YEAR 7

Assessment Booklet

Mount Austin High School – Year 7 Assessment Information for 2024 Academic Year

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Introduction

This document summarises the requirements and expectations for Year 7 students in regard to assessment. It contains assessment information, the assessment calendar and course schedules detailing the formal assessment program for each of the courses being delivered.

Year 7 Requirements

The NSW Education Standards Authority (NESA) is responsible for setting all regulations for the completion of Stage 4 (Years 7 and 8) in all NSW schools and with this student must:
- attend an accredited school
- follow and complete the course developed by each faculty
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieve some or all of the course outcomes.

Subjects – Courses

NESA rules require the following pattern of study for students in Stage 4 (Years 7 and 8):
- English in each year
- Mathematics in each year
- Science in each year
- Personal Development, Health and Physical Education in each year
- Human Society and its Environment in each year (History/Geography)
- A Language other than English for at least one year
- Creative Arts including Music, Visual Arts for at least one year
- Technology and Applied Science, including use of computers.

In addition, our school is offering a **Local Aboriginal Culture** (LAC) course focussing on the Wiradjuri Culture. In this course that is supported by the Aboriginal Outcomes and Partnerships Directorate (APOD) and NSW Aboriginal Education Consultative Group Inc (AECG). Students will engage in learning experiences to increase knowledge and understanding of Aboriginal histories and culture. This course will be reported on; however, an assessment schedule will not be implemented.

Current syllabuses are available online:
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4

Course Completion

For each course, a student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:
- followed the course specified by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Every school in NSW is required to certify that students have satisfied these expectations.

Grading in Stage 4 Courses

The grades for a course will be determined based on the student's performances in assessment tasks, as detailed in the Assessment Schedule, using the Grade Scale outlined below.

The Common Grade Scale shown below is used to report student achievement in Stage 4 (Years 7 and 8).

COMMON GRADE SCALE

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.

NSW EDUCATION STANDARDS AUTHORITY

Available online: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale

Attendance

Students must maintain satisfactory attendance (typically, 95%) to make sure that all course requirements are met. Granting of leave is a matter for the school principal to determine. The Principal has discretion in granting leave if they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Assessment Procedures – Year 7

The **Year 7 Course Assessment Schedule** is set out in this Assessment Booklet. It contains information about the set tasks in each of the courses offered. The course assessment schedule provides information on approximately when the various assessment tasks will take place. The date of each assessment task will be provided by the classroom teacher at least two weeks prior to the task.

This Assessment Booklet is also available on the school's website and emailed to students, parents, and carers at the start of the academic year. Students are required to complete all Assessment Tasks to demonstrate they are working towards meeting course outcomes.

Every faculty maintains a register to indicate the date that each student receives formal notification of tasks. If a student is absent, it is their responsibility to catch themselves up with the details of any task notifications. Scheduling dates may have to be changed due to unforeseen circumstances. This change will be endorsed by the faculty Head Teacher and written notification of the change will be given to all students involved.

Students must make a genuine attempt at assessment tasks. Every student will be provided with formal feedback for each assessment. This may involve written advice, verbal discussions and marking grids.

The assessments listed on the Assessment Schedule will contribute to both the final grades and the achievement reported in the school reports. Each student is expected to personally complete the assessment tasks listed as well as all the other assessments which teachers may use to determine student progress.

Students with parents and carers should be aware of upcoming assessment tasks and ensure that appointments, holidays, or sporting trips are not booked during a scheduled assessment task.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task must contact the school. Parents or caregivers are required to contact the school to inform the Class Teacher or Head Teacher on the day via phone or email.

The task may be required to be submitted online.

The principal reserves the right to alter the Mount Austin High School Assessment Procedures should exceptional circumstances present themselves.

Letters of Concern and Contact with Home

A student who fails to meet the requirements in any course may receive a formal letter of concern or be contacted by the class teacher or head teacher via phone, text message or email.

Life Skills

Most students with disability and additional learning and support needs follow the standard Year 7 to 10 curriculum set by the NESA with adjustments made to the learning experiences presented. Students with additional educational needs, which prevent them from successfully accessing regular courses, are eligible to study Life Skills courses.

Life Skills courses help students to achieve outcomes appropriate matched to their strengths, goals, interests and support the needs of the individual student. Assessment in this pattern of study provides opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes for the individual student. This assessment can occur in a range of situations or environments such as the school and wider community.

Additional Information for Students

Change of date or task
For a change of date for a task, written notification will be given to all students in a class or course and this change will be authorised by the faculty Head Teacher. This will also be posted in the Google Classroom.

Extensions
Extensions of time may be granted only in exceptional circumstances. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Parents or caregivers are required to contact the school – Class Teacher and/or Head Teacher via phone, email or written note.

Missed Assessment Tasks
The parents or carers of a student who is away on the day of an in-class assessment task (including examinations) should again contact the school by 9.00am to let the Class Teacher and faculty Head Teacher know they will be missing the task. Generally, in-class assessment tasks can only be missed for exceptional circumstances. The student must speak to the faculty Head Teacher immediately on their return to school.

Hand-in Tasks
A student who is away on the day of a hand-in task is still expected to submit their task digitally through Google Classroom, if appropriate, the task can be upload to the teaching and learning area or emailed it to their Class Teacher or faculty Head Teacher. Evidence of completion is required on the due date.

Missed in class tasks and late tasks
All students must complete all assessment tasks on the specified time and due date. If the student cannot show that missing a task or lateness was due to 'exceptional circumstances' a penalty will exist. **If a task is late without following school procedures the following will take place - for the first week (5 school days) that a task is late 50% or half marks can be awarded after 5 days, however, a mark of zero will be awarded for the task.** Failure to submit or complete work is 'non-completion' and may lead to a letter of concern.

Malpractice, plagiarism, non-completion and zero marks for a task
Academic malpractice is a serious breach of rules and can result in a zero mark being awarded. The faculty Head Teacher will investigate malpractice on a task who will advise the year group Deputy Principal. Parents will be contacted after the initial investigation.

Technology failure including computer and/or printers
Students should submit assessment tasks as specified on the Assessment Notification. A printed hard copy of their assessment task as well as a saved soft copy or digital copy if appropriate must be retained for all assessment tasks by the students.

Technology - computer hardware/software or printer failure will not be accepted as an excuse for late submission. When working on assessments students are advised to have a backup computer copy of all tasks including backing up in the cloud e.g., Google Drive as well as draft printed copies.

Year 7 Assessment Schedule Calendar

Term 1, 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Personal Development, Health and Physical Education
Week 7	
Week 8	History, Science
Week 9	Languages, Mathematics
Week 10	English
Week 11	

Term 2, 2024

Week 1	
Week 2	
Week 3	Personal Development, Health and Physical Education
Week 4	History, Mathematics, Science
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	English
Week 10	

Term 3, 2024

Week 1	
Week 2	Languages
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	Geography, Mathematics, Personal Development, Health and Physical Education, Science
Week 9	English
Week 10	

Term 4, 2024

Week 1	
Week 2	
Week 3	Mathematics, Personal Development, Health and Physical Education
Week 4	Geography, Languages, Science
Week 5	English
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Please note: Technology Mandatory assessment tasks are dependent on the class rotations.

Year 7 Formal Assessment Program
Assessment Schedules

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

Task Types

Some examples of task types considered appropriate for formal assessment are, but not limited to:
- Topic tests
- Examinations
- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Compositions
- Groupwork tasks

A formal assessment task may contain more than one part.

Assessment Task Notifications

The following pages contain Assessment Schedules for each subject being delivered in Stage 5 at Mount Austin High School this year. For each task listed, a formal assessment task notification will be provided to students at least two weeks prior to the due date detailing the requirements of the task.

Assessment Schedules – start on the following page

English
Geography (HSIE)
History (HSIE)
Language – Year 7
Mathematics
Music – Year 8
Technology Mandatory Rotation
Personal Development, Health and Physical Education
Science

<u>Note</u>: The **Local Aboriginal Culture** (LAC) course focussing on the Wiradjuri Culture will be reported on, however, does not have a formal assessment schedule as per the AOPD and AECG agreement.

ENGLISH

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Animation: Analytical Writing	25%	Term 1 Week 10	All	All
2	Telling Stories Narrative writing	25%	Term 2 Week 9	All	All
3	Novel Study Extended Response	25%	Term 3 Week 9	All	All
4	Poetic Licence Poetry Portfolio	25%	Term 4 Week 5	All	All

Course Outcomes	Reporting Statements
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 connection 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	A student: 1. is able to demonstrate an ability to read, view and listen to a variety of texts. 2. is able to demonstrate an ability to understand and respond to texts in appropriate contexts. 3. is able to demonstrate an ability to express their ideas and compose texts across a variety of forms.

GEOGRAPHY

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Landscapes and Landforms Topic Test	50%	Term 3 Week 8	4.1, 4.2, 4.4, 4.5 4.8	1, 3
2	Water in the World Research Task	50%	Term 4 Week 4	4.1, 4.2,4.3, 4.4, 4.5, 4.6, 4.7, 4.8	2, 4, 5

Course Outcomes	Reporting Statements
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 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 **GE4-6** explains differences in human wellbeing **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	A student: 1. locates and describes the diverse features and characteristics of a range of places and environments 2. explains how interactions and connections between people, places and environments result in change 3. discusses management of places and environments for their sustainability 4. acquires and processes geographical information by selecting and using geographical tools for inquiry 5. communicates geographical information using a variety of strategies

HISTORY

Task No.	Task Details Topic/ Task Types	Weighting	Due Date	Course Outcomes	Reporting Statement
1	Investigating the Ancient Past Topic Test	50%	Term 1 Week 8	4.1, 4.2, 4.5, 4.8, 4.10	1, 2, 4
2	The Asian World Research Task	50%	Term 2 Week 4	4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9,	3, 5, 6

Course Outcomes	Reporting Statements
A student: **HT4-1** describes the nature of history and archaeology and explains their contribution to an understanding of the past **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 **HT4-8** locates, selects and organises information from sources to develop an historical inquiry **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	A student: 1. describes the nature of history and archaeology and explains their contribution to an understanding of the past 2. describes major periods of historical time and sequences events, people and societies from the past 3. describes and assesses the motives and actions of past individuals and groups in the context of past societies 4. identifies the meaning, purpose and context of historical sources 5. uses a range of historical terms and concepts when communicating an understanding of the past 6. selects and uses appropriate oral, written, visual and digital forms to communicate about the past

LANGUAGES

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Research Task	30%	Term 1 Week 9	4.UL.2, 4.UL.4, 4.MLC.1 4.MLB.1, 4.MLC.2	1, 2, 3
2	Speaking Task	30%	Term 3 Week 2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4	1, 2
3	Examination	40%	Term 4 Week 4	All	1, 2, 3

Course Outcomes	Reporting Statements
A student: **4.UL.1** demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately **4.UL.2** demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately **4.UL.3** stablishes and maintains communication in familiar situations **4.UL.4** experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively **4.MLC.1** demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts **4.MLC.2** explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages **4.MBC.1** demonstrates understanding of the interdependence of language and culture **4.MBC.2** demonstrates knowledge of the cultures of Aboriginal communities.	A student: 1. experiments with linguistic patterns and structures in Aboriginal languages to exchange information 2. explores meaning and describes structures and features of Aboriginal language 3. demonstrated knowledge and understanding of the cultures of Aboriginal communities

MATHEMATICS

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Portfolio Sample	20%	Term 1 Week 9	MAO-WM-01 MA4-PYT-C-01 MA4-PRO-C-01	1, 2
2	Test	25%	Term 2 Week 4	MAO-WM-01 MA4-ALG-C-01	3
3	Portfolio Sample	25%	Term 3 Week 8	MAO-WM-01 MA4-LEN-C-01 MA4-DAT-C-01	4, 5
4	Progress Examination	30%	Term 4, Week 3	All	6, 7

Course Outcomes	Reporting Statements
A student:	A student:

Course Outcomes

A student:

MAO-WM-01 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-PYT-C-01 applies Pythagoras' theorem to solve problems in various contexts

MA4-PRO-C-01 solves problems involving the probabilities of simple chance experiments

MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems

MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems

MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation

MA4-ANG-C-01 applies angle relationships to solve problems, including those related to transversals on sets of parallel lines

MA4-DAT-C-01 classifies and displays data using a variety of graphical representations

Reporting Statements

A student:

1. applies mathematical techniques to solve Pythagoras' theorem problems and communicates their working mathematically process

2. solves probability problems of simple chance experiments

3. operates with algebraic expressions, connecting mathematical concepts and applying mathematical techniques to solve a variety of problems

4. develops understanding and fluency of perimeter and circumference, applying this knowledge to solve problems by working mathematically

5. classifies and displays data using a variety of graphical representations

6. explores and solves a variety of angle relationship problems using reasoning to justify conclusions

7. operates with fractions, decimals and percentages to solve a range of problems

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Everyone's Unique PowerPoint	25%	Term 1 Week 6	PD4-1, PD4-2	1
2	Practical Application & Performance	25%	Term 2 Week 3	PD4-4, PD4-5, PD4-10, PD4-11	2
3	Puberty Challenges ICT Task	25%	Term 3 Week 8	PD4-1	3
4	Game Sense & Awareness	25%	Term 4 Week 3	PD4-4, PD4-5, PD4-10, PD4-11	4

Course Outcomes	Reporting Statements
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 **PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity **PD4-9** demonstrates self-management skills to effectively manage complex situations **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	A student: 1. reflects on oneself and their qualities, and identifies strategies to manage current and future challenges 2. refines and applies movement skills and concepts to enhance and perform physical activity in a range of team sports 3. demonstrates knowledge and understanding of the changes and challenges that young people face during puberty 4. demonstrates how movement skills and concepts can be adapted and transferred to enhance movement performance

SCIENCE

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Practical Examination	20%	Term 1 Week 8	SC4-4WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	1
2	Mid-year Examination	30%	Term 2 Week 4	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS, SC4-14LW, SC4-15LW	1,2
3	Student Research Project	20%	Term 3 Week 8	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	1
4	End of Year Examination	30%	Term 4 Week 4	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW	1,2

Course Outcomes	Reporting Statements
A student:	A student:

Course Outcomes

A student:

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

SC4-12ES 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

Reporting Statements

A student:

1. develops knowledge, understanding of and skill in applying the processes of working scientifically

2. develops knowledge of the physical world, earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science

TECHNOLOGY MANDATORY
ROTATION

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Digital Technologies	25%	Depends on class rotation (individual student timetable)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP	1, 2, 3
2	Engineered Systems	25%	Depends on class rotation (individual student timetable)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN	1, 2, 3
3	Agriculture and Food Technologies	25%	Depends on class rotation (individual student timetable)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	1, 2, 3
4	Material Technologies	25%	Depends on class rotation (individual student timetable)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	1, 2, 3

Course Outcomes	Reporting Statements
A student: **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 **TE4-4DP** Designs algorithms for digital solutions and implements them in a general-purpose programming language **TE4-5AG** Investigates how food and fibre are produced in managed environments **TE4-8EN** Explains how force, motion and energy are used in engineered systems **TE4-9MA** Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions	A student: 1. designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities 2. plans and manages the production of designed solutions 3. selects and safely applies a broad range of tools, materials and processes in the production of quality projects