Parramatta High School

Year 7 Assessment Policy 2024

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 a formal task

Be given meaningful feedback on their performance, i.e., 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 assessment(s) (e.g., 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 assessment(s) (e.g., 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.

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 to back up their work.
- matters avoidable by the student (e.g., misreading of timetable; misinterpretation of examination paper or assessment notification).

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 or subject Head 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.

7 ENGLISH		Task 1	Task 2	Task 3	Task 4
2024		Term 1 Weeks 9-10	Term 2 Week 9-10	Term 3 Weeks 9-10	Term 4 Weeks 4-5
TASK		Common GUARDIANS OF THE PLANET Persuasive Writing	Class Based HEROES & VILLAINS Oral Presentation	Common FANTASY Written Response on Text and Genre	Class Based STORY TELLING Picture Book and Reflection
SYLLABUS OUTCOMES		EN4-RVL-01 EN4-URA-01 EN4-URB			
Reading, Viewing and Listening		х	х	х	х
Expressing Ideas and Composing Texts		х	х	х	х
Expressing Ideas and Texts, Planning and F	Composing Reflecting				х
Speaking			х		
TOTAL	100%	35%	30%	35%	Formative Assessment and Community Display

STAGE	STAGE 4		Task 2	Task 3	Task 4
(Year 7) GEOGRAPHY Semester 1 & 2 2024		Term 1 Week 8/9	Term 2 Week 3	Term 3 Week 6/7	Term 4 Week 3/4
TASK		Common Task: Topic Test Interconnections	Common Task: Research Task- Natural Disasters Water in the World	Class Based Task: Project Based Learning Task Place and Liveability	Common Task: Yearly Examination All topics
POSSIBLE ASSESSED SYLLABUS OUTCOMES		GE4-2, 4-3, 4-6, 4-8	GE4-1, 4-2, 4-4, 4-5, 4-7, 4-8	GE4-1, 4-2, 4-3, 4-4, 4-6, 4-7, 4-8	GE4-1, 4-2, 4-2, 4-3,4-4, 4-5, 4-6, 4-8
TOTAL 100%		25%	25%	25%	25%

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

Year 7 Mathematics 2024	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 7	Term 2 Week 3 - 4	Term 3 Week 6	Term 4 Week 3 - 4
Task	Assignment	Half Yearly Examination	Topic Test	Yearly Examination
Possible Syllabus Outcomes Assessed	MA4-INT-C-01 + MAO-WM-01 (Working Mathematically)	MA4-INT-C-01 MA4-FRC-C-01 MA4-ALG-C-01 + MAO-WM-01 (Working Mathematically)	MA4-LEN-C-01 MA4-ARE-C-01 MA4-VOL-C-01 MA4-EQU-C-01 + MAO-WM-01 (Working Mathematically)	MA4-EQU-C-01 MA4-ANG-C-01 MA4-GEO-C-01 MA4-IND-C-01 + MAO-WM-01 (Working Mathematically)
Weighting	15%	30%	25%	30%

Note: A new Mathematics 7-10 syllabus is being implemented in 2024. As this is the first year of implementation, the assessment schedule above is subject to change. Students will be notified through an Assessment Task Notification if there are any changes.

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	[Computation with integers]: compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	[Fractions, decimals and percentages]: represents and operates with fractions, decimals and percentages to solve problems
MA4-ALG-C-01	[Algebraic techniques]: generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	[Indices]: operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	[Equations]: solves linear equations of up to 2 steps and quadratic equations of the form
MA4-LEN-C-01	[Length]: applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-ARE-C-01	[Area]: applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	[Volume]: applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	[Angle relationships]: applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	[Properties of geometrical figures]: identifies and applies the properties of triangles and quadrilaterals to solve problems

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7 MUS	SIC	Task 1	Task 2	Task 3	Task 5	
2024		Term 1 Weeks 9 - 10	Term 2 Weeks 4 - 5	Term 3 Weeks 8 - 9	Term 4 Weeks 4 - 6	
TASK		Written Assessment	Class Activities Class Activities and Submitted Composition		Written Assessment	
OUTCOMES		4.7, 4.8, 4.9, 4.12	4.1, 4.2, 4.3, 4.12	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.11, 4.12	4.7, 4.8, 4.9, 4.10, 4.11, 4.12	
Perform 30 ance %			Melodic Percussion 10%	Keyboard Performance 20%		
Composi tion	30 %			Pentatonic Composition 30%		
Listening	Listening % Ear Training Exam			Yearly Examination 25%		
TOTAL	10 0%	15%	20%	40%	25%	

All tasks are prepared and assessed in class; the above schedule indicates the approximate assessment and/or completion date and are subject to change with notice.

Need to check outcomes with CAPA

Yea	Year 7 Music Reporting Outcomes						
1	Performs music demonstrating solo and/or ensemble awareness						
2	Notates compositions using traditional and/or non-traditional notation						
3	Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire						

Year	7	Task 1	Task 2	Task 3	Task 4	Participatio n	Values
PDHPE 2024		Who am I/Relationshi ps	Practical Task 1	Food and Nutritio n	Practical Task 2	Movement Skills & Performance	Values & Attitudes
TASK		Creative Task	Target Games	Written /Resear ch Task	Dance	Practical Skills	Effort, Participation & Uniform
SYLLAB OUTCON	US ⁄IES	PD4-3, PD4- 10	PD4-4 PD4-5	PD4-6, PD4-7, PD4-9	PD4-10 PD4-11	PD4-4, PD4-11	PD4-10
Knowledge & Understand ing	45	10	10	15	10		
Skills	45	15	5	10	5	10	
Values & Attitudes	10						10
TOTAL	100	25	15	25	15	10	10

Outcomes

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

PD4-9

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

		Task 1	Task 2	Task 3	Task 4
7 SCIENCE 2024		Term 1 Week 5-8	Term 2 Week 3/4	Term 3 Week 6/7	Term 4 Week 3/4
TASK		Practical Test – Half Yearly Depth Working Scientifically Exam Study		Yearly Exam	
OUTCOMES		4WS to 9WS, ES2, LW5	CW1, ES2, ES4, LW5	PW1,2 4WS to 9WS	CW1,CW3, ES4 , LW1-2, PW1,2
Knowledge and understanding 30%		5	10		15
Planning and conducting 30% investigations		10		10	5
Critical thinking and problem solving 25%			10	5	10
Communication 15%		5	5	5	5
TOTAL	100%	20%	25%	20%	35%

Stage 4 Science Outcomes:

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC4-5WS collaboratively and individually produces a plan to investigate questions and problems SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-10PW describes the action of unbalanced forces in everyday situations

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

		Task 1	Task 2	Task 3
Year 7 Technolo 2024	Trimester 1 Term 2 Week 2	Trimester 2 Term 3 Week 4	Trimester 3 Term 4 Week 6	
TASK		Textiles Project & Design folio	Food Project & Design folio	Timber Project & Design folio
SYLLABUS OUTCOMES		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	6%	2% (5%) *	2% (5%) *	2% (5%) *
Research – Investigating tools, materials, processes, and existing solutions	15%	5% (15%) *	5% (15%) *	5% (10%) *
Ideas – Generate, communicate, select, and justify ideas based on criteria for success	15%	5% (15%) *	5% (15%) *	5% (15%) *
Making – Plan, manage and safely produce products, services and/or environments to meet specific purposes	54%	18% (55%) *	18% (55%) *	18% (60%) *
Evaluating – Evaluate and make judgements throughout and proceeding design and production against developed criteria	10%	3.3% (10%) *	3.3% (10%) *	3.3% (10%) *
TOTAL	100%	33.3% (100%) *	33.3% (100%) *	33.3% (100%) *

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

Tasks may be taught in a different order, dependent upon what Technology class a student is in.

1 TE4-1DP designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities

2 TE4-2DP plans and manages the production of designed solutions

3 TE4-3DP selects and safely applies a broad range of tools, materials, and processes in the production of quality projects

4 TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating
5 TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

6 TE4-10TS explains how people in technology related professions contribute to society now and into the future

7 Visual Arts 2024		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 3/4
TASK		Practical TaskPractical TaskTheory Task2D3D& VAPD& VAPD		Practical Task 3D & VAPD	Yearly Examination
OUTCOMES		4.7, 4.8, 4.9, 4.10	4.1, 4.3, 4.6, 4.2, 4.4, 4.5	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%	15%			15%
TOTAL	100%	15%	35%	35%	15%

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

Year 7 Visual Arts Reporting Outcomes

- 1. Use varying strategies and some understanding of the frames to explore different art making conventions, procedures, materials and techniques to make artworks. (4.1, 4.3, 4.6)
- 2. Explore the conceptual framework and to develop meaning in their artwork use aspects of the world as a source for ideas, concepts and subject matter. (4.2, 4.4, 4.5)
- 3. Explores aspects of practice in critical and historical interpretations of art, the conceptual framework, and begins to acknowledge that art can be interpreted from different points of view. (4.7, 4.8, 4.9)
- 4. Recognises that art criticism and art history constructs meanings for the making of artwork. (4.10)