consolidation exercises
- Worksheets
- Reading and responding activities
- Surveys/questionnaires
- Writing essays
- Research tasks
- ICT tasks

Satisfactory Completion of a Course

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has

- followed the course developed or endorsed by NESA,
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school,
- achieved some or all of the course outcomes.

FACTORS WHICH MAY PREVENT SATISFACTORY COMPLETION OF A COURSE

- Excessive rate of absences or lateness to school or classes
- Poor achievement in class tests and assessments due to lack of application and effort
- Failure to complete classwork and homework
- Failure to submit assessment tasks
- Proven cases of plagiarism, copying or cheating

Information to be Provided to Students

Each school has the responsibility to tell the students the following information:

- What aspects of the course will be assessed;
- How they will be assessed (the criteria for marking the task), e.g. what essays, tests, practical will be used;
- The marks and the weighting given to each task; and
- When they are going to be assessed.

Students will be issued with an Assessment Task Notification at least two weeks prior to the due date of the task. This will be handed out to you by your class teacher.

Assessment Task Notifications for Year 7 students will be printed on **YELLOW PAPER**.

Students must sign to acknowledge receipt of the Assessment Task Notification.

A sample Assessment Task Notification is shown as Appendix 1 of this booklet. The notification sheet must contain the following:

- Syllabus outcomes being assessed
- Instructions on how to complete the task
- The success criteria and completion guidelines

General Comments on Assessments

- Information is provided in this booklet about the types of tasks that will be set in each subject.
- Sometimes more than one task will be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Start tasks early to ensure completion by the due date.
- Tasks are marked according to the success criteria which is provided to students on the assessment task notification.
- Assessment Task Progress Checks' dates will be provided to students on the Task Notification page. These are dates to check on a student's progress in completing the task. Students must record the progress check dates in the student diary and show the progress to their teacher on this date.
- If a student is suspended when an assessment task is due/taking place the student must not attend school for the duration of the suspension. Assessment tasks are to be submitted on time either by email or by delivery to the Administration Office or to the respective faculty Head Teacher by the parent/caregiver.
- All work done in assignments, etc., must be the student's efforts. It easily becomes apparent to teachers if this is not so. If work is proven to be other than the student's efforts, a zero mark may be awarded. Ignorance of the rules regarding plagiarism is not an excuse: it is the student's responsibility to read all information provided.
- Please note that not all tasks are weighted equally and a poor level of achievement in a major task can have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur because of relatively small mark differences.
- Students will need to learn to organise their time and efforts, so that deadlines and other aspects of the assessment scheme do not cause unnecessary stress. If problems seem insurmountable, there are people in the school who will be available to provide advice and guidance. Ask for help!

Submission of Assessment Tasks

All assessment tasks must be submitted at the beginning of the lesson on the due date, unless a designated time is specified on the task notification sheet. Tasks may be submitted earlier than the due date.

Any task submitted after the designated day and time will be deemed to be late, unless the student is absent on the day due to illness or other acceptable reason, as indicated in a letter from a parent.

Tasks completed in class, such as tests and examinations, practicals, performances, speeches, presentations and so on, must be completed on the designated day. Failure to do so, without the provision of documentary evidence, will result in students losing marks for each day the task is late.

Electronic Submission of Assessment Tasks

Only submit assessment tasks by email or by other digital media if instructed by the teacher on the Assessment Task Notification.

When electronic submission is required or permitted, the task may be submitted on USB or by email. **An electronic assessment task is ONLY considered submitted if –**

1. The assessment task is readily identifiable;
2. It is readable and free of virus infected files or media;
3. It is written in applications to which school staff have ready access and in a format that can be ready by most school computers;

4. When submitted by email, the student must receive a reply from the teacher indicating receipt of the task. Teachers will acknowledge receipt as soon as possible. If a student does not receive a receipt, then the teacher did not receive the student's work.

Misadventure

If something serious or unexpected happens while the student is working on an assessment task, which prevents the student from completing the task by the due date, the student should go to the Head Teacher and ask for a Misadventure Form (see Appendix 2) as soon as possible.

The student must complete the form outlining the reasons for the misadventure, get the form signed by their parent/carer and then hand it in to the Head Teacher.

The Head Teacher assesses the circumstances and makes a recommendation. This is also discussed with the Deputy Principal and a final decision is made. This decision is then communicated to the student and the family.

Computer issues and technical problems are NOT valid grounds for misadventure. Students are expected to follow responsible practices when using technologies, including ensuring that equipment is reliable and that extra copies of the assessments are saved on an USB.

Absence from Assessment Tasks

It is the student's responsibility to submit/complete all formal assessment tasks by the due date. If a student is very ill and will be absent on the day of an assessment task or examination, their parents/caregivers must telephone the school (02 96441099) to notify staff of the circumstances.

When students are absent on the day of a formal assessment, a letter from a parent or a doctor's certificate is to be provided. This documentation, along with a completed Illness/Misadventure Form (Appendix 2) is to be brought to the Head Teacher on the first day of return to school, irrespective of whether the student has a timetabled period in that subject that day.

If a student is aware of an upcoming absence that clashes with an assessment task, for any reason other than illness, he or she must inform the class teacher prior to this absence, where practicable (e.g. if the student is to represent the school in a curriculum enrichment event such as sport, debating or music, etc. on that day) to make alternative arrangements. In the event of an unexpected issue (e.g. family illness), contact should be made with the school as soon as conveniently possible given the circumstance.

The Head Teacher of the subject concerned may:

- allow the student to undertake the same task; or
- allow the student to undertake a suitable replacement task; or
- give an estimate for that task only, based on the quality of the student's work in the components being assessed, if the Principal permits.

Students are advised that no adjustment of assessment marks is possible if a task has been attempted. If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.

If a student will miss an assessment task due to going on vacation, approval must be given by the Principal prior to the event.

Late Attendance to an Assessment task

If a student arrives late for an assessment task due to circumstances beyond the student's control, the student must report to their classroom teacher or the Head Teacher, who will determine an appropriate course of action and a Misadventure Form must be completed.

Falling Ill During an Assessment

If a student present for an assessment task or examination falls ill during an assessment, or a student is under the effects of other misadventure, the student may make an appeal for misadventure.

The student must notify the teacher of the Head Teacher **immediately** before or after the task. The student must obtain a doctor's certificate, covering the day of the assessment and return it to the Head Teacher, along with a Misadventure Form (Appendix 2), on the **FIRST day the student returns to school.**

If the appeal is accepted, the following procedure will be followed:

- The student's paper will be marked along with all the others.
- The Head Teacher will examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
- If the mark achieved is the same or better than previous results, no action will be taken.
- If the new mark is significantly below previous results, an estimated mark will be given.

Failure to Submit a Task on Time

If late submission of a task is due to sickness, a letter from a parent or doctor will be required. Lateness beyond the period of illness or lateness for which a student does not seek approval before the due date will lead to a mark deduction of **10%** of the total mark (what the task is marked out of) for each day the task is late.

Failure to submit a task on time will result in a mark deduction as follows:

One day late:	10% of total marks
Two days late:	20% of total marks
Three days late:	30% of total marks

A '**day**' means any day of the week, including Saturdays and Sundays. An assessment task due on Friday but handed in on the following Monday would be **three (3) days late**, attracting a **30%** penalty.

The student's assessment will be marked first and then the marks the student has lost will be deducted. For example, if a student scores 14 out of 20 in an assessment but handed it in two days late, the student loses 20%, so 4 marks will be deducted and the student will only receive 10 out of 20.

If a student fails to complete or submit an assessment task by the due date, or fails to make a serious attempt, the classroom teacher will inform the student's parents/caregivers by phone, of the penalty involved.

All tasks must be completed in order for a student to meet course outcomes in that course. Failure to make a serious attempt at an assessment task will incur the same penalties as above.

In Year 7, a Notice of Concern or other similar letter must be sent home no later than the third day that the task is late.

Late tasks must still be completed and submitted in order to meet course outcomes.

Failure of computer equipment is NOT an acceptable reason for failing to submit an assessment task. Students should develop a pattern of regularly backing up work on a transportable storage device which can be brought to school in the event of any computer failure e.g. printer out of ink.

Students must complete all assessment tasks. If tasks are not completed, the Principal may determine that the course has not been studied satisfactorily.

Mobile Phones and Electronic Equipment

Mobile phones must be switched off and kept in the student's bag before the start of an examination.

Other than NESAs-approved calculators (when required), no other electronic equipment will be permitted in examinations, or during in-class assessment tasks.

Malpractice

Malpractice, or cheating, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Please note that any malpractice in any task may result in zero being awarded for the task in its entirety.

Here are some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own;
- Using material directly from books, journals, newspapers, CDs or the internet without acknowledging the source;
- Submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic device into an assessment or examination, whether or not they are used).

The examples above are generally referred to as plagiarism.

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher and Deputy Principal. The matter will be investigated and a **ZERO** will be awarded for the section that has been plagiarised.

School Strategies to Avoid Malpractice

- Teachers instruct students on good and ethical practices of research.
- Teachers provide students examples on how to effectively reference books and websites.
- Signage in appropriate areas, including the Library, explaining aspects of good practice.
- Referencing guidelines available on the school's website.

Consequences of Malpractice

All assessment tasks done at school or at home must be the student's own work. If any malpractice is proven, the task concerned scores zero. Allegations of malpractice will be investigated by the Head Teacher of the faculty concerned.

NESA treats malpractice in written tasks, examinations and practical work very seriously and takes measures to deal with students who are caught. Depending on the circumstances of the case, one or more of the following may apply:

- Zero marks will be awarded for the examination/task in its entirety;
- You may be required to have an interview with the Deputy Principal.

Note: the act of bringing notes, etc. into a task/examination will attract a 100% penalty, irrespective of whether those notes were used.

Steps to Manage Assessment Tasks

- Start tasks early so that you can ask for help if you need it.
- Read the task notification sheet carefully, so you are aware of all requirements.
- Be aware of due dates. Keep your school diary up-to-date with all assessment activities and other commitments.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save, back up and print any work completed on a computer. The failure of technology is NOT an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.
- Seek help from the Learning Support faculty or at the Homework Centre on Tuesday, Wednesday, Thursday.

Consistency of Marking

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student's work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

The Head Teacher, in collaboration with the classroom teacher, will exercise appropriate professional judgement in finalising grades to ensure that they are an accurate reflection of a student's achievement against learning outcomes and course performance descriptors.

Appeals Relating to Assessment Tasks

Appeals relating to assessments should be directed to the Head Teacher. Should the matter not be satisfactorily resolved, a student may make further application through the Deputy Principal.

Disability Provisions

A student may be granted disability provisions if the student has:

- visual or auditory difficulties
- learning difficulties
- fine motor skills difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on the student's ability to complete assessment tasks
- psychological difficulties
- a PLASP (Personalised Learning and Support Plan)

The student's parents/caregivers must provide documentation and inform the school of a student's disability.

Successful applicants will be granted provisions as determined by NESAs and the school. These may include large print examinations, provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances).

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations, but is not relevant for consideration by NESAs, the student may apply to the Head Teacher Learning Support for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions Within the School

To ensure that we support the student as best we can, the following procedures should be followed:

1. The student notifies the Learning Support Head Teacher as soon as they receive an assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher and Learning Support Team to provide the student with adequate support and provisions.
2. If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and the student will be closely supervised. A student may not use functions such as spelling or grammar checking, or other functions which may give the student an advantage over candidates sitting a pen and paper examination. A student may not format another student's work beyond simple paragraphing. A computer calculator is not an approved calculator for NESAs examinations. Simple drawing programs are permitted where a student is required to draw diagrams etc for an assessment task.
3. If necessary, a reader or a writer will be provided to the student to support them in their completion of the task/exam. This will be determined by the Learning Support Head Teacher based on each student's particular needs and NESAs guidelines.

Reporting on Student Progress

The school formally reports on student progress twice each year: A Progress Report (issued at the end of Term 2 for Semester 1) and a Final Report (issued at the end of the year for Semester 2).

Progress and Final Reports will provide information concerning a student's progress in each course. For Years 7 – 10, Grades 'A' to 'E' will reflect student achievement in each subject. The following additional information will be provided for each course:

- An overview of the content covered in the course and how this content was assessed throughout the year.
- The student's progress in each of the syllabus outcomes assessed.
- A learning profile reflecting the student's commitment and attitude towards learning.
- Extra-curricular involvement (extra-curricular activities are the things the student does other than normal school work, for example, debating, SRC, etc.)
- Attendance data.

GRADES: YEARS 7 – 10

For **Progress and Final Reports**, Head Teachers and Classroom Teachers issue a grade to reflect a student's academic achievement in each course.

Meaning of Grades

Teachers use Course Performance Descriptors in each course to determine the grade range that best describes a student's achievement.

The Grades allocated are as follows:

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

School Contact Information

Chester Hill High School

Address: Miller Road, Chester Hill, NSW 2162
Telephone numbers: 9644 1099
9644 5740
Fax: 9743 7174
Email: chesterhil-h.school@det.nsw.edu.au
Website: <https://chesterhil-h.schools.nsw.gov.au/>

PRINCIPAL: Ms M O'Harae

DEPUTY PRINCIPALS: Ms J Cremin (Stage 4 - Years 7 and 8)
Mr P Rosewall (Stage 5 – Years 9 and 10)
Ms C Mateus (Stage 6 – Years 11 and 12)

Year Advisers, Assistant Year Advisers and Faculty Head Teachers

YEAR ADVISERS AND ASSISTANT YEAR ADVISERS 2020

	YEAR ADVISER	ASSISTANT YEAR ADVISER
Yr 7	Ms E Wuergatsch (<i>PD/H/PE Faculty</i>)	Mr A Al Saifi (<i>Science Faculty</i>)
Yr 8	Ms K Richards (<i>English Faculty</i>)	Ms K Knight (<i>Home Economics</i>)
Yr 9	Ms T Khunger (<i>Science Faculty</i>)	Ms E Brennan (<i>PD/H/PE Faculty</i>)
Yr 10	Ms S Ing (<i>Mathematics Faculty</i>)	Ms J Sobrevega (<i>Languages</i>)
Yr 11	Mr S Aweida (<i>Social Science Faculty</i>)	Ms M Matanovic & Ms C Fisher (<i>History Faculty</i>)
Yr 12	Ms C Lowe (<i>History Faculty</i>)	Ms R Wright (<i>CAPA Faculty</i>)

Staff members may be contacted at school via the school reception on 02 9644 1099 or the school email address: chesterhil-h.school@det.nsw.edu.au

We advise parents to contact or make an appointment to speak with the relevant Year Adviser or Deputy Principal if they have any concerns.

FACULTY HEAD TEACHERS

SUBJECT	FACULTY HEAD TEACHER
CAPA (Creative and Performing Arts) <ul style="list-style-type: none"> - Drama - Music - Visual Arts 	Ms V MESSIMERIS
ENGLISH	Ms E LEONG (Rlg)
HISTORY	Dr E CHRISTIAN/ MR L BROWN (Rlg)
LEARNING SUPPORT <ul style="list-style-type: none"> - EAL/D (English as an Additional Language or Dialect) - LOTE (Languages Other Than English) 	Ms I SHARMA (Rlg)
MATHEMATICS	TBA
PD/H/PE (Personal Development, Health and Physical Education)	Mr L JONES
SCIENCE <ul style="list-style-type: none"> - Computing 	Mr E LIEU
SOCIAL SCIENCE	Ms N BENTON
TAS (Technological and Applied Studies) <ul style="list-style-type: none"> - Industrial Arts - Home Economics 	Mr M McCLEAN

Appendices

Appendix 1: Sample Assessment Task Notification Form

Appendix 2: Sample Assessment Task Illness/Misadventure Form



Assessment Task Proforma

Course:		Year:	
Topic:			
Assessment Name:			
DATE DUE:		Total Mark/Weighting	
STUDENT NAME:			
Progress Check FEEDBACK	<i>(Individualised based on task – tick a box or lines for feedback)</i>		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Etc.		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:

✂-----

Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	
Skills, Knowledge and understanding being demonstrated:	
Task Requirements:	<i>(optional checklist with tick-a-box for students)</i>
Syllabus Outcomes:	

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *SUBJECT* is _____

Learning in *SUBJECT* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	Mark /Grade				
Understands the big idea(s)						
Literacy / Numeracy skills assessed						
Processes Demonstrates Skills Knowledge Understanding						

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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ASSESSMENT TASK ILLNESS/MISADVENTURE FORM

Submit this form to the **HEAD TEACHER** on the **FIRST DAY OF YOUR RETURN TO SCHOOL**

Name of Student: _____ Date: _____

TASK: _____ Course: _____ DUE DATE: _____

Reason for missing the task:

Parent/Caregiver Signature: _____ Student Signature: _____ Date: _____

Doctor's Certificate attached? YES / NO

(Doctor's Certificate MUST be attached to this form if your reason is **ILLNESS**)

Other supporting documentation provided? YES / NO

If you were sick DURING an assessment, did you notify the teacher immediately? **YES / NO**

HEAD TEACHER RECOMMENDATION:

Head Teacher Signature: _____ Date: _____

DEPUTY PRINCIPAL DECISION:

Deputy Principal (*in charge of year*): _____ Date: _____

OFFICE USE ONLY:

Copy to: Student Student file Head Teacher

Assessment Schedules

ENGLISH

The study of English is designed to provide students with the skills to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Overview of Year 7 course content

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing:

- Fiction
- Poetry
- Film
- Nonfiction
- Drama

Students will complete 5 topics throughout the year. The **topics** to be studied, **in order**, are:

- Persuade Me
- Telling Stories
- Detailed Study of a Text – Poetry
- Fabulous Film
- Topic Area – Conformity

Assessment Schedule:

Students will complete 4 common assessment tasks throughout the year in addition to their classwork. Students will complete one of these tasks at the conclusion of each topic.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Common assessments	
1. Oral Presentation	Term 1, Week 10
2. Short story composition with reflection statement	Term 2, Week 10
3. Poetry Composition and Analysis	Term 3, Week 8
4. Storyboard with Oral Presentation	Term 4, Week 3
Course work	Ongoing

GEOGRAPHY

Overview of Year 7 course content

Topics: Semester 1

- Landscapes and Landforms

Topics: Semester 2

- Place and Livability

Assessment Schedule – Semesters 1 and 2

In-class assessments will take place throughout the semester. These tasks may include group assignments on a chosen topic, vocabulary, quizzes, class activities and homework tasks.

TASK	DUE
Research Project – The Value and Future of Our Landforms	Term 1, Week 10 (First lesson of the week)
Class tasks, homework, bookwork	Semester 1, Ongoing
Team Research – How Liveable Is That City; Assess and Propose improvements	Term 3, Week 10 (First lesson of the week)
Yearly Examination	Term 4, Week 4 (First lesson of the week)
Class tasks, homework, bookwork	Semester 2, Ongoing

HISTORY

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. History provides opportunities for students to explore human actions and achievements in a range of historical contexts and develop their historical skills and understanding.

Overview of Year 7 course content

In 2020, Year 7 students will study the topic: The Ancient World. This will consist of 1 overview study and 3 depth studies.

Overview *The Ancient World: Ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650)*

Depth Study 1 *Investigating the Ancient Past*

Depth Study 2 *The Mediterranean World: Egypt*

Depth Study 3 *The Asian World: China*

Assessment Schedule – Semesters 1 and 2

Students will complete 2 common assessment tasks and a range of differentiated class tasks throughout the year. These tasks will provide students with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

TASK	DUE
Common Assessment Task: Investigating the Past: The Iceman	Term 1, Week 8
Class Tasks: Investigating the Past, including a study of ancient Australia and Narrabeen Man	Ongoing Term 1 and 2
Common Assessment Task: The Mediterranean World: The of impact of Akhenaten	Term 3, Week 10
Class Tasks: The Mediterranean World: Egypt	Ongoing Term 2 and 3
Class Tasks: The Asian World: China	Ongoing Term 4

MATHEMATICS

The Mathematics Syllabus focuses on developing students' communication, problem solving, reasoning, understanding and fluency skills. Working Mathematically provides students with the opportunity to engage in genuine mathematical activity and develop the skills to become flexible and creative users of mathematics.

Overview of Year 7 course content

- Computation with Integers
- Angle Relationships
- Properties of Geometrical Figures
- Fractions, Decimals and Percentages
- Time
- Data
- Length
- Probability
- Indices
- Algebra

Assessment Schedule

Students will receive a grade (A – E) for each topic. *Each topic is equally weighted.* Students will complete a variety of class assessments to determine these grades. Students will complete 2 assessment tasks per semester. These tasks are summative tasks and are an opportunity for students to demonstrate the depth of understanding they have *developed* and *retained*. Students will be allowed to bring one double-sided, handwritten A4 page reference sheet into in-class examinations.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to the student's overall grade issued at the Progress and Final Reports.

TASK	DUE
Examination 1	Term 2, Week 4
Topic Task	Term 3, Week 5
Examination 2	Term 4, Week 3

Stage 4 Mathematics Assessment Grades

The Year 7 Mathematics Grading Sheet provides a description of the types of knowledge and skills students need to demonstrate to achieve a particular grade in each topic. A sample from the topic Computation with Integers is shown below. Students will be provided with the full document at the beginning of the year.

COMPUTATION WITH INTEGERS	Limited (E)	Basic (D)	Sound (C)	Thorough (B)	Extensive (A)
MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation	Recognise and describe the 'direction' and 'magnitude' of integers. Add, subtract, multiply and divide integers using a calculator or other similar aids	Recognise and place integers on a number line. Apply integers to simple problems involving money and temperature. Compare integers, including recording the comparison by using symbols < and >. Orders integers.	Add and subtract integers using mental and written strategies. Multiply and divide integers using mental and written strategies. Construct a directed number sentence to represent a real-life situation.	Apply mental and written strategies to answer questions or problems involving integers and the four operations.	Apply the order of operations to mentally evaluate expressions involving integers. Solve worded questions that involve using any of the four operations with integers. Recognise and explains mathematical relationships involving integers using reasoning.

MUSIC

Overview of Year 7 course content

Topics:

- Introduction to Music: Let's Beat It
- Instruments of the Orchestra
- The Voice
- The Keyboard
- Technology in Music

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Composition	Term 1 Week 9
Performance	Term 2 Week 8
Yearly Examination	Term 3, Week 9
Course work	Ongoing

PDHPE (PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION)

Overview of Year 7 course content

Topics: Semester 1

- Changes In My World
- Have A Ball
- Let's All Get Along

Topics: Semester 2

- We're All In This Together
- Who Dares Win
- I've Got Your Back
- Get Active

Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to the student's overall Grade issued at the Progress and Final Reports.

	TASK	DUE
Semester 1		
Theory	Assessment 1 – Changes In My World	Term 1, Week 8
Practical	Assessment 2 – Have A Ball	Term 2, Week 4

Semester 2		
Theory	Assessment 3 – We're All In This Together	Term 3, Week 6
Theory	Assessment 4 – Yearly Examination	Term 4, Week 3

SCIENCE

Students develop Working Scientifically skills in the knowledge and understanding strands of Chemical World, Physical World, Living World and Earth and Space. Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence.

Overview of Year 7 course content

Topics:

- Funhouse
- The Discovery Channel
- Water World
- Fantastic Beasts and Where to Find Them

Assessment schedule

Common assessments include a variety of tasks such as examinations, research activities and student investigations.

All tasks listed below are used to measure student achievement against a variety of learning outcomes in areas of Knowledge and Understanding, Thinking Scientifically, Communicating Scientifically, and Investigating Scientifically.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Research task	Term 1, Week 10
Examination	Term 2, Week 4
Guided Scientific Investigation	Term 3, Week 4
Yearly Examination	Term 4, Week 2
Course work	Ongoing

TECHNOLOGY MANDATORY – Home Economics and Industrial Arts

Overview of Year 7 course content

The Technology Mandatory course will develop students' skills, knowledge and understanding in:

- Agriculture and Food Technologies
- Digital Technologies
- Engineered Systems
- Material Technologies

Each of these areas is undertaken through the design and production of a variety of projects throughout Year 7 and 8. Students will undertake a minimum of four design projects across Years 7 and 8.

Projects are designed and developed in class and through these, students develop a range of practical skills and learn to safely use appropriate tools and equipment specific to each context area.

Projects will vary in complexity to match the skills and experiences of students throughout the year. Each class will have a different sequence of experiences in different materials.

Assessment Schedule

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Safety Assessment – in-class worksheets and teacher assessment in the workshop - general safety, tool and room safety. Observation in class and class specific tasks.	Ongoing Term 1, Week 8 and Term 4, Week 1
Unit Examination	Term 1, Week 10 Term 3, Week 9/10
Practical projects Projects vary in duration. Projects are assessed on progress and completion	Terms 2, 3 and 4 Week 2
Course work - Bookwork must be checked and signed by the parent or guardian.	Terms 1, 2 and 3 Week 9

VISUAL ARTS

Overview of Year 7 course content

Topics:

- Elements of art & design
- Painting techniques
- An artist and their world
- Sculpture

Assessment Schedule

Students are required to complete practical work in their Visual Arts Process Diary (VAPD). They will be given theory activities through which they will learn about artists, subject vocabulary, visual literacy and many other important Visual Arts concepts.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall Grade issued at the Progress and Final Reports.

TASK	DUE
Visual Arts Process Diary	Term 2, Week 1
Artist Study	Term 2, Week 8
Artmaking Portfolio	Term 3, Week 10
Course work and VAPD	Ongoing

CALENDAR OF YEAR 7 FORMAL ASSESSMENTS, 2020

	Week 1B	Week 2A	Week 3B	Week 4A	Week 5B	Week 6A	Week 7B	Week 8A	Week 9B	Week 10A	Week 11B
Term 1 28 Jan TO 9 Apr								Technology History PDHPE	Music Technology	English Science Geography Technology	
	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B	
Term 2 27 Apr TO 03 Jul	Visual Arts	Technology	NAPLAN	Maths Science PDHPE				Music Visual Arts	Technology	English Technology	
Term 3 20 Jul TO 25 Sep		Technology		Science	Maths	PDHPE		English	Music Technology	Visual Arts History Geography Technology	
Term 4 12 Oct TO 16 Dec	Technology	Science Technology Geography	English Maths PDHPE								

KEY: Shortened subject names: Technology Mandatory - Home Economics and Industrial Arts – **Tech Mand.**