



PORT HACKING HIGH SCHOOL

**YEAR 7
ASSESSMENT
POLICY
2022**

TABLE OF CONTENTS

OVERVIEW	3
SCHOOL ASSESSMENT AND REPORTING	3
COURSE ASSESSMENT SCHEDULES	3
SCHOOL ASSESSMENT POLICY	4
SUBJECT INFORMATION	6
CREATIVE AND PERFORMING ARTS	6
ENGLISH	8
HSIE	9
MATHEMATICS.....	10
PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION.....	11
SCIENCE.....	12
TECHNOLOGY.....	13

OVERVIEW

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- a) **followed** the course developed by each faculty; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes

SCHOOL ASSESSMENT AND REPORTING

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks or grades in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements.

From 2021, there will be no weightings on formal assessment tasks for Years 7 – 10.

Outcomes on reports will not be mapped to marks from assessment tasks, but will include professional teacher judgement based on both informal and formal assessment, and both formative and summative assessment tasks and aligned to the common grade scale and subject specific grade descriptors.

What is Formative and Summative Assessment?

Formative and summative assessment are two functions of assessment that work together to monitor and evaluate a student's progression along their learning path, to provide constructive feedback and for judgment against local and/or national standards.

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work, and assists teachers to recognise where students may be struggling and address problems immediately. Formative assessments are generally *low stakes*, which means that they have low or no point value.

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value. For example an assessment task or end of year examination.

COURSE ASSESSMENT SCHEDULES

The course assessment schedule is set out in the assessment booklet. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place. The date of each assessment task will be provided by the classroom teacher at **least two weeks prior to the task**.

SCHOOL ASSESSMENT POLICY

It is essential that students ensure they are present for and complete all assessment tasks. **If a student is absent on the day of an assessment task, he or she must contact the school to explain the absence, and then provide the classroom teacher with a letter from a parent/guardian explaining the reason for the absence on the first day of their return**, regardless of whether or not a lesson in that subject is timetabled on that day.

- Holidays/travel are NOT considered a valid excuse for missing an assessment task/exam OR for requesting an alternate date for the task/exam.
- Technological malfunctions are not automatically considered a valid excuse. (See next page)

If a task is missed with no valid reason parents will be contacted and students will be expected to complete the task in lunchtime catch ups.

Late Handing in of Tasks/Assignments due to absence

The student must contact the teacher on the first day of attendance after the missed submission date, regardless of whether or not a lesson in that subject is timetabled on that day. If the late handing in of a task, or request for an extension of time to submit that task, is not explained by a letter from a parent/guardian, **a zero mark** will be recorded for that task.

Where there is no valid reason for non-completion of an assessment task, a zero mark must be recorded for that task.

Malpractice and Plagiarism

A zero mark will be recorded for tasks where malpractice or plagiarism is involved. Malpractice is defined as failing to comply with the Rules of Conduct set out by the School (see below). Plagiarism is “when you pretend that you have written or created a piece of work that someone else originated.” Candidates who do not comply with these rules or who engage in malpractice in assessment tests or examinations, or in the preparation of assessments, will receive no marks for that task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes.

Rules of Conduct

- a) Where a task takes the form of a test or examination, the teacher's instructions must be followed at all times.
Candidates must:
 - NOT speak to any person other than the teacher during the examination.
 - NOT behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
 - NOT bring mobile phones into the exam room. All mobile phones are to be turned off and left in students' bags. Mobile phones are not to be in students' pockets.
 - NOT wear a watch of any kind.Nor may any books, notes, paper or equipment other than that specifically permitted by the teacher be taken into the room where the exam is taking place.
- b) All tasks must be the work of the student submitting them. All sources used in preparation of a task must be acknowledged. Teachers will use their professional judgement to decide what is the student's own work.
- c) Any attempt at malpractice or plagiarism will result in a zero mark.

Technology Problems:

Problems with computers crashing and printers not working may be a reason to apply for an extension. However it will not be automatic that a student has an extension granted due to a technology malfunction. A student will be required to show evidence of their work in order to be considered an extension. This evidence may be in the form of a:

- draft printout of the task
- handwritten draft version of the task
- USB handed to the teacher containing an electronic version of the task
- OR the student may email the completed assessment to the teacher

A student:

- must keep a back-up copy of tasks in progress. The school recommends this be done through the use of the DoE portal email. Students can email their work (as they progress through it) to their own email address, thereby having it accessible to show their teacher on request
- will be awarded a zero mark if they are unable to show evidence of the task in draft form
- must not expect to be granted an extension if they leave the printing of the task until the night before it is due, and then find that they experience technology problems
- must be able to supply independent evidence of computer malfunction (eg letter from a computer company)

SUBJECT INFORMATION

CREATIVE AND PERFORMING ARTS

MUSIC

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 4	Term 4 Week 4
Unit/Topic	Experiencing Music	Concepts of Music	Performance Skills	The Blues
Type of Task	Composition	Listening	Performance	Performance and Improvisation
Outcomes Assessed	4.4, 4.5, 4.6	4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3	4.1, 4.2, 4.3, 4.4
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

VISUAL ARTS

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 6	Term 4 Week 4
Unit/Topic	Pop Art	Functional Objects	Still Life	Expressive Landscape
Type of Task	In class analysis	3D Clay Work	Artwork Analysis	Landscape Painting
Outcomes Assessed	4.7, 4.8, 4.9, 4.10	4.1, 4.3, 4.4, 4.5	4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.4, 4.6
Form	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

ENGLISH

	TASK 1	TASK 2	TASK 3
	Term 1 Week 5	Term 2 Week 7	Term 3 Weeks 7/8
Unit/Topic	Nature and You	A Picture Tells a Thousand Words: Picture Books	Myths and Legends
Type of Task	Diagnostic Creative Writing	Analytical Paragraph	Multimodal Presentation with Reflection
Outcomes Assessed	EN4-1A, EN4-4B, EN4-7D	EN4-1A, EN4-3B, EN4-5C	EN4-2A, EN4-4B, EN4-8C, EN4-9E
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

HSIE

HISTORY – SEMESTER 1

	TASK 1	TASK 2	TASK 3
	Term 1 Week 9	Term 2 Week 2	Term 2 Week 5
Unit/Topic	Investigating the Ancient Past	Bookmark	Yearly examination
Type of Task	Hand in research task	In Class	Examination
Outcomes Assessed	HT4-1, HT4-6, HT4-8	HT4-10	HT4-3, HT4-4, HT4-7, HT4-9
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

GEOGRAPHY – SEMESTER 2

	TASK 1	TASK 2	TASK 3
	Term 3 Week 9	Term 4 Week 2	Term 4 Week 5
Unit/Topic	Research Task Landscapes and Landforms	Bookwork	Yearly Examination – Water in the World
Type of Task	Hand in	In Class	Examination
Outcomes Assessed	GE4-4, GE4-5, GE4-7 GE4-8	GE4-1, GE4-8	GE4-1, GE4-2, GE-3, GE4-7
Form	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

MATHEMATICS

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 7	Term 2 Week 5	Term 3 Week 4	Term 4 Week 4
Unit/Topic	<ul style="list-style-type: none"> Integers Divisibility, Indices and Factors 	<ul style="list-style-type: none"> Fractions and Percentages Data 	<ul style="list-style-type: none"> Data Algebra and Equations Length, Area and Volume 	<ul style="list-style-type: none"> Length, Area and Volume Decimals Geometry
Type of Task	In class written test	In class written test	In class written test	In class written test
Outcomes Assessed	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-9NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-19SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP MA4-8NA, MA4-10NA MA4-12MG, MA4-13MG, MA4-14MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-12MG, MA4-13MG, MA4-5NA, MA4-18MG, MA4-21SP
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 5
Unit/Topic	The Complete Health Package	Sports Skills 1	Summer Safety	Sports Skills 2
Type of Task	Topic Test	Practical Application	Research	Practical Application
Outcomes	PD4-2, PD4-6, PD 4-7	PD4-4, PD4-8,	PD4-1, PD 4-9	PD 4-5, PD4-11
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

SCIENCE

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 8	Term 2 Week 3	Term 3 Week 5	Term 4 Week 6
Unit/Topic	Being a Scientist	I Like to Move it!	Physical and Chemical Change	Living Things AND Rock your body
Type of Task	SKILLS TEST	PRACTICAL INVESTIGATION SRP	MODELLING TASK (SCIENCE FAIR)	KNOWLEDGE & SKILLS TEST
Outcomes Assessed	SC4-4WS; SC4-5WS; SC4-6WS; SC4-7WS; SC4-8WS	SC4-5WS; SC4-6WS; SC4-7WS; SC4-8WS; SC4-9WS; SC4-11PW; SC4-16CW	SC4-4WS; SC4-5WS; SC4-6WS; SC4-7WS; SC4-8WS; SC4-9WS; SC4-16CW; SC4-17CW	All previous outcomes may be assessed AND SC4-14LW; SC4-15LW
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input checked="" type="checkbox"/> Examination

TECHNOLOGY

Students will complete a different TAS Rotation each term, each semester. They will cover TAS- Home Economics or TAS- IA in either semester. Students will be marked separately for each unit of work in both areas of study.

An example of a pattern of study is:

Term 1 Agriculture & Food Technologies

Term 2 Materials textiles

Term 3 Materials technologies 1

Term 4 Digital Technologies

HOME ECONOMICS

	Semester 1 OR 2	
	TASK 1	TASK 2
	Semester 1 Term 1 Week 10 Semester 2 Term 3 Week 9	Semester 1 Term 2 Week 3 Semester 2 Term 4 Week 3
Unit/Topic	Creative Cushions Materials Technologies OR Grow and Thrive Food and Agricultural Technologies	Creative Cushions Materials Technologies OR Grow and Thrive Food and Agricultural Technologies
Type of Task	Practical Mark	Research Task
Outcomes	TE4-2DP TE4-3DP	TE4-1DP TE4-10TS
Form	<input type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination

INDUSTRIAL ARTS

	SEMESTER 1 OR 2	
	TASK 1	TASK 2
	Semester 1 Term 1 Week 8 Semester 2 Term 3 Week 8	Semester 1 Term 2 Week 6 Semester 2 Term 4 Week 6
Unit/Topic	Digital Technologies OR Materials Technologies 1	Digital Technologies OR Materials Technologies 1
Type of Task	Practical/Workbook OR Practical/Folio	Practical/Workbook OR Practical/Folio
Outcome Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP
Form	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination	<input checked="" type="checkbox"/> Take home <input checked="" type="checkbox"/> In class <input type="checkbox"/> Examination