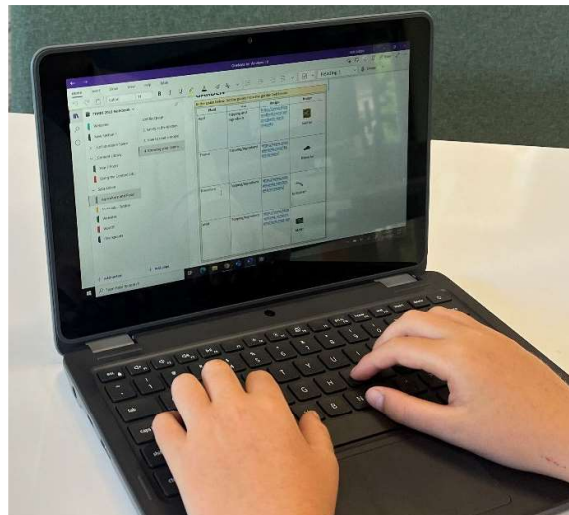# Year 7
ASSESSMENT BOOKLET

2024

YEAR 7 ASSESSMENT POLICY AND PROCEDURES INNER SYDNEY HIGH SCHOOL

Contents

INTRODUCTION

Inner Sydney High School has high expectations for all students and supports students in achieving learning outcomes. This document is designed to ensure consistency in assessment throughout the school and to ensure knowledge of requirements.

PURPOSE

The purpose of assessment at Inner Sydney High School is to successfully drive student growth and attainment through effective teaching and learning practices.

To assess the development of individual student's skills and understanding, each course has an assessment program which will comprise a series of formal assessment tasks. Examples of assessment tasks include formal examinations, presentations, performances, assignments, topic tests, fieldwork reports, laboratory reports, research and practical projects.

Each assessment task provides individualised feedback on student strengths, identifies areas for improvement and suggests strategies to improve on these areas. Students are then supported to set goals and undertake the learning needed to achieve them.

At Inner Sydney High School, we also assess student achievement to:

- Evaluate and report on student learning and achievement
- Gather, analyse and interpret data about teaching and learning, to identify areas where specific improvements can be targeted and achieved
- Evaluate the effectiveness of, and plan for improvement in, teaching programs and strategies
- Provide data to help create student Personalised Learning and Support Plans (PLSPs)
- Acknowledge academic excellence
- Meet New South Wales Education Standards Authority (NESA) and Department of Education (DoE) requirements.

Formative assessment

Formative assessment is used to monitor student learning and provide ongoing feedback that can help students to identify strengths and weaknesses, and target areas for improvement. Students may be required to submit components of their Assessment Tasks for feedback during the process of completing the task.

How can you help your child?

You can:

- Encourage your child to organise, plan, complete and submit work on time
- Provide a space for effective study and school work
- Contact the school if your child is experiencing difficulty.

Students and families will be notified via a Letter of Concern of non-submission of an Assessment Task. This will provide the opportunity for students and their families to put in further supports to ensure that students are able to meet future deadlines.

STUDENT RESPONSIBILITIES

READ AND UNDERSTAND THE ASSESSMENT POLICY

- Students should be familiar with this Assessment Policy and Procedures. Students need to know and understand the expectations, tasks and timing of assessments for each of their courses.

ORGANISATION

- Students must collect any work or Assessment Task Notifications missed due to absence from class for any reason.
- Students should bring all required equipment to assessment tasks or examinations.
- Absence is not an excuse for missing an assessment task.

SATISFACTORY COMPLETION

- It is important that students make a serious attempt at completing all assessment tasks, including submitting their work in an appropriate format and on time. Students should demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.

PLAGIARISM

- Students must ensure that assignments are all their own work and that the work of others is appropriately presented and referenced in a bibliography. Plagiarised work will be awarded 'Unable to Assess'.
- The piece of work will need to be re-submitted for feedback only if it is found to be plagiarised.

SUBMITTED TASKS

- The completed assessment task should be submitted via the Assignments Tab on the subject MS Team, or where stipulated on the Assessment Task Notification, by the time stated on the task notification. It is the students' responsibility to ensure that the task can be accessed by the teacher and that it is submitted on time. Late submissions will result in 'Unable to Assess'.

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

- If students have a clash of assessment with another school event or school business, they must discuss this situation in advance with Head Teacher of the relevant subject. It is not necessary to submit the Illness/Misadventure Form.
- Students must ensure that they leave adequate time to discuss any concerns with the Head Teacher of the relevant subject.

EXTENDED ABSENCES

- Extended absences, like an overseas holiday, will not be taken into account and can lead to students not meeting outcomes in that course, as well as achieving 'Unable to Assess' for that task. Students must seek approval for leave from the Principal in advance by completing a Request for Extended Leave form. Submitted tasks should be submitted either in advance or whilst the student is on leave. If the task is an in-class task, students will be awarded 'Unable to Assess' and may be given the opportunity to complete the task for feedback only. It is the responsibility of the student to discuss the impact of their absenteeism with each teacher.

FEEDBACK

- Students should ensure that any questions about grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.

ASSESSMENT PROCEDURES

NOTIFICATION OF TASK

- Students will be provided with at least two weeks' notice in writing of any assessment task in the form of an official Assessment Task Notification. If students are absent, it is their responsibility to request an Assessment Task Notification from the teacher upon their return to school.
- Assessment Task Notifications will also be posted on the respective MS Teams.

SUBMISSION OF DRAFTS

- Students are encouraged to submit one draft only per task, depending on the nature of the task.
- The due date of the draft will be noted on the Assessment Task Notification.

LATE SUBMISSIONS

- Work submitted late without an Illness/Misadventure application will be awarded 'Unable to Assess'.
- Teachers will provide feedback on the task to enable student growth for future tasks.

COMPUTER AND TECHNOLOGY ISSUES

- Computer and associated technology malfunctions, even theft, without evidence of 'work in progress' is not a reason for late submission.
- Students should ensure that they back up all work as they work on their assessment tasks.
- Students must ensure that they have submitted the task online and that teachers have access to the documents linked to the MS Teams Assignments Tab if it is electronically submitted.
- Students have access to printers at school.

NON-SERIOUS ATTEMPTS

- Students are required to make a serious attempt in all assessment tasks and class work.
- Students may be awarded 'Unable to Assess' depending on the degree of the attempt made.

ABSENTEEISM AND FAIRNESS

- To ensure fairness and equity in the lead up to an Assessment Task, students that are absent on the day prior or in the morning of the day of when the task is due should provide a Doctor's Certificate to the school to certify their absence.

MALPRACTICE

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- Breach of school examination rules.
- Copying someone else's work (in whole or part) and presenting it as their own, including work from text books, websites and AI produced work.
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts).
- Using non-approved aids during an assessment task including mobile phones, smart watches or other electronic devices.
- Creating false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

Students will be required to resubmit the assessment task, with feedback being provided by the class teacher only.

ILLNESS / MISADVENTURE

ABSENCE ON THE DAY OF TASK

- Students must ensure that their assessment tasks are submitted on the due date. If a student is absent with reason and does not submit or attend an assessment task, they must complete and submit Illness/Misadventure Form.
- Parents should contact the school on the morning of a task to notify that the student is unable to attend.

MEDICAL CERTIFICATE

- Students will be required to obtain a medical certificate from an independent medical practitioner not immediately related to them, or other formal documentation to explain their absence.
- This medical certificate should be obtained on the day of the task and state the reason for the absence.

RETURN TO SCHOOL

- On the morning of their return to school, students must take their Illness/Misadventure Form and relevant documentation to the Head Teacher of the subject.
- Students will be required to submit or take any missed assessment tasks in consultation with the Head Teacher, regardless of the outcome of the Illness/Misadventure Form application.

EXTENSIONS

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension prior to the due date must:

- complete an 'Illness/Misadventure Form'; and
- provide the completed 'Illness/Misadventure Form' to their usual classroom teacher or the relevant Head Teacher as soon as reasonably possible prior to the due date. Any requests for an extension to the due date will be assessed by the relevant Head Teacher on a discretionary basis.

Please see Appendix for Illness/Misadventure Forms and Flowchart.

DISABILITY PROVISIONS

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Mental Health concerns

To apply for Disability Provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal Wellbeing.

FURTHER INFORMATION

All syllabus requirements and outcomes for each course/subject can be found on the NESA website at https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4. Please refer to this for clarification.

Note that there may be minor adjustments made to due dates and outcomes. Please see the Assessment Task Notification (issued two weeks before the assessment task) for up-to-date information.

Course Assessment Outlines

English – Year 7

Subject Overview

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value, and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Topics and Outcomes Covered
- Novel Study: Outcomes - EN4-ECA-01, EN4-URA-01, EN4-RVL-01
- Visual Literacy and Advertising: Outcomes - EN4-RVL-01, EN4-URA-01
- Plays and Poetry: Outcomes - EN4-URA-01, EN4-ECA-01, EN4-URA-01, EN4-URC-01
- Fantasy Worlds: Outcomes - EN4-URA-01, EN4-URC-01, EN4- ECA-01

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Novel Study	Visual Literacy and Advertising	Drama – Aboriginal playwrights	Genre Study – Fantasy
Task Type	Visual representation and speech - Submitted & in class	Test - In class	Script composition & Justification - Submitted	Fantasy world map and imaginative writing orientation - Submitted
Due Date	Term 1 Week 10	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
Assessment Outcomes	EN4-ECA-01 EN4-URA-01 EN4-RVL-01	EN4-RVL-01 EN4-URA-01	EN4-URA-01 EN4-ECA-01 EN4-URC-01	EN4-URA-01 EN4-URC-01 EN4- ECA-01

Geography – Year 7

Subject Overview

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Throughout the year, students develop their knowledge and understanding of the features and characteristics of places and environments across a range of scales and of interactions between people, places and environments.

Students communicate this through writing, speaking, and creating.

Topics and Outcomes Covered
- Water in the World GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8
- Landscapes and Landforms GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8
- Place and Liveability GE4-1, GE4-3, GE4-3, GE4-6, GE4-7
- Interconnections GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Sustainable Water Management Strategy	Skills and Landscapes	Place and Liveability Reflection	Interconnections Product Audit
Task Type	Submitted via Teams	In-Class Test	In-Class Reflection	Submission via Teams
Due Date	Term 1 Week 9	Term 2 Week 7	Term 3 Week 10	Term 4 Week 5
Assessment Outcomes	GE4-5 GE4-8	GE4-2, GE4-7	GE4-1 GE4-4	GE4-3 GE4-8

Mathematics – Year 7

Subject Overview

Mathematical ideas have evolved and continue to develop across cultures and have been practised in Australia by Aboriginal and Torres Strait Islander Peoples for thousands of years. Through the study of mathematics, students apply their knowledge and skills to deepen their understanding of the world.

Mathematics is a reasoning and creative activity, integral to scientific and technological advances across many fields of endeavour. The symbolic nature of mathematics provides a powerful and precise means of communication.

Making connections across mathematical concepts and other subject areas enhances students' ability to understand the purpose of learning mathematics and to develop a deeper conceptual understanding. This helps students to recognise the role of mathematics in solving problems in the world around them, applying their understanding to familiar and unfamiliar situations.

By studying mathematics, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

When students enjoy learning mathematics, they develop a positive self-concept and become self-motivated learners through active participation in appropriately challenging tasks. This can enhance their resilience in solving mathematical problems relevant to further education and their everyday lives.

Topics Covered

- Negative Numbers
- Fractions, Decimals and Percentages
- Algebraic Techniques
- Indices
- Equations
- Probability
- Perimeter and Area
- Angle Relationships
- Data Classification and Visualisation
- Linear Relationships
- Rates and Ratios
- Properties of Geometric Shapes
- Algebra and Equations Review

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Negative Numbers	Fractions, Decimals and Percentages Algebraic Techniques Indices	Equations Probability Perimeter and Area	Angle Relationships Data Classification and Visualisation Linear Relationships
Task Type	In class test	In class test	In class test	In class test
Due Date	Term 1 Week 6	Term 2 Week 5	Term 3 Week 6	Term 4 Week 5
Assessment Outcomes	MAO-WM-01 MA4-INT-C-01	MAO-WM-01 MA4-FRC-C-01 MA4-ALG-C-01 MA4-IND-C-01	MAO-WM-01 MA4-EQU-C-01 MA4-PRO-C-01 MA4-LEN-C-01 MA4-ARE-C-01	MAO-WM-01 MA4-ANG-C-01 MA4-DAT-C-01 MA4-LIN-C-01

Music – Year 7

Subject Overview

Students participate in listening, performing and composing activities covering a range of musical styles and concepts.

Topics Covered

- Instruments
- Musician's Toolkit
- Building Blocks

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	**Instruments**	**Instruments**	**Musician's Toolkit**	**Musician's Toolkit**
Task Type	In class examination	In class solo keyboard performance	Composition submitted online	In class solo performance
Due Date	Term 1 Week 7	Term 2 Week 2	Term 3 Week 4	Term 4 Week 2
Assessment Outcomes	4.7	4.3	4.4 4.5	4.1

PDHPE – Year 7

Subject overview

In Year 7 PDHPE, students will learn about their own identities, mental health, an introduction to hormones, puberty and adolescence. Later in the year, students will learn about family and culture, and discuss issues around risk taking and making good decisions. In practical lessons students will explore fundamental movement skills and then transfer these into a variety of team games.

Topics and Outcomes Covered

- Who am I? (PD4-1, PD4-2, PD4-3, PD4-9, PD4-10)
- Puberty & Adolescence (PD4-1, PD4-2, PD4-3, PD4-9, PD4-10)
- Family & Culture (PD4-1, PD4-3, PD4-6, PD4-10)
- Risk Taking (PD4-6, PD4-7, PD4-8, PD4-9)
- Fundamental Movement Skills (PD4-4, PD4-5, PD4-11)
- Fitness Testing (PD4-4, PD4-5, PD4-11)
- Invasion Games (PD4-4, PD4-5, PD4-11)
- Go Team (PD4-4, PD4-5, PD4-11)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	My Identity Task	Practical Task	Cultural Task	Practical Task
Task Type	Submitted Online	Ongoing in class	Submitted Online	Ongoing in class
Due Date	Term 1 Week 6	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6
Assessment Outcomes	4.1	4.4	4.6	4.11

Science – Year 7

Subject Overview

In Year 7 Science, students will learn about scientific equipment and how to work safely in the laboratory. They will develop skills in measuring and conducting investigations. Students will also develop their scientific vocabulary and learn how to effectively communicate scientifically using different text types. Throughout the year, students will build their knowledge and understanding of a variety of concepts from the chemical, living and physical worlds.

Topics and Outcomes Covered
- Introduction to Science (SC4-4WS, SC4-5WS)
- Separating Mixtures (SC4-17CW, SC4-6WS)
- Ecosystems (SC4-15LW, SC4-9WS)
- Classification (SC4-14LW, SC4-7WS, SC4-9WS)
- The Earth in Space (SC4-12ES, SC4-8WS)
- Resources and Sustainability (SC4-13ES, SC4-9WS)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Introduction to Science, Separating Mixtures	Separating Mixtures	Classification, The Earth in Space	Ecosystems, Classification, The Earth in Space, Resources and Sustainability
Task Type	Practical task during class	Practical task during class	Writing descriptions and explanations	Examination
Due Date	Term 1 Week 10	Term 2 Weeks 2- 3	Term 3 Week 7	Term 4 Week 3
Assessment Outcomes	SC4-5WS SC4-17CW	SC4-6WS SC4-17CW	SC4-8WS SC4-9WS SC4-14LW SC4-12ES	SC4-12ES SC4-13ES C4-14LW

Technology Mandatory – Year 7

Subject overview

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

Units and Outcomes Covered

- **I can do that!** Course introduction 2-3 Weeks
  (Design and Production Process unit outcome: TE4-10TS)

Students will undertake the following units of work on rotation. By the end of the year, students will have studied Digital Technologies for 18 weeks, Material Technologies and Agriculture Technologies for 9 weeks each.

- **Game On!** (*JavaScript*)
  (Digital Technologies outcomes: TE4-1DP, TE4-2DP, TE4-4DP)
- **Hack This!** (*HTML*, *CSS*)
  (Digital Technologies unit outcomes: TE4-2DP, TE4-4DP, TE4-7DI)
- **Grow and Thrive** Seed germination in air garden and self-watering plant prototype
  (Agriculture Technologies unit outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG)
- **Measure Twice, Cut Once!** Timber storage box prototype
  (Material Technologies unit outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	What is Technology Mandatory?	Unit 1 Project and Portfolio	Unit 2 Project and Portfolio	Unit 3 Project and Portfolio
Task Type	Role of a Designer Research Task presented in Microsoft SWAY	Project and Design Portfolio	Project and Design Portfolio	Project and Design Portfolio
Due Date	Term 1 Week 4	Term 2 Week 2	Term 3 Week 1	Term 3 Week 10
Assessment Outcomes	TE4-10TS	Outcomes are dependent on the topic being completed within each rotation.		

Visual Arts – Year 7

Subject overview

Students demonstrate their understanding of Visual Arts Artmaking and Critical and Historical studies through practical and theoretical conventions and concepts.

Topics and Outcomes Covered

- Portraiture
- Artist Case Study
- Landscape
- Printmaking

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	**Portraiture** Artmaking	**Artist Case Study** Critical and Historical Study	**Landscape** Artmaking	**Printmaking** Artmaking
Task Type	Practical Task Submitted in Class	Theoretical in Class Task	Practical Task and Accompanying Artist Statement Submitted in Class	Practical Task and Visual Arts Process Diary Submitted in Class
Due Date	Term 1 Week 9	Term 2 Week 2	Term 3 Week 6	Term 4 Week 5
Assessment Outcomes	4.1	4.8 4.9	4.2 4.4	4.5

YEAR 7 ASSESSMENT OVERVIEW - SEMESTER ONE

	TERM 1	TERM 2
Week 1		
Week 2		AT2-Science AT2-Technology Mandatory AT2-Visual Arts AT2-Music
Week 3		
Week 4	AT1-Technology Mandatory	
Week 5		AT2-English AT2- Mathematics
Week 6	AT1-Mathematics AT1-PDHPE	AT2-PDHPE
Week 7	AT1-Music	AT2-Geography
Week 8		
Week 9	AT1-Geography AT1-Visual Arts	
Week 10	AT1-English AT1-Science	
Week 11		

YEAR 7 ASSESSMENT OVERVIEW - SEMESTER TWO

	TERM 3	TERM 4
Week 1	AT3- Technology Mandatory	
Week 2		AT4-Music
Week 3		AT4-Science
Week 4	AT3-Music	
Week 5		AT4-English AT4-Geography AT4-Mathematics AT4-Visual Arts
Week 6	AT3-Visual Arts AT3- Mathematics	AT4-PDHPE
Week 7	AT3-Science	
Week 8	AT3-English	
Week 9		
Week 10	AT3-Geography AT3-PDHPE AT4-Technology Mandatory	

APPENDIX

ILLNESS/MISADVENTURE FLOWCHART

| STUDENT IS ABSENT, DOES NOT COMPLETE TASK OR FAILS TO SUBMIT BY THE DUE DATE AND TIME |

STEP ONE: Contact the School

- Students or parents/carers must inform the school on the day of the absence by phone or via email.
- For hand in tasks, students should submit the task via Microsoft Teams if possible.

STEP TWO: Obtain relevant documentation

- Students should obtain and complete an Illness/Misadventure Form. This is available in the Assessment Booklet, the Year Group Team and the school website. Hard copies are also available from the Administration Office and the Library.
- For ILLNESS, the student must also obtain a medical certificate from an independent medical practitioner stating the reason for illness and cover the period of absence.
- For MISADVENTURE, the student must also obtain a statement or any supporting documentation outlining the situation.

STEP THREE: On the first day of return to school

- It is the student's responsibility to report to the Faculty Head Teacher of the subject and submit the completed Illness/Misadventure Form and accompanying documentation.
- If possible, students may sit the examination or submit the assessment task before receiving the outcome of the application for Illness/Misadventure. The date will be negotiated between the Faculty Head Teacher and student.

STEP FOUR: Illness/Misadventure and Feedback

- The relevant Head Teacher will consider the Illness/Misadventure application and inform the student of the outcome.
- If the application is not accepted, students in years 7-9 will receive Unable to Assess and years 10-12 will receive zero marks.
- If the student wishes to appeal this decision, they must firstly discuss with the Head Teacher, and if unresolved, submit the Assessment Task Appeal Application Form to the Deputy Principal of the year group.

Illness / Misadventure Form

First Name: _____ Surname: _____

Year: _____ Subject: _____

Task Type: _____ Task Number: _____

Teacher's Name: _____ Due date: ____/____/_____

I wish to inform the school of the following circumstances which affected my performance in the above Assessment Task.

Please tick one (or more)

☐ Circumstances prior to the Assessment Task affected my preparation for this task
☐ I was absent on the day of the Assessment Task
☐ I attempted the Assessment Task but was unable to complete it to my usual standard
☐ Other _____

Reason (if insufficient space, also write on the back of this page):

_____

_____

_____

I have notified the Head Teacher of the subject of my absenteeism   Yes / No
I have attached supporting documentation (eg. Medical Certificate)   Yes / No

Student Signature: _____ Date: ____/____/_____

Parent Signature: _____ Date: ____/____/_____

_____

STAFF USE ONLY

Outcome

☐ Student is to be awarded 'Unable to Assess'
☐ Student is to be awarded the grade they achieved in the Assessment Task
☐ Student is to hand in / sit for the Assessment Task on _____
☐ Student is to be given an estimated grade.

Comment:

_____

_____

Head Teacher Signature: _____ Date: ____/____/_____

(Please print out and hand in to Head Teacher of the subject)