

OUR LADY OF MERCY CATHOLIC COLLEGE BURRANEER



**STAGE 4 - YEAR 7
ASSESSMENT HANDBOOK
2018**

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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 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 beginning, 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 their primary school 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 cumbersome, 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 negative 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/carers 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://raisingchildren.net.au/articles/secondary_school.html

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 iPads, 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 other 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, bus or ferry is late or 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	.....	Mrs Ann Freeman
Assistant Principal	.....	Mrs Christine Harding
Leader of Religious Education	.....	Ms Maria Bautista
Leader of Teaching and Learning	.....	Mr Juan Gonzaga
Leader of Wellbeing	.....	Mrs Janine Janssen

KEY LEARNING AREA COORDINATORS:

Religious Education Coordinator	...	Ms Maria Bautista
Creative and Performing Arts Coordinator	...	Mrs Joanne Furnari
English Coordinator	...	Ms Kerrie-Marie Baxter
Human Society and its Environment Coordinator	...	Mr Anthony Moore
Languages Coordinator	...	Mr Juan Gonzaga
Mathematics Coordinator	...	Mrs Vanessa Bauer
Personal Development, Health and Physical Education Coordinator	...	Mrs Kim Tregoning
Science Coordinator	...	Mrs Therese Waterhouse
Technologies Coordinator	...	Mrs Judith Young
eLearning/Information and Resource Coordinator	...	Mr Andrew Mackenzie

YEAR COORDINATORS

Year 7 Coordinator	.....	Mrs Alison Kritzler
Year 8 Coordinator	.....	Miss Belinda Malakovski
Year 9 Coordinator	.....	Mrs Karen McNamara
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 Burraneer

- I understand that I am to complete and submit all assessment tasks (speech, exam, assignment, performance) 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 contact 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 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 **Variation of Assessment Form** and submit a letter from a parent or carer.
- 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 using the Variation of Assessment Form 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 complete 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 returned.
- 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

Last modified 4 February 2018

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. The purpose of assessment is to establish and understand where learners are in their learning at a point in time. This informs ongoing learning opportunities and teaching decisions which ensures learning growth for students. (Authentic Assessment in Sydney Catholic Schools, May 2016).

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

The following Principles of Assessment are evidence-based and support the direction of [Authentic Learning in Sydney Catholic Schools](#). These principles provide a basis on which decisions about quality assessment practices are built. At Our Lady of Mercy Catholic College, Burraneer we believe that assessment should:

- focus on knowing the learner;
- empower the learner;
- be integral to the teaching and learning cycle;
- be relevant, purposeful and engaging;
- 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 NESA and SCS;
- follow well documented, whole school practices and procedures;
- employ a range of different types and styles of varied, interesting and valid and reliable processes;
- is flexible, fair and accessible, enabling all students opportunity to demonstrate their learning and 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;

- incorporate timely, effective and appropriate feedback;
- be regularly evaluated and improved to ensure optimum effectiveness.

Guidelines

- Our Lady of Mercy Catholic College, Burraneer 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/carers.
- The Leader of Teaching and Learning is responsible for liaising with the 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 Our Lady of Mercy Catholic College, Burraneer.
- 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 may 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 KLAs 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 assessment task as set by each specific *Assessment Notification* and year group's *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 have 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 a *Variation of Assessment Application Form* and follow the instructions from their class teachers and the KLA Coordinators on how to catch up missed work and complete assessment tasks. This form can be found in Student Services, the College website, or on the Parent Portal. 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:
 - a. Copying directly from a text or any other source or sharing work when not permitted
 - b. Not acknowledging other people's work, ideas, images, music etc.
 - c. Colluding with others to submit or present work that is not your own
 - d. Being in possession of unauthorised notes or resources during an examination or in-class task
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 devices, the internet and printers at school. Students are expected to regularly backup all of their work onto an external hard drive and/or 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	Variation of Assessment Application Form And Medical Certification upon day of return
7-10	Misadventure (eg accident)	Variation of Assessment Application Form
	Illness	Variation of Assessment Application Form
	College representation or school-based activity	Variation of Assessment Application Form
	Leave	Variation of Assessment Application Form

Procedures for using the Variation of Assessment Application Form

Students must make sure that they:

- familiarise themselves with the College policies as outlined in their Assessment Handbook;
- speak with the KLA Coordinator if they are in doubt about the requirements or procedures for assessments;
- complete each assessment task to the best of their ability;
- submit assessment tasks on time;
- only submit a digital or an electronic lodgement of an assessment task (that is, email, USB or shared via Google Drive) when specified on the task or with prior approval by the KLA Coordinator and the subject teacher concerned;
- supply a note from a parent/carer on their return if the absence is due to illness; or

- supply evidence on their return if the absence is due to misadventure.

Students must also remember that if they are absent on the due date of an assessment task, they are still responsible for:

- notifying the school of their absence by contacting the school; and
- submitting the task on time by arranging for its delivery; or
- submitting the task on their return with evidence to support why it was not handed in on time.

The Variation of Assessment Application Form has been developed to assist students in applying for consideration in the event that they are unable to submit a formal assessment task on the due date because they have been:

- prevented from attending a formal assessment task (written, oral or practical) on the due date because of illness, misadventure, leave or school representation; or
- prevented from submitting a formal assessment task on time because of illness or misadventure, leave or school representation; or
- affected by illness or misadventure, leave or school representation immediately before or during an assessment task.

An application will not be considered on the basis of:

- difficulties in preparation or loss of preparation time without sufficient evidence; or
- alleged deficiencies in tuition; or
- misreading an assessment task's instructions; or
- technological or printer difficulties.

NOTES:

A medical certificate may not be accepted as an excuse for late submission of an assessment task where the task was issued well in advance of the illness or misadventure and the medical certificate shows that the student was not incapacitated until 24 hours before the due date.

Applications must be submitted to the Leader of Teaching and Learning using the form upon their return to school.

A sample Variation of Assessment Form is included on the following page. Hard-copies are available at Student Services, downloadable copies may be accessed on the College website or the Parent Portal:



Our Lady of Mercy Catholic College Burraneer
Variation of Assessment Application Form
Illness, Misadventure, Leave and Representation

Student section: (Complete in full and submit to Student Services)

Student name: _____ Year: _____ Class teacher: _____

Subject: _____

Task/s: _____

Reason/s for application: (Tick the appropriate box AND describe the circumstances of your application)

Illness Misadventure Leave Representation

Description: _____

Supporting documentation: (Attach supporting documentation to this application form)

Medical certificate Parent/carer letter Counsellor's statement

Other documentation: _____

Task has been submitted/completed: Yes No Date of submission/completion: _____

I hereby request for consideration of a variation of assessment procedure for the assessment task/s stated above by the Academic Review Committee. I declare that all information and documentation supplied is true and correct.

STUDENT SIGNATURE

PARENT/CARER SIGNATURE

DATE OF SUBMISSION

Class teacher section:

Documentation sighted: Yes No Date: _____

Assessment task submitted/complete: Yes No Date: _____

Alternative date to complete/submit: Yes No Date: _____

Class teacher's signature: _____ Date: _____

KLA Coordinator section:

New task Complete original task Estimate No penalty Zero for non-compliance

Comment/action: _____

KLA Coordinator signature: _____ Date: _____

Leader of Teaching and Learning section:

Application decision: Approved Declined

Leader of Teaching and Learning signature: _____ Date: _____

Student advised via email: 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

Last modified 8 July 2017

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 constructive time-management skills in order to work independently and develop self-discipline
- encourages students to make consistent, personal effort without direct adult supervision, take initiative and responsibility for completing a task;
- helps bridge the gap between home and school, providing a partnership between home and school;
- allows parents to have an active role in their child's education and helps them to evaluate their child's progress;
- relate what is learned in school to students' lives outside of school and helps to connect school learning to the real world.

Guidelines

- Our Lady of Mercy Catholic College Burraneer recommends the following for home study (as stated in the College Diary):
 - 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 to create study notes in preparation for coming examinations, tests or other assessment.
- Homework may include the completion of written work from class, projects, research activities, assignments and reading tasks. Normally, written work may take between a 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 to be entered into a student's diary.
- Homework is set for all subjects on the evening of the day that the subject has been studied.
- 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 signing the diary each week.
 - Communicating with teachers about any concerns with homework or their child's approach to homework.

ASSESSMENT SCHEDULES

Year 7 English: Assessment Schedule 2018

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	DATE	WEIGHTING %
1	Creative Writing (IC) Formal Task	EN4 - 1A; EN4 - 4B; EN4 - 6C; EN4 - 7D; EN4 - 8D	1	8	22/3	30
2	Speech (IC) Formal task	EN4 - 1A; EN4 - 2A; EN4 - 3B; EN4 - 4B; EN4 - 5C; EN 4 - 7D; EN4 - 9E	2	4	21/5 - 25/5	20
3	Extended Written Response - Essay (IC) Formal Task	EN4 - 1A; EN4 - 2A; EN4 - 3B; EN4 - 5C; EN4 - 7D; EN4 - 9E	3	8	13/9	30
4	Representation Script writing (HI) Formal Task	EN4 - 2A; EN4 - 3B; EN4 - 5C; EN4 - 7D; EN4 - 8D; EN4 - 9E	4	4	5/11	20
Total						100

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

Year 7 Geography: Assessment Schedule 2018

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	DATE	WEIGHTING %
1	Geographical Concepts (Literacy & knowledge Task): Landscapes and Landforms) (IC)	GE4-1, GE4-2, GE4-5, GE4-8	1	9	27/3 - 28/3*	20
2	Geographical Concepts and Inquiry (Research, Literacy and ICT): Identify, gather, organise, synthesise, process and present information. (HI & P)	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8	2	4	21/5 - 29/5*	35
3	Geography skills, tools and numeracy: Maps, fieldwork, photographs, graphs and statistic, etc. (IC)	GE4-7, GE4-8	2	6	4/6 - 5/6*	45
Total						100

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

*Specific dates for each class to be notified on assessment task

Year 7 History: Assessment Schedule 2018

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	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	3/9 - 4/9*	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	24/9 - 25/9*	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	29/10 - 7/11*	40
Total						100

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

*Specific dates for each class to be notified on assessment task

Year 7 Mathematics: Assessment Schedule 2018

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	DATE	WEIGHTING %
1	Exam (IC)	MA4-4NA, MA4-5NA	1	8	21/3	20
2	Exam (IC)	MA4-5NA, MA4-18MG	2	6	6/6	30
3	Alternative Task: Problem Solving (IC)	MA4-12MG, MA4-13MG MA4-14MG, MA4-8NA MA4-10NA	3	5	22/8	20
4	Exam (IC)	MA4-11NA, MA4-20SP MA4-21SP	4	5	13/11	30
Total						100

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

Year 7 Music: Assessment Schedule 2018

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	DATE	WEIGHTING %
1	Performance (P) Rhythm	4.1 4.2 4.3	1	8	Week beginning 19/3	15
2	Written Test (including Listening section) (IC) Rhythm topic	4.4 4.5 4.6 4.7 4.8 4.9 4.10	2	4	Week beginning 21/5	35
3	Written Test (IC) (including Listening section)	4.4 4.5 4.6 4.7 4.8 4.9 4.10	3	7	Week beginning 3/9	30
4	Performance (P)	4.1 4.2 4.3	4	4	Week beginning 5/11	20
TOTAL						100

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

Year 7 PDHPE: Assessment Schedule 2018

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	DATE	WEIGHTING %
1	Gymnastics (IC - PRAC)	4.4 4.5 4.13	1	7	Week beginning 12/3	25
2	Adolescence & Identity (Examination IC and HI research task)	4.6 4.16	2	4-6	Week beginning 29/5	25
3	Relationships & Tolerance (HI research task)	4.2 4.3 4.11	3	9	20/9	25
4	Aquatics task (IC - PRAC)	4.4 4.10 4.14	4	5	12/11-16/11 in class	25
Total						100

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

Year 7 Religious Education: Assessment Schedule 2018

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	DATE	WEIGHTING %
1	Research Task (Individual) HI	C7.3.1, C7.3.2, C7.3.3	1	7	12/3	25
2	Literacy Task (Exam) IC	A7-4.1.1, A7-4.2.2, A7-4.2.3	2	5	28/5	25
3	ICT Task (Group Work) HI	B7.2.1, B7.2.2, B7.2.3	3	3	6/8	25
4	Knowledge & Skills (Exam) IC	D7.4.1, D7.4.2, D7.4.3	4	3	29/10	25
Total						100

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

Year 7 Science: Assessment Schedule 2018

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	DATE	WEIGHTING %
1	Formal Task 1 PRAC (IC)	SC4-2VA, SC4-4WS, SC4-5WS, SC4-6WS SC4-7WS, SC4-8WS SC4-9WS, SC4-12ES SC4-16CW	1	10	3/4	25
2	Formal Task 2 (HI)	SC4-2VA, SC4-4WS SC4-7WS, SC4-8WS SC4-9WS, SC4-14LW SC4-15LW	2	2	7/5	25
3	Formal Task 3 Model (HI)	SC4-3VA, SC4-4WS SC4-5WS, SC4-6WS SC4-7WS, SC4-8WS SC4-9WS, SC4-14LW SC4-15LW	3	7	5/9	25
4	Formal Task 4 Exam (IC)	SC4-1VA, SC4-3VA SC4-4WS, SC5-5WS SC4-6WS, SC4-7WS SC4-8WS, SC4-9WS SC4-10PW, SC4-11PW	4	3	31/10	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	DATE	WEIGHTING %
1	Semester 1 Test (IC)	4.3.2 4.1.2	1	6	Week beginning 5/3	10
2	Design Project 1 (HI)	4.1.1 4.2.1 4.3.1	2	3	Week beginning 14/5	30
3	Design Project 2 (HI)	4.2.1 4.3.1 4.5.2	3	5	Week beginning 20/8	30
4	Design Project 3 (HI)	4.1.1 4.3.2 4.5.1	4	5	Week beginning 12/11	30
Total						100

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

Year 7 Visual Arts: Assessment Schedule 2018

TASK	ASSESSMENT TASK DETAILS	OUTCOMES	TERM	WEEK	ASSESSMENT TASK DATE	WEIGHTING %
1	Critical/Historical task (IC) (Critical Writing task: <i>LTNS</i>)	4.7 4.8 4.9 4.10	1	9	Week beginning 26/3	15
2	Artmaking task (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	Week beginning 4/6	35
3	Critical/Historical Test (IC)	4.7 4.8 4.9 4.10	3	7	Week beginning 3/9	15
4	Artmaking task (HI) Body of work from Semester 2 (Portraiture)	4.1 4.2 4.3 4.4 4.5 4.6	4	4	Week beginning 5/11	35
TOTAL						100

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