



# **Parramatta High School**

## **Year 7 Assessment Policy 2021**

**A guide for students and their parents**

## What is an assessment task and why is it so important?

Assessment is the opportunity to show what you know and what you can do. Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve.

There are assessment tasks in each subject. The tasks that you will complete could be:

- formal examinations
- tests
- assignments
- essays
- creative works
- field studies
- excursion reports
- in class assessment tasks

All formal assessment tasks contribute towards your achievement and grades and must be completed. The results of this work will be shown in your Half Yearly and Yearly Reports.

All students will be given an assessment schedule for each subject. It will tell you when each assessment task will be held, what you will be assessed on, and what the task is worth. This schedule should be referred to throughout the year.

You may also obtain clarification regarding your assessments from your teacher or the Head Teacher of the subject, provided you allow adequate time for a response.

Please remember that your teachers have many responsibilities and demands on their time and that the opportunity to obtain advice is limited (they cannot be available 24/7).

You are also required to complete class work and homework.

## ***Student's Rights and Responsibilities:***

### **Rights**

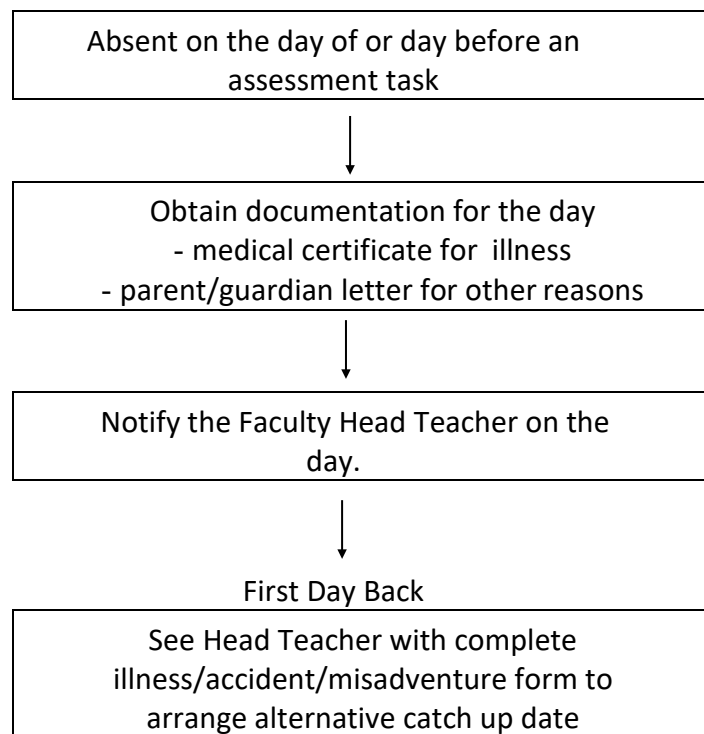
Students have the right to –

- Be given information about each task such as
  - dates for each task;
  - topic area and/or nature of assessment task;
  - an approximate length or time for each task;
  - mark value in relation to the total number of marks for the course; and
  - how marks will be earned
- Be given Notification at least two weeks prior to formal Task
- Be given meaningful feedback on their performance, ie why they received the Assessment Mark they did and how they may improve their performance.

## Responsibilities

- Carefully read the assessment notification issued on the school's pro forma
- Plan and mark the due dates for the tasks in your homework diary and on a calendar at home
- You cannot be away ON the day or the day BEFORE any assessment task.
- In the event of unforeseeable circumstances, a misadventure form must be filled out. It is the responsibility of the student to see the Subject Head Teacher to organise an alternative catch up task/date on the FIRST DAY back to school.
- Check that any technology or equipment needed to complete the task is working before the due date (computer access and printing issues are not an acceptable misadventure)
- Keep your drafts of assignments as evidence of your work
- Keep a record of your submission of the task
- Keep a record of your results

## Misadventure Appeal



As the assessment marks are intended to be a measure of a student's performance, applications must relate to illness or misadventure suffered immediately before or during the assessment that has affected the student's performance. Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If you do not complete the task on the due date an illness/accident/misadventure form must be completed with relevant documentations and submitted to the Subject Head Teacher within 5 working days. An Illness/accident/misadventure form can be found on the school website and at the end of this document.

## Unacceptable grounds for appeal

The application process does not cover:

- attendance at a sporting or cultural event, or family holiday unless prior approval has been obtained from the Principal
- Technology failure such as computer or printer malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save his/her work frequently and also to back up their work.
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

## Late Submission Policy

- Submit a Medical Certificate or Letter from Parent/Guardian explaining the reason for lateness. This documentation must be handed to the class teacher the day the student returns to school after his/her absence/s. DO NOT wait until the next time you have a lesson.
- Penalty and letter home will be awarded/sent for students who fail to submit the task without appropriate and timely documentation.

Late Days	1-5	6+
Penalty Rate	10%	Zero assessment mark (Letter sent home)

## Frequently Asked Questions

### What if you know in advance that you will be absent?

If you know that you will be absent with sufficient reason

- e.g. a funeral or an approved school activity, urgent medical attention-you will need to explain the circumstances in writing, before the absence, to your class teacher and/or faculty Head Teacher and a new due date will be given.
- e.g. overseas trip, extended leave-you will need to obtain approval from the Principal and organise an alternate arrangement with the faculty Head Teacher

### What if you have been absent from school?

When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

### What happens when you hand in an assessment task?

Your class teacher will keep records of the assessment task handed in and issue you with a receipt. In a formal examination, you will complete an examination attendance slip for each subject or your attendance will be noted on the class roll.

### **What is malpractice?**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Using material directly from books, journals, CDs or the internet or any other source without reference to the source
- Building on the ideas of another person without referring to the source
- Buying, stealing or borrowing another's work and presenting it as your own
- Damaging another student's work
- Paying or having someone else complete the task for you
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially
- Breaking published school examination rules
- Using non approved aids during an assessment task
- Providing false explanations for work not handed in by the due date
- Assisting another student to engage in malpractice

### **What if you copy other people's work?**

A penalty will be imposed for copying, plagiarism or having someone else do the work for you.

### **What if you do not make a serious attempt or cheat?**

A penalty may be imposed if you do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

### **Please Note:**

Parents will be informed of any instances of malpractice. Students have the right to appeal if they consider that the penalty imposed is not justified.

<b>YEAR 7 ENGLISH 2021</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Weeks 4-5
<b>TASK</b>		<i>Common</i> <b>FANTASY</b>  Narrative Writing	<i>Class Based</i> <b>HEROES &amp; VILLAINS</b>  Oral Presentation	<i>Common</i> <b>GUARDIANS OF THE PLANET</b>  Persuasive Writing	<i>Class Based</i> <b>STORY TELLING</b>  Picture Book and Reflection
<b>SYLLABUS OUTCOMES</b>		1A, 3B,4B, 5C	1A, 3B, 4B 5C, 8D	1A, 3B, 4B,5C,7D	1A, 2A, 3B 4B, 5C, 8D, 9E
Imaginative Writing		30			
Reading and Writing and Speaking			20		
Persuasive Writing				30	
Visual Literacy, Imaginative and Reflective Writing					20
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

<b>YEAR 7 GEOGRAPHY 2021</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
		Term 1 Week 9-10	Term 2 Weeks 4/5	Term 3 Week 2	Term 4 Week 1	Term 4 Week 4
<b>TASK</b>		<b>Class Based Task:</b>  <b>Project Based Learning Task</b>  Place and Liveability	<b>Common Task:</b>  <b>Water Report</b>  Water in the World	<b>Common Task:</b>  <b>Research Task</b>  Interconnections	<b>Class Based Task:</b>  <b>Documentary Review</b>  Landscapes and Landforms	<b>Common Task:</b>  <b>Yearly Examination</b>  All topics
<b>POSSIBLE ASSESSED SYLLABUS OUTCOMES</b>		GE4-1, 4-3, 4- 6, 4-7, 4-8	GE4-1, 4-2, 4-3, 4-5, 4-7, 4-8	GE4-3, 4-4, 4- 7, 4-8	GE4-1, 4-2, 4-2, 4-3,4-4, 4-5, 4- 8	GE4-1, 4-2, 4-2, 4-3,4-4, 4-5, 4- 6, 4-8
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>15%</b>	<b>25%</b>

#### Stage 4: Year 7 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

<b>YEAR 7 SEMESTER 1 LANGUAGE 2021 Indonesian</b>			<b>Task 1</b>	<b>Task 2</b>
			<b>Term 2</b>	<b>Terms 1 and 2</b>
<b>TASK</b>			<b>Skit</b>	<b>Class mark</b>
<b>SYLLABUS OUTCOMES</b>			LIN4-2C	LIN4-7U
Communicating	Interacting		✓	
	Accessing & Responding		✓	✓
	Composing		✓	✓
Understanding	Systems of Language		✓	
	The Role of Language and Culture		✓	
	<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>60%</b>

<b>YEAR 7 SEMESTER 1 LANGUAGE 2021 French</b>			<b>Task 1</b>	<b>Task 2</b>
			<b>Term 2</b>	<b>Terms 1 and 2</b>
<b>TASK</b>			<b>Skit</b>	<b>Class mark</b>
<b>SYLLABUS OUTCOMES</b>			LFR4-2C	LFR4-7U
Communicating	Interacting		✓	
	Accessing & Responding		✓	✓
	Composing		✓	✓
Understanding	Systems of Language		✓	
	The Role of Language and Culture		✓	
	<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>60%</b>

<b>YEAR 7 MATHEMATICS 2021</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 2 Week 3/4	Term 3 Week 2	Term 3 Week 8	Term 4 Week 3/4
<b>TASK</b>		<b>Half Yearly</b>	<b>Skills Test</b>	<b>Topic Test</b>	<b>Yearly</b>
<b>POSSIBLE SYLLABUS OUTCOMES ASSESSED</b>		<b>MA4-4NA MA4-5NA MA4-21SP + Working Mathematically Outcomes</b>	<b>MA4-17MG MA4-18MG MA4-11NA + Working Mathematically Outcomes</b>	<b>MA4-12MG MA4-13MG MA4-15MG + Working Mathematically Outcomes</b>	<b>MA4-15MG MA4-8NA MA4-9NA + Working Mathematically Outcomes</b>
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

<b>YEAR 7 MUSIC 2021</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 2 Weeks 6 - 7	Term 2 Weeks 9 - 10	Term 3 Weeks 8 - 9	Term 4 Weeks 4 - 6
<b>TASK</b>		Written Assessment	Class Activities	Class Activities	Written Assessment
<b>OUTCOMES</b>		4.7, 4.8, 4.9, 4.10, 4.11, 4.12	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.11, 4.12	4.1, 4.2, 4.3, 4.11, 4.12	4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12
Performance	30%		Melodic Percussion 20%	Melodic Percussion 10%	
Composition	30%	<b>Half-Yearly Examination</b>		Pentatonic Composition 10%	<b>Yearly Examination</b>
Listening	40%		Composition component 10% Listening Component 15%		
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>

#### Year 7 Music Reporting Outcomes

- 4.1 - Performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 - Performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 - Performs music demonstrating solo and/or ensemble awareness
- 4.4 - Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 - Notates compositions using traditional and/or non-traditional notation
- 4.6 - Experiments with different forms of technology in the composition process
- 4.7 - Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 - Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 - Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 - Identifies the use of technology in the music selected for study, appropriate to the musical context



<b>7 PDHPE 2021</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Participation &amp; Values</b>	
		Healthy Living	Health Wellbeing & Relationships		Movement Skills & Performance		Values & Attitudes
<b>TASK</b>		DRSABCD Demonstrate Skills Term 1 Week 6	“Who Am I” Podcast Term 2 Week 4	Scenario and Food plan (Nutrition: Topic 5)	Group Research Task (Healthy Communities: Topic 6) Lesson 4-5	Practical Skills	Effort, participation & Uniform
<b>SYLLABUS OUTCOMES</b>		PD4-7, PD4-9	PD4-2, PD4-3	PD4-6, PD4-7, PD4-9	PD 4-5	PD4-4, PD4-11	PD4-10
Knowledge & Understanding	<b>35</b>	5	10	10	10		
Skills	<b>45</b>	10	5	5	5	20	
Values & Attitudes	<b>20</b>						20
<b>TOTAL</b>	<b>100</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>

<b>YEAR 7 SCIENCE 2021</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 7/8	Term 2 Week 3/4	Term 3 Week 7-9	Term 4 Week 3/4
<b>TASK</b>		Practical Exam	Half Yearly Exam	Depth Study	Yearly Exam
<b>OUTCOMES</b>		SC4 - 6WS to 8WS	10PW, 13ES, 16CW, 17CW	SC4 - 4WS to 9WS	12ES, 14LW
Knowledge and understanding	<b>30%</b>		10	5	15
Planning and conducting investigations	<b>30%</b>	15		10	5
Critical thinking and problem solving	<b>25%</b>	5	10		10
Communication	<b>15%</b>		5	5	5
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>20%</b>	<b>35%</b>

<b>YEAR 7 TECHNOLOGY 2021</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Semester 1 Term 1 Week 10	Semester 1 Term 2 Week 7	Semester 2 Term 4 Week 7
<b>TASK</b>		Textiles Project & Design folio	Food Project & Design folio	Mixed Materials Project & Design folio
<b>SYLLABUS OUTCOMES</b>		TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS
Problem – Understanding and exploring needs, opportunities, factors affecting design, criteria for success and the role of designers	5%	1.25% (5%)*	1.25% (5%)*	2.5% (5%)*
Research – Investigating tools, materials, processes and existing solutions	15%	4.5% (15%)*	4.5% (15%)*	6% (10%)*
Ideas – Generate, communicate, select and justify ideas based on criteria for success	15%	3.75% (15%)*	3.75% (15%)*	7.5% (15%)*
Making – Plan, manage and safely produce products, services and/or environments to meet specific purposes	55%	13% (55%)*	13% (55%)*	29% (60%)*
Evaluating – Evaluate and make judgements throughout and proceeding design and production against developed criteria	10%	2.5% (10%)*	2.5% (10%)*	5% (10%)*
<b>TOTAL</b>	<b>100%</b>	<b>25% (100%)*</b>	<b>25% (100%)*</b>	<b>50% (100%)*</b>

\* Value of syllabus component contributing towards the unit's total in parentheses

Tasks 1 & 2 are taught in the same semester but may be taught in semester 2 and may be taught in the reverse sequence of Food before Textiles, dependent upon what Technology class a student is in. Task 3 has a duration of one semester and may be taught in semester 1, dependent upon what Technology class a student is in.

*N.B. 7Tech10 (2021) are doing the units for semester 1 and 2 concurrently, for approximately half the time each, throughout the whole year*

#### **Year 7 Technology Reporting Outcomes (semester 1 & 2)**

- TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP plans and manages the production of designed solutions
- TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-10TS explains how people in technology related professions contribute to society now and into the future

<b>YEAR 7 VISUAL ARTS 2021</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
<b>TASK</b>		Theory Task	Practical 2D Task & VAPD	Practical 3D Task & VAPD	Yearly Examination
<b>OUTCOMES</b>		4.7, 4.8, 4.9, 4.10	4.1, 4.3, 4.6,	4.1, 4.3, 4.6, 4.2, 4.4, 4.5	4.7, 4.8, 4.9, 4.10
Art making	70%		30% VAPD 5%	30% VAPD 5%	
Critical and Historical Studies	30%	10%			20%
<b>TOTAL</b>	<b>100%</b>	<b>10%</b>	<b>35%</b>	<b>35%</b>	<b>20%</b>

*All tasks are prepared in class; the above schedule indicates the approximate assessment and/or completion date.*

#### **Year 7 Visual Arts Syllabus Outcomes**

- 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