



# **Irrawang High School**

**Year 7**

**Assessment Information Booklet**

**2025**

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## Welcome

Dear Parents/Carers and Students of Year 7,

The Year 7 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This Handbook includes the Irrawang High School Assessment Policy, an outline of assessment tasks and their due dates as well as the outcomes that students will be assessed on. For each assessment task, students will be notified 2 weeks prior to the task being due.

At Irrawang High School, we value student assessment and see students learning being rewarded for the sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in variety of ways.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Irrawang High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.

Nicole Huxley

Principal

## Introduction

This Assessment Handbook provides Year 7 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference. The following teachers are able to assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

<b>Deputy Principal</b>	Mr David Pearson	
<b>Year 7 Advisors</b>	Ms Anabel Bisley	
<b>Faculty Head Teachers</b>		
<b>CAPA</b>	Ms. Adele Robinson	
<b>English</b>	Ms Gabrielle Giles	
<b>HSIE</b>	Mr. Todd Hopper	
<b>Mathematics</b>	Mr Jacob Corrigan	
<b>PDHPE</b>	Mr Jed Molenaar	
<b>Science</b>	Mr. James Bailey	
<b>Support</b>	Mrs. Kate Fincher	
<b>TAS</b>	Ms Marnie Peters	
<b>Admin</b>	Mrs. Aimee Bond	
<b>Wellbeing</b>	Mr Justin Tonks	
<b>Teaching &amp; Learning</b>	Mr Luke Clewett	

## NESA REQUIREMENTS FOR AWARD OF THE NSW RECORD OF SCHOOL ACHIEVEMENT

The NSW Record of School Achievement (ROSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

### Eligibility Requirements

To be eligible for the award of the NSW ROSA, you are required to attend a government School or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. You must follow and complete the pattern of courses required by the Board of Studies.

To complete a course of study for the NSW Record of School Achievement, you must have a satisfactory record of application (effort).

While formal ROSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results. Only students who leave school and who satisfy eligibility requirements for the ROSA will receive the formal credential.

Students who leave school and who are not eligible for a ROSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the ROSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online. Students who receive their HSC will be able to receive a ROSA at the same time as their HSC, detailing their achievement in their earlier years of study.

### Mandatory Curriculum Requirements

<b>English</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Science</b>	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
<b>Languages Other than English</b>	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies</b>	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
<b>Creative Arts</b>	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
<b>Personal Development, Health and Physical Education</b>	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

## Attendance

Rules relating to school attendance remain unchanged. A Principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

## Responsibilities

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Faculty Head Teacher but will include information about the extent to which a student has performed against the assessment outcomes.

## Student Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Irrawang High School, we use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Student's may participate in a variety of informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, classwork) in a calendar year.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

## Notification

Through this handbook students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESA

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the

task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Irrawang High School are responsible for developing separate course-based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

## Completion Submission

### Submission of tasks at Irrawang High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date and or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day, they must have a medical certificate, or they will be deemed to have handed in the task late).

### Task Non-Completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or misadventure) the student will be deducted 10% per day after the due date and a zero mark will be awarded for a task that has not been submitted 5 school days after the due date. Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. The student will receive feedback about their task regardless of the task being handed in by the due date or after.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

### Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10) will be issued.



## Malpractice

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a **zero** result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing a false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a **zero** mark may be awarded for the task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an Academic Concern or N Warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration.

## Appeals / Misadventure

*A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.*

Students absent (due to illness, misadventure or approved leave) from school on the day an assessment task, test or examination is due to be completed, must complete and submit a Student Misadventure Form **within two days** after their return to school. The Student Misadventure Form can be collected from the Deputy Principal and once completed must include the signature of their Class Teacher, Faculty Head Teacher and parent/carer. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher prior to the date to complete the task at an agreed time. The advice to the Head Teacher should be made at least two calendar weeks before the assessment is due.

If you fail to complete or submit an assessment task through absence or illness, then you must:

- ❑ Contact your Classroom Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- ❑ Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- ❑ Complete the task on the first day or first subject specific period back from absence.
- ❑ Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant Deputy Principal within two school days of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.

- ② Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.

***This is a serious situation, which in the event of an illness or misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.***

An appeals panel will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and / or to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10).

In relation to the Student Misadventure Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. (Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher.)

Note:

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- A note will be required from the parent / caregiver that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

## **Leave**

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that he/she is 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 period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.

Students may engage in alternate approved school based activities (eg school representative sport) so long as the student has communicated and appealed the task, before the date of the assessment, to the classroom teacher or head teacher administering the task.

## **Extensions**

Extensions may be granted before the due date only. Only the Faculty Head Teacher may recommend an extension. Students are required to submit a Student Misadventure Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

## **Appeals**

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. The concern could be about an act, missing information, a situation or a decision. If a student feels something is unfair, discriminatory or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.



**OFFICE USE ONLY**

**Application for Misadventure Panel Decision**

- ☐ Head Teacher Determination
 ☐ Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

Has the task been completed? **YES/NO**

**Outcome and Recommendation**

- ☐ Zero o Estimate  
☐ Alternative Task  
☐ Other

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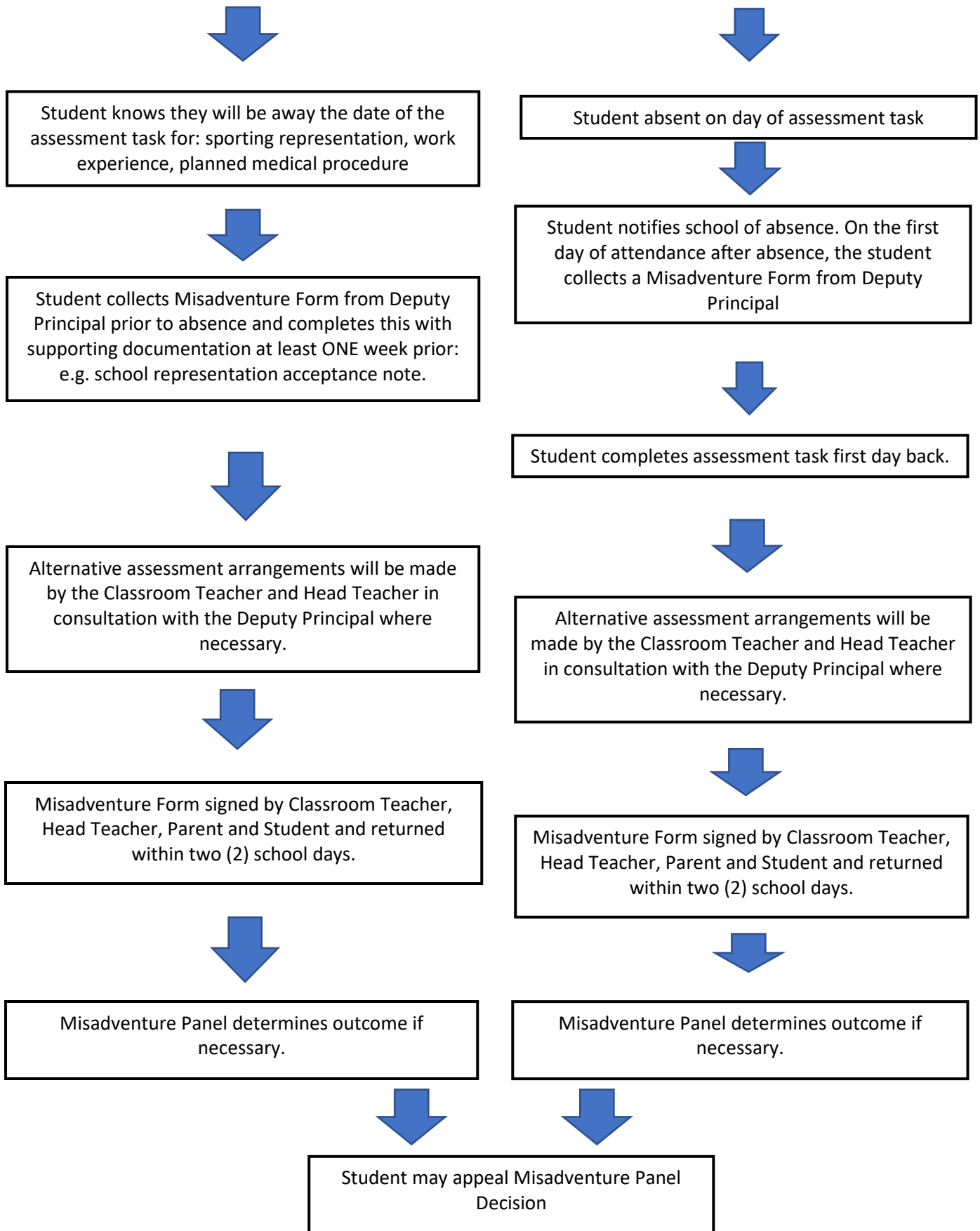


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**Deputy Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Student Assessment Task Submission Flow Chart

Student receives a minimum of two (2) weeks notification of assessment task.



## Year 7 Subject Assessment Schedule Overview - 2025

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				
3		Music Part a		
4		Tech Mandatory Part A and B	Maths	English PDHPE
5		French, Science, Geography, Music B Vis Arts PDHPE		French Music Vis Arts Geography History
6				Maths Geography History Science
7				Tech Man-Ag/Food Tech Man-Mat Tech Tech Man-Engin Sys Tech Man-Dig Tech
8	Music Part A Vis Arts Science		Science, Music Tech Mandatory Part C and D	
9	Geography PDHPE	History	French PDHPE	
10	Maths Quiz French Music Part B	Maths Quiz Music Part B English History	English	
11	Maths	Maths	Maths	

## YEAR 7 MATHEMATICS (2025)



Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b> (Topics are the same for all 3 differentiated courses) <b>COURSES:</b> Year 7 Extension Year 7 Stage Year 7 Foundation		<b>Integers &amp; Computations of Integers</b>	<b>Understanding and Applying Fractions, Decimals and Probability</b>	<b>Algebra and Indices</b>	<b>Percentages, Rates and Ratios</b>
<b>Task Type</b>		Differentiated examination (With summaries)	Differentiated examination (With summaries)	Differentiated examination (With summaries)	Assignment
<b>Week/Term</b>		<b>T1W10</b>	<b>T2W10</b>	<b>T3W10</b>	<b>T4W6</b>
<b>Assessment Component</b>					
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>
<b>Outcomes Assessed</b>		MAO-WM-01 MA4-INT-C-01	MAO-WM-01 MA4-FRC-C-01 MA4-PRO-C-01	MAO-WM-01 MA4-ALG-C-01 MA4-IND-C-01	MAO-WM-01 MA4-RAT-C-01 MA4-FRC-C-01

### Stage 4 Mathematics Outcomes:

**MAO-WM-01 Working mathematically** develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

**MA4-INT-C-01** compares, orders and calculates with integers to solve problems

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

**MA4-RAT-C-01** solves problems involving ratios and rates, and analyses distance–time graphs

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

**MA4-IND-C-01** operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws

**MA4-ANG-C-01** applies angle relationships to solve problems, including those related to transversals on sets of parallel lines  
(NOT ASSESSED)

**MA4-GEO-C-01** identifies and applies the properties of triangles and quadrilaterals to solve problems (NOT ASSESSED)

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



## YEAR 7 Technology Mandatory ASSESSMENT SCHEDULE - 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Practical Project	Portfolio	Practical Project	Portfolio
Task Type		Practical Task	Portfolio	Practical Task	Portfolio
Week/Term		T2 W14 TBA by teacher	T2 W14 Friday	T3 W8 TBA by teacher	T3 W8 Friday
Assessment Component					
Application of Knowledge & Practical Skill	60%	30		30	
Knowledge and understanding of course content	30%		20		20
Total	100%	30	20	30	20
Outcomes Assessed		TE4-PPM-01 TE4-SAF-01	TE4-DES-01 TE4-PDP-01 TE4-MSC-01	TE4-PPM-01 TE4-SAF-01	TE4-DES-01 TE4-PDP-01 TE4-MSC-01

### Course Outcomes

**TE4-SDP-01** explains relationships between sustainability, design and production

**TE4-DES-01** communicates and evaluates design ideas and solutions

**TE4-PPM-01** applies processes in the planning, management and production of projects

**TE4-SAF-01** selects and safely uses tools, materials, technologies and processes

**TE4-PDP-01** describes the practices and processes of designers and producers

**TE4-MSC-01** explains how materials, systems and components contribute to solutions

**TE4-DIG-01** demonstrates technological literacy to safely interact in digital environments

**TE4-DIG-02** uses data and digital systems to code, design and produce projects

## Year 7 French Assessment Schedule- 2025

Course Components	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus	<i>My Name Is?</i>	<i>Where are we going? Lose Yourself!</i>	<i>What are we Eating?</i>	<i>The Holidays are Here!</i>
Task Type	Milestone Task 5%  Create Your Own Monster – Writing and Speaking  20%	Milestone Task 5%  Plan a trip to Visit a Pen Pal - Reading and Writing  20%	Milestone Task 5% Part A: Design a Menu for your own Café – Specific to A Francophile Country Part B: Participate in a conversation where you order a meal – Writing, Listening, Speaking, Reading 20%	Yearly Exam – Multiple Choice and Short Answer Questions  25%
Term/Week	T1W10	T2W5	T3W9	T4W5
Assessment Component				
Interacting				
Understanding				
Creating				
Total	25%	25%	25%	25%
Outcomes Assessed	<ul style="list-style-type: none"> <li>ML4-INT-01</li> <li>ML4-UND-01</li> <li>ML4-CRT-01</li> </ul>	<ul style="list-style-type: none"> <li>ML4-UND-01</li> <li>ML4-CRT-01</li> </ul>	<ul style="list-style-type: none"> <li>ML4-INT-01</li> <li>ML4-UND-01</li> <li>ML4-CRT-01</li> </ul>	<ul style="list-style-type: none"> <li>ML4-INT-01</li> <li>ML4-UND-01</li> <li>ML4-CRT-01</li> </ul>

### Course Outcomes

- **ML4-INT-01** - exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
- **ML4-UND-01** - interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- **ML4-CRT-01** - creates a range of texts for familiar communicative purposes by using culturally appropriate language

## CAPA: YEAR 7 MUSIC ASSESSMENT SCHEDULE 2025



Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		BEATS & TUNES	ROCK/FILM MUSIC	MUSIC OF OUR PLACE
Task Type		<b>PART A:</b> Group <b>Composition</b> of a short piece of using Graphic and/or Traditional Notation for percussion instruments.  <b>PART B:</b> Group <b>Performance</b> of the original composition using percussion instruments.	<b>Perform</b> as a soloist a Verse/Chorus of Rock Song or TWO versions of ONE film theme on the keyboard or guitar.	<b>Submit</b> a listening portfolio of SIX (6) pieces of music, representative of topics studied.
Week/Term		<b>PART A: T2 WK 3</b> <b>PART B: T2 WK 5</b>	<b>T3 WK 8</b>	<b>T4 WK 5</b>
Assessment Component				
PERFORMING	40	10	30	
COMPOSING	30	30		
LISTENING	30			30
<b>Total</b>	100%	40		30
Outcomes Assessed		4.1 4.2 4.3 4.7 4.8 4.9 4.10	4.11 4.12 4.4 4.5 4.6	4.7 4.8 4.9 4.10

### Course Outcomes

YEAR 7 MUSIC Outcomes:

A STUDENT

4.1 4.2 4.3 4.11 4.12	Develops knowledge, understanding and skills in the musical concepts through <b>performing</b> as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
4.4 4.5 4.6	Develops knowledge, understanding and skills in the musical concepts through <b>composition</b> as a means of musical creation and problem-solving.
4.7 4.8 4.9 4.10	Develops knowledge, understanding and skills in the musical concepts through <b>listening</b> as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.



NGARRABU-MARRUNG



RESPECT

GAGA MARRUNG



RESPONSIBILITY

BARRABA MARRUNG-GANG



PERSONAL BEST

## Year 7 VISUAL ARTS ASSESSMENT SCHEDULE 2025

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
<b>Syllabus/ Topic Focus</b>		Paws and Pottery	Paws and Pottery	Face
<b>Task Type</b>		Explosion Book	Artmaking Portfolio and Visual Arts Process Diary (VAPD)	Artmaking Portfolio and Visual Arts Process Diary (VAPD)
<b>Term/Week</b>		<b>T1 WK 8</b>	<b>T2 WK 5</b>	<b>T4 WK 5</b>
<b>Assessment Component</b>				
<i>Artmaking</i>	70%		30	40
<i>Critical and Historical Studies</i>	30%	20		10
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>50%</b>
<b>Outcomes Assessed</b>		4.7, 4.8, 4.10	4.1, 4.2, 4.3, 4.5	4.1, 4.4, 4.5, 4.6, 4.8, 4.9

### Course Outcomes

#### A student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

# YEAR 7 ENGLISH 2025

Course Components	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus	Who Am I?	Fractured Fairytales	Intro To Drama	The Big Sell
Task Type	Analytical Letter To Director (25%)	Creative Writing (25%)	Multimodal Presentation (25%)	Persuasive Response (25%)
Term/Week	T1W10	T2W10	T3W10	T4W4
Weighting /100	25%	25%	25%	25%
Outcomes <i>*Assessment Tasks will be differentiated using Stage 2 to Stage 4 outcomes.</i>	EN4-URA-01 EN4-URB-01	EN4-ECA-01 EN4-URC-01	EN4-RVL-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01

## Course Outcomes:

**A student:**

**EN4-RVL-01** - uses a range of personal, creative, and critical strategies to read texts that are complex in their ideas and construction.

**EN4-URA-01** - analyses how meaning is created through the use of and response to language forms, features and structures.

**EN4-URB-01** - examines and explains how texts represent ideas, experiences and values.

**EN4-URC-01** - identifies and explains ways of valuing texts and the connections between them.

**EN4-ECA-01** - creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.

**EN4-ECB-01** - uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

## Year 7 Geography Semester 1 ASSESSMENT SCHEDULE 2025

Course Components	Formative Tasks	Task 1	Task 2
Syllabus/Topic Focus	Water and the World/Place and Liveability	Water and the World	All topics covered
Task Type	Bookwork	Assessment Task	Examination
Week/Term	Throughout the semester	T1 W9/10	T2 W5/6
Assessment Component	20%	40%	40%
Knowledge and understanding of course content	✓	✓	✓
Geographical skills	✓	✓	✓
Geographical tools	✓	✓	✓
Outcomes Assessed	GE4-1, GE 4-2, GE 4-3	GE4-2, GE4-5, GE4-7	GE4-1, GE4-6, GE4-8

### Course Outcomes

#### Geography Outcomes:

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

## Year 7 History Semester 2 ASSESSMENT SCHEDULE 2025

Course Components	Formative Tasks	Task 1	Task 2
Syllabus/Topic Focus	All topics covered	Ancient World	The Mediterranean World The Ancient World
Task Type	Bookwork	Research Task	Examination
Week/Term	Throughout semester	T3 W9/10	T4 W5/6
Assessment Component	20%	40%	40%
Knowledge and understanding of course content	✓	✓	✓
Historical inquiry and research	✓	✓	✓
Source-based skills	✓	✓	✓
Communication of historical understanding	✓	✓	✓
Outcomes Assessed	HT4-2, HT4-5, HT4-7	HT4-3, HT4-8, HT4-10	HT4-1, HT 4-4, HT4-9

### Course Outcomes

#### History Outcomes:

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 effectively about the past

## YEAR 7 PDHPE ASSESSMENT SCHEDULE 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		Semester 1 Practical Assessment	Super Snacks Fighting Fit	RUOK?	Semester 2 Practical Assessment
<b>Task Type</b>		Practical	Formative	Formative	Practical
<b>Week/Term</b>		<b>T1W9</b>	<b>T2W5</b>	<b>T3W9</b>	<b>T4W4</b>
<b>Assessment Component</b>					
<i>Knowledge and understanding of course content</i>	50	15	10	15	10
<i>Skills</i> <ul style="list-style-type: none"> <li>▪ Self–Management</li> <li>▪ Interpersonal skills</li> <li>▪ Movement Skills</li> </ul>	50	10	15	10	15
<b>Total</b>	100	25	25	25	25
<b>Outcomes Assessed</b>		PD 4-8, 4-9, 4-10	PD 4-4, 4-5, 4-11	PD 4-1, 4-2	PD 4-4, 4-5, 4-11

### Course Outcomes

#### 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



## Year 7 Science Assessment Schedule 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
<b>Syllabus/Topic Focus</b>		Cells	Working Scientifically, Cells, Classification of Living Things	Forces	All Year 7 Topics  Skills in Working Scientifically
<b>Task Type</b>		Cells Model and Research	Half-Yearly Examination	Depth Study Forces	Yearly Examination
<b>Week/Term</b>		T1W9	T2W5	T3W8	T4W6
<b>Assessment Component</b>	100	25	25	20	30
Skills	60	20	15	15	10
Knowledge and Understanding	40	5	10	5	20
<b>Outcomes Assessed</b>		SC4-CLS-01 SC4-WS-06 SC4-WS-07 SC4-WS-08	SC4-CLS-01 SC4-WS-02 SC4-WS-03 SC4-WS-05 SC4-WS-06	SC4-FOR-01 SC4-WS-01 SC4-WS-02 SC4-WS-03 SC4-WS-04 SC4-WS-05 SC4-WS-07 SC4-WS-08	SC4-OUT-01 SC4-FOR-01 SC4-CLS-01 SC4-SOL-01 SC4-DA1-01 SC4-WS-02 SC4-WS-03 SC4-WS-05 SC4-WS-06 SC4-WS-07

### Course Outcomes

Outcome	A student:
SC4-OUT-01	explains how observations are used by scientists to increase knowledge and understanding of the Universe
SC4-FOR-01	describes the effects of forces in everyday contexts
SC4-CLS-01	describes the unique features of cells in living things and how structural features can be used to classify organisms
SC4-SOL-01	explains how the properties of substances enable separation in a range of techniques
SC4-DA1-01	explains how data is used by scientists to model and predict scientific phenomena
SC4-WS-01	uses scientific tools and instruments for observations
SC4-WS-02	identifies questions and makes predictions to guide scientific investigations
SC4-WS-03	plans safe and valid investigations
SC4-WS-04	follows a planned procedure to undertake safe and valid investigations
SC4-WS-05	uses a variety of ways to process and represent data
SC4-WS-06	uses data to identify trends, patterns and relationships, and draw conclusions
SC4-WS-07	identifies problem-solving strategies and proposes solutions
SC4-WS-08	communicates scientific concepts and ideas using a range of communication forms