

OUR LADY OF MERCY CATHOLIC COLLEGE BURRANEER



**STAGE 4 - YEAR 7
CURRICULUM & ASSESSMENT
HANDBOOK
2017**

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Introduction

Commencing high school is an exciting and often daunting experience for children as everything seems much bigger and so different that your child may feel lost and insecure at first. From being the school leaders they are now the school beginners in a much bigger school.

Students need to become accustomed to the many changes found in high schools, such as having a number of different teachers and different classrooms, often spread across the school. In Year 7 students usually have ten or more subject teachers and a Year 7 Coordinator to coordinate their activities. At the start, teachers may not even know all the students' names (some teachers may have 200 or more students) and it will take some time for them to get to know the students, as well as the primary teachers did. It is common for new students to feel that no one is interested in their specific needs – it is important to let them know people are there to help, and girls should not hesitate to ask questions.

Each day will be different with set periods for each subject and a 10-day timetable to follow. To keep track of all the lessons and classrooms, students are given a timetable with their subjects, times and room locations listed. They will be required to check their timetables each night to make sure they have the correct books, equipment and completed homework for the next day's classes. Reading and understanding timetables takes some getting used to, and moving from room to room might initially unsettle and tire students. They will be required to carry around a laptop, notes and stationery, sometimes heavy, from class to class.

In Year 7 students will also be introduced to subjects they may not have experienced before, and other subjects may have a different approach and emphasis from primary school learning. They will be expected to be more independent, self-reliant and self-motivated than in primary school. Lessons will often be more student-centred and teachers will become facilitators and guides, rather than instructors. Much of their progress will depend on initiative, work and motivation.

One of the most daunting tasks for Year 7 students is that of making new friends. In addition to coping with the new school routines, this can prove to be a sensitive issue for some children and a bad experience can hinder their progress and attitude towards school. The Year Coordinator and Homeroom teacher can help if your daughter becomes distressed, but a positive attitude can assist in this aspect of transition to a new school, too.

It is a good idea for parents/carers and students to talk every day about their new school experiences, the people they have met or observations they have made - that way there is an awareness of difficulties when they arise rather than allowing them to become a major problem. It is also important for parents/caregivers to reassure children who are taking a while to 'find their place' in the school, and their new set of friends. Making new friends and the desire to fit in sometimes forces students to do things they might not normally do - just so they can be liked or be one of the crowd. Making children aware of the fact that they do not have to do everything their peers do, is an important way of ensuring the friendships they make are genuine and positive and not based on pressure or conformity.

**For more practical advice on starting a new school and schooling visit
<http://www.schools.nsw.edu.au/gotoschool/highschool/>**

Ten Tips for Transition into Year 7

1. **Be organised for each day**, and prepared for each lesson. Check your timetable and diary each evening so you are prepared for the following day.
2. **Get your school bag organised** in the evening with laptop, equipment and sports uniform you will need for the next day.
3. **Use your diary**. Take it to every lesson and always write in your homework and other important information as your teacher gives it to you.
4. **Use your locker** to store books and equipment during the day when you are not using them. Go to your locker at recess and lunchtime and before and after school to collect what you need, and return what you don't need. School bags should be stored in your locker
5. **Don't bring valuable items to school** such as iPods, large amounts of money etc. These can be easily lost.
6. **Learn the names of important people**, such as your Year Coordinator, homeroom teacher, subject teachers and the girls in your class.
7. **Ask for help**. If you are having any problems settling in to high school, talk to your Year Coordinator or homeroom teacher who will help you to sort out the problem.
8. **Travel arrangements**. Talk to your parents about safety issues when travelling, and know what to do if your train or bus does not turn up.
9. **Make new friends**. Good friends will help you adjust to your new school, and you can learn new routines together.
10. **Enjoy the change**. Beginning high school is an exciting time in your life. Have fun and make the most of the new opportunities and challenges that come your way.

College Information

COLLEGE LEADERSHIP TEAM:

Principal	...	Ms Gilda Pussich
Assistant Principal	...	Mrs Christine Harding
Leader of Religious Education	...	Mrs Letitia Layton
Leader of Teaching and Learning	...	Mr Juan Gonzaga
Leader of Wellbeing	...	Mrs Janine Janssen

KEY LEARNING AREA COORDINATORS:

Religious Education Coordinator		Mrs Letitia Layton
Creative and Performing Arts Coordinator		Mrs Joanne Furnari
English Coordinator		Mrs Adla Coure
Human Society and its Environment Coordinator		Mr Anthony Moore
Languages		Mr Juan Gonzaga
Mathematics Coordinator		Mrs Vanessa Bauer
Personal Development/Health/ Physical Education Coordinator		Ms Kim Tregoning
Science Coordinator		Mrs Therese Waterhouse
Technology and Applied Studies Coordinator		Mrs Judith Young
eLearning/Information and Resource Coordinator		Mr Andrew Mackenzie

YEAR CO-ORDINATORS

YEAR 7 Coordinator	...	Mrs Alison Kritzler
YEAR 8 Coordinator	...	Mrs Linda Noort
YEAR 9 Coordinator	...	Mrs Kerrie-Marie Baxter
YEAR 10 Coordinator	...	Mrs Helena Christoforidis

Office Hours:

The College Office is open from 8.00am until 4.00pm.

Teachers can be contacted between these times.

Street Address: 62-66 Dominic Street, Cronulla NSW 2230

Postal Address: As above

Phone: 02 9544 1966

Fax: 02 9544 1328

Email: info@olmcburraneer.catholic.edu.au

Responsibilities of Stage 4 Students

In receiving this Stage 4 (Year 7) Assessment Handbook you have taken on the responsibility to follow the procedures outlined.

As a student of Our Lady of Mercy Catholic College

- I understand that I am to complete and present all assessment tasks to the best of my ability by the due date; and to be present for those assessment tasks held at the College.
- If I am absent on the day of an assessment task I should phone the College and explain my absence.
- I realise that if I fail to hand in an assessment task by the due date I will be penalised accordingly unless I follow the correct process.
- If I miss any assessment task (speech, exam or assignment) I must report to the subject teacher immediately on my return to school.
- If I am unable to complete an assessment task for reasons of injury or ill-health, I must complete the *Illness/Misadventure/Leave Form* and submit a letter from a parent/guardian.
- If I fail to submit an assessment task, it will be recorded in my student diary. A parent signature is required to acknowledge this.
- If I know in advance I am going to miss any task, I need to apply in writing to the Leader of Teaching and Learning before the task occurs.
- I understand that any assessment task which is missed, and for which an acceptable reason is not given, will result in the non-attainment of outcomes for that task and a zero mark recorded.
- I understand that I am to do each assessment task to the best of my ability so that I demonstrate my maximum level of achievement.
- I need to organise my time so that I can have a balance of family, study, social, and other activities in my life.
- I will ensure that any questions I have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back.
- I will show that through my effort and achievement I have met all the requirements of the course.
- I agree that it is my responsibility to consult with my relevant subject teacher or Key Learning Area Coordinator if I experience problems in interpreting the College Assessment Handbook, or in fulfilling the course requirements.

Assessment Policy

(updated February 2017)

Rationale

Our Lady of Mercy Catholic College, Burraneer regards assessment as an important and integral aspect of the teaching and learning process. Authentic Learning enables students to apply their knowledge and skills creatively in a range of situations, engage in work that is rigorous and challenging, believe that they are capable learners and have high expectations of themselves and engage critically with the material being learned both as individuals and in collaboration. (Statement on Authentic Learning In Sydney Archdiocesan Schools, SCS July 2015) Effective assessment processes assist students to develop awareness of their own knowledge and skills. Appropriate assessment practices and procedures are essential to ensure justice and equity in the assessment process.

Definition

Assessment is the process of identifying, gathering, evaluating and interpreting information about student learning. The purpose of assessment is to improve the teaching and learning process, allow students to understand and recognise their own strengths and areas for improvement, as well as to measure student progress and achievement. There are a variety of types of assessment, each having its own nature and purpose:

Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Assessment for learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Principles

At Our Lady of Mercy Catholic College, Burraneer we believe that assessment should:

- be an ongoing and continuous process that is fair, just and equitable;
- be designed to take account of the age and maturity of students and to ensure that students have opportunities to experience success;
- be consistent with the outcomes-based standards reference framework;
- be consistent with the requirements of the NSW Education Standards Authority and Sydney Catholic Schools;
- follow well documented, whole school practices and procedures;
- employ a range of different types and styles of varied, interesting and valid processes;
- be appropriately adjusted to meet the requirements of students with diverse educational needs;
- provide students who have a disability or learning difficulty with disability provisions. This may include separate supervision, extra time and /or a reader and writer. Other students may apply for disability provisions should they become necessary through illness and misadventure;
- be regularly evaluated and improved to ensure optimum effectiveness.

Guidelines

- The College will establish clearly defined practices and procedures to guide the assessment process for each stage and course. These practices and procedures will be published and distributed for the benefit of teachers, students and parents.
- The Leader of Teaching and Learning is responsible for liaising with the Key Learning Area (KLA) Coordinators in determining the practices and procedures to be used in all College assessment.
- Assessment is guided by an outcomes based standards reference approach and thus is explicitly linked to the course outcomes and marking criteria. Guidelines are developed for all tasks to indicate to students where they are at in terms of what they know and can do.
- Each KLA will have documentation regarding the assessment schedule for each year group and course offered. All assessment processes, practices and procedures used by each KLA are expected to comply with the requirements of the NSW Education Standards Authority, Sydney Catholic Schools and the College.

- The variety of tasks set will assess a wide range of syllabus objectives and outcomes. Assessment tasks will be varied and take various forms including tests, exams, assignments, research tasks, oral presentation and work portfolios.
- The use of a student portfolio in some subjects will enable students to utilise teacher feedback on class work, track their own progress and set new learning goals for the next stage of the learning cycle.
- Details regarding the nature of each assessment task will be given to students via assessment handbooks. Formal, written notification will be provided to students at least two weeks prior to the task being due. Information to the students will include the number of formal tasks per year, the nature of each task, outcomes/content being assessed, due dates and weightings.
- In Stage 4 a formal assessment task as well as class based tasks will contribute to the assessment information gathered for each semester.
- Preparing students for all aspects of an assessment task is the responsibility of the teacher and part of the learning process.

Student Assessment Guidelines and Procedures

The following guidelines apply to Years 7-10 as specified and are based upon the *College Assessment and Reporting Policy*. All faculties aim to make explicit the College's expectations regarding assessment.

1. Students are expected to follow the expectations set out by each faculty.
2. Students will be expected to complete each and every assessment task as set by the *Assessment Notification* and *Assessment Handbook*.
3. Assessment tasks are to be submitted at the start of the subject on the day they are due. If the student does not have that subject on the due date, then it must be submitted as per the instructions on the *Assessment Notification*.
4. Students are encouraged to ensure either they or the subject teacher has signed to formally acknowledge that the assessment task has been submitted on the due date.
5. Students are encouraged to use the Year 7-10 Assessment Task Submission Register in the College Diary
6. Any student who is taking leave that may affect the submission or completion of an assessment task needs to apply in writing to the Leader of Teaching and Learning. If the leave is approved, the student will be expected to complete an *Illness/Misadventure/Leave Form* and negotiate with their class teachers and the KLA Coordinators how to catch up missed work and assessment tasks. This can be found in Student Services or on the College website. This form is to be signed by both the student and a parent/carer and submitted to the Leader of Teaching and Learning **prior** to taking leave. It is the responsibility of the student to complete all assigned work otherwise the assessment penalties will apply as stated in the *College Assessment Policy*.
7. Malpractice is any behaviour where a student seeks to gain an unfair advantage over their peers. This will result in the student being penalised. Plagiarism can include:
 - Copying directly from a text or any other source
 - Not acknowledging other people's work, ideas, images, music etc.
 - Colluding with others to submit or present work that is not your own.
8. Further requirements apply to Stage 5 (Years 9-10) students for the successful completion of the *Record of School Achievement (RoSA)*. These are noted in the relevant section of the *Assessment Handbook*.

9. Students in Year 9-10 who do not follow these guidelines will place their RoSA in jeopardy.

10. Electronic equipment failure is not an acceptable excuse given the easy access of all students to computers, the internet and printers at school. Students are expected to regularly back up all of their work onto an external hard drive and Google Drive to keep electronic copies of their drafts as evidence of their ongoing work.

11. The following table should be used as a guide if there are reasons why an assessment task is not submitted or completed by the due date:

YEAR GROUP	SITUATION AND PENALTY	DOCUMENTATION TO AVOID PENALTY
7-9	Late completion of a task/exam One day late (-10%) Two days late (-20%) (of awarded marks)	Parental note of explanation upon day of return
	Non-completion of a task/exam More than two days past due date OR Academic Malpractice = ZERO MARK	
10	Late OR non-completion of a task/exam = ZERO MARK	Illness/Misadventure/Leave Form And Medical Certification upon day of return
7-10	Misadventure (eg accident)	Illness/Misadventure/Leave Form
	Illness	Illness/Misadventure/Leave Form
	College representation or school-based activity	Illness/Misadventure/Leave Form
	Leave	Illness/Misadventure/Leave Form



Our Lady of Mercy Catholic College Burraneer
ILLNESS / MISADVENTURE / LEAVE APPEAL FORM

SECTION A: STUDENT'S APPEAL - Please complete Section A and submit to the Leader of Teaching and Learning

STUDENT'S NAME: _____ YEAR: _____ TEACHER'S NAME: _____

SUBJECT: _____ CLASS: _____

TASK/S: _____

REASON/S FOR APPEAL: *Tick the appropriate box and explain the circumstances of your request*

ILLNESS: MISADVENTURE: REPRESENTATION: LEAVE:

SUPPORTING DOCUMENTATION: *Please attach documentation to this form.*

Medical Certificate Parent/Guardian's Letter Counsellor's Statement

Other (please specify) _____ Date _____

Task has been submitted / completed: YES NO Date completed/submitted: _____

I hereby request that the above assessment task /s be reviewed by the Academic Review Committee.

I declare that all the information I have supplied is true.

STUDENT'S SIGNATURE

PARENT SIGNATURE

DATE



Appeal form submitted to the Subject Teacher

SECTION B: SUBJECT TEACHER'S COMMENT

Documentation Sighted: YES NO Date: _____

Assessment task submitted/completed Date: _____

Alternative date to complete/submit task Date: _____

Class Teacher's Signature: _____ Date: _____



Appeal form submitted to the KLA Coordinator

KLA COORDINATOR'S RECOMMENDATION

New Task Sit Original Task Estimate Mark No Penalty

Zero for Non-Compliance

Comment/Action:



**** Student to be notified of appeal decision via email**

KLA Coordinator's Signature: _____ Date: _____



Appeal form submitted to the Leader of Teaching and Learning

SECTION C: LEADER OF TEACHING AND LEARNING

APPEAL DECISION: Appeal Upheld Appeal Rejected

LoTL's Signature: _____ Date: _____

The Common Grade Scale

The NSW Education Standards Authority devised the grade scale shown below so that it can be used to report student achievement in both the primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

Grade	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

Homework Policy

Rationale

The purpose of homework, like schooling, is learning. When conscientiously undertaken, homework is a valuable aspect of the learning process.

Principles

At Our Lady of Mercy Catholic College Burraneer, we believe that homework:

- is important for students of all ages as it helps them build on what they have already learnt at school;
- is valuable for teachers, as it helps them assess the progress of the students;
- provides the opportunity for students to acquire sound study habits and remove extra space constructive time-management skills;
- encourages students to make consistent, personal effort without direct adult supervision;
- helps bridge the gap between home and school, providing a partnership between home and school;
- facilitates self-discipline, independence and responsibility in students.

Guidelines

- As a guide Our Lady of Mercy Catholic College Burraneer recommends the following for home study:
 - Year 7 1 hour per night
 - Year 8 1½ hours per night
 - Year 9 2 hours per night
 - Year 10 2 hours per night
- Homework activities may vary according to the needs of the various subject areas being studied.
- Regular review of the day's lessons should be the first homework done each evening. Time should also be spent revising previous work or making use of textbooks and other resources in preparation for coming examinations.
- Homework may include the completion of written work from class, projects, research activities, assignments and reading tasks. Normally, written work may take between half and two thirds of homework time. The remaining time should be given to study and revision.
- Homework is based on work recently covered in class or work shortly to be covered.
- Homework is set for all subjects regularly.
- Homework is to be entered into a student's diary.
- Homework will be excused only with a note from a parent/carer.

- In providing the link between home and school parents are asked to be involved in their child's education by:
 - Supporting students in completing their homework.
 - Providing, if possible, a dedicated place and desk for homework and study.
 - Assisting teachers to monitor homework by checking the diary each week.
 - Communicating with teachers about any concerns with homework or their child's approach to homework.

Year 7 English: Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEKS	DATE	WEIGHTING
1	Creative Writing (IC) Formal Task	EN4 - 1A; EN4 - 4B; EN4 - 6C; EN4 - 7D; EN4 - 8D	1	8	24/3	30%
2	Speeches (IC) Formal task	EN4 - 1A; EN4 - 2A; EN4 - 3B; EN4 - 4B; EN4 - 5C; EN 4 - 7D; EN4 - 9E	2	4	15/5 - 19/5	20%
3	Extended Response (IC) Formal Task	EN4 - 1A; EN4 - 2A; EN4 - 3B; EN4 - 5C; EN4 - 7D; EN4 - 9E	3	9	11/9	30%
4	Representation (HI) Formal Task	EN4 - 2A; EN4 - 3B; EN4 - 5C; EN4 - 7D; EN4 - 8D; EN4 - 9E	4	4	3/11	20%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Year 7 Geography: Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING%
1	Geographical Concepts (Literacy Task): Landscapes and Landforms) (IC)	GE4-1, GE4-2, GE4-4, GE4-5	1	9	28/3 - 29/3	30%
2	Geographical Concepts and Inquiry (Research, Literacy and ICT): Identify, gather, organise, synthesise, process and present information. (HI & P)	GE4-3, GE4-5, GE4-7, GE4-8.	2	3	9/5 - 10/5	35%
3	Geography skills, tools and numeracy: Maps, fieldwork, photographs, graphs and statistic. (IC)	GE4-7, GE4-8	2	6	29/5 - 30/5	35%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Year 7 History: Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING%
1	Historical Knowledge and Concepts Exam: Investigating the Ancient Past (IC)	HT 4.1, 4.2, 4.3, 4.4 & 4.9	3	7	29/8 - 30/8	25%
2	Historical Skills Continuum Including Numeracy: Source analysis (critical literacy and use of evidence), empathy & chronology. (IC)	HT 4.5, 4.6, 4.7, 4.8	3	10	18/9 - 19/9	35%
3	Historical Research: The Mediterranean World (Ancient Egypt) Research: identifies, locates, selects and organises historical information (HI + P)	HT 4.1, 4.2, 4.3, 4.4, 4.6, 4.9 & 4.10	4	3-4	23/10 - 3/11	40%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Year 7 Mathematics: Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Exam (IC)	MA4-4NA MA3-7NA & MA4-5NA	1	9	27/3/2017	25%
2	Folio of Work (IC,HI)	MA4-4NA, MA3-7NA MA4-5NA, MA4-6NA MA4-7NA, MA3-8NA MA3-9MG, MA3-10MG, MA3-11MG, MA3-12MG MA3-13MG, MA3-14MG MA3-15MG, MA3-16MG MA3-17MG MA3-18SP MA3-19SP	1	5,10	Refer Notification	10%
3	Exam (IC)	MA4-18MG & MA4-8NA	2	6	29/5/2017	25%
4	Informal Task: Problem Solving (IC)	MA4-12MG	3	5	Refer Notification	15%
5	Exam (IC)	MA4-10NA, MA4-20SP & MA4-21SP	4	5	7/11/2017	25%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Year 7 Music: Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Formal Task (IC) -Written test – Rhythm topic (including Listening section & Composition)	4.7 4.8 4.9 4.10 4.11	2	2	Week beginning 1/5	35%
2	Class Tasks (P) -Performances	4.1 4.2 4.3 4.5 4.6 4.7 4.9 4.12	2	4	Ongoing Complete by end week 4	15%
3	Formal Task (IC) -Written Test (including Listening section)	4.7 4.8 4.9 4.10 4.11	3	8	Week beginning 4/9	30%
4	Class Tasks (IC & P) -Performance -Composition	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.12	4	4	Ongoing Complete by end week 4	20%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Year 7 PDHPE: Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING%
1	Gymnastics (Practical)	4.4 4.5 4.13	1	Week 7	13/3-7O,7L 15/3-7M, 7C	25%
2	Adolescence & Identity (IC + HI)	4.6 4.16	2	Week 4-6	Research task 15/5	25%
3	Relationships & Tolerance (IC + P)	4.2 4.3 4.11	3	Week 8	4/9-8/9	25%
4	Aquatics task (Practical)	4.4 4.10 4.14	4	Week 5	6/11-10/11	25%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Year 7 Religious Education: Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	WEIGHTING
1	ICT TASK (Small Group) HI	C7.3.1, C7.3.2, C7.3.3	1	Week 7 15 March	25%
2	LITERACY TASK (Exam) IC	A7.1.1, A7.1.2, A7.1.3	2	Week 5 24 May	25%
3	RESEARCH TASK (Individual) HI	B7.2.1, B7.2.2, B7.2.3	3	Week 3 2 Aug	25%
4	KNOWLEDGE & SKILLS (Exam) IC	D7.4.1, D7.4.2, D7.4.3	4	Week 3 25 Oct	25%
Total					100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Year 7 Science: Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING%
1	Formal Task 1 IC and HI	SC4-2VA, SC4-4WS, SC4-5WS, SC4-6WS SC4-7WS, SC4-8WS SC4-9WS, SC4-12ES SC4-13ES	1	7	14/08	25%
2	Formal Task 2 Practical and Processing Exam	SC4-1VA, SC4-4WS SC4-5WS, SC4-6WS SC4-7WS, SC4-8WS SC4-9WS, SC4-10PW SC4-11PW, SC4-12ES SC4-13ES	2	5	16/05	25%
3	Formal Task 3 Model	SC4-3VA, SC4-4WS SC4-5WS, SC4-6WS SC4-7WS, SC4-8WS SC4-9WS, SC4-14LW SC4-15LW	3	7	29/08	25%
4	Formal Task 4 Exam	SC4-1VA, SC4-4WS SC4-5WS, SC4-6WS SC4-7WS, SC4-8WS SC4-9WS, SC4-12ES SC4-13ES, SC4-14LW SC4-15LW	4	4	30/10	25%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Year 7 Technology (Mandatory): Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING
1	Semester 1 Test (IC)	4.3.2 4.1.2	T1	9	Week beginning 27/3	10%
2	Design Project 1 (HI)	4.1.1 4.2.1 4.3.1	T2	4	Week beginning 15/5	30%
3	Design Project 2 (HI)	4.2.1 4.3.1 4.5.2	T3	6	Week beginning 14/8	30%
4	Design Project 3 (HI)	4.1.1 4.3.2 4.5.1	T4	4	Week beginning 30/10	30%
Total						100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation

Year 7 Visual Arts: Assessment Schedule 2017

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	WEIGHTING
1	Formal Task – (IC) Critical/Historical task (Powerpoint presentation)	4.7 4.8 4.9 4.10	1	9	15%
2	Class Tasks – (HI) Body of Work from Semester 1 (Appropriated narrative drawing and VAPD)	4.1 4.2 4.3 4.4 4.5 4.6	2	6	35%
3	Formal Task (IC) Critical/Historical Test	4.7 4.8 4.9 4.10	3	7	15%
4	Class Tasks (HI) Body of Work from Semester 2 (Portraiture)	4.1 4.2 4.3 4.4 4.5 4.6	4	4	35%
Total					100%

(IC)=In Class, (HI)=Hand In, (PRAC)= Practical, (P)=Performance/Presentation