

LEETON HIGH SCHOOL 2019

Assessment Policy and Procedures

Year 7



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Junior Assessment Policy

Assessment and Course Requirements

Students are expected to undertake all assessment tasks and class activities to complete the course whether they are part of an assessment schedule or not. Students need to meet assessment requirements to be eligible to meet the minimum requirements for the course. Normal procedures for contacting parents will apply with failure to meet these requirements.

In-class tasks / Examinations

- Students should be present for an in-class task. If they are absent they need to present a note from a parent/carer/guardian explaining their absence. No penalty will occur if a note is provided with a legitimate reason.
- Absence from an examination or in class task will incur a 20% penalty if no satisfactory reason is given by a parent, carer or guardian.
- Failure to sit a negotiated substitute task will result in a zero being awarded for this task.
- Refusal to do a task will result in a zero mark being awarded for this task.
- Absences through school approved activities such as representation at sporting knockouts do not require a note from a parent or carer. Alternative arrangements will be provided to the student without penalty.

Take home assessment tasks

- Usually a minimum two weeks notice will be given for a research or take home task. The due date is the last day the task can be handed in without penalty.
- Tasks submitted late will incur a 10% penalty per day for up to 5 days. Tasks submitted after two weeks (10 School Days) will receive a zero mark.
- Students who miss tasks due to misadventure (with an approved illness/misadventure form) may be given an extension or an estimate as determined by the teacher and the Head Teacher.
- Refusal to complete a task will result in a zero mark being awarded for the task.

Malpractice in Assessment Tasks

Claims of malpractice, including plagiarism and cheating, must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria.

Students who have completely plagiarised their assessment will receive a zero and a letter of concern (Years 7-9). Students must show ethical scholarship by learning how to summarise and write in their own words.

Misbehaviour and electronic devices during Assessment Tasks and Examinations

In 2018, the New South Wales Education Standards Authority (NESA) issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations as they may receive a zero for contravening this policy. To reinforce this message in the junior school, students will not be allowed to use electronic devices, unless prescribed in the assessment, at any time in class whilst an assessment is in progress.

Students need to learn how to manage their behaviour during times when they have finished their examination. Students are encouraged to review and edit their papers to use up the allotted time appropriately.

Students who misbehave during assessment tasks will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the assessment. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption and negotiate a suitable penalty with the course Head Teacher.

My Year 7 Assessment Calendar

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Term 2	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Term 3	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 4	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Assessment Schedules

English

Geography

History

Japanese

Mathematics

Music

PDHPE

Science

Technology Mandatory

Visual Arts

Year 7 English 2019

	Task Description	Outcomes	Due Date	Weighting
1	Imaginative Composition	EN4-1A, EN4-4B, EN4-5C, EN4-7D, EN4-9E	Term 1, Week 10	25%
2	Analytical Essay	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-6C, EN4-7D	Term 2, Week 9	25%
3	Speech and presentation	EN4-4B, EN4-5B, EN4-6C EN4-7D, EN4-8D	Term 3, Week 9	30%
4	Examination	EN4-1A, EN4-3B, EN4-4B, EN4-5C, EN4-8D	Term 4, Week 5/6	20%
Total				100%

Syllabus outcomes

A student:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

Year 7 Geography 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Drawing a map	Landforms/ landscapes project	Examination	
	Timing Term 1, Week 5	Term 1, Week 9	Term 2, Week 5/6	
	Outcomes 4.8	4.2, 4.3, 4.7	4.1, 4.2, 4.3, 4.7, 4.8	
Total %	20	40	40	100

Syllabus outcomes

A student:

- 4.1 Locates and describes the diverse features and characteristics of a range of places and environments
- 4.2 Describes processes and influences that form and transform places and environments
- 4.3 Explains how interactions and connections between people, places and environments result in change
- 4.4 Examines perspectives of people and organisations on a range of geographical issues
- 4.5 Discusses management of places and environments for their sustainability
- 4.6 Explains differences in human well-being
- 4.7 Acquires and processes geographical information by selecting and using geographical tools for inquiry
- 4.8 Communicates geographical information using a variety of strategies

Year 7 History 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Test	Project	Examination	
	Timing Term 1, Week 7	Term 1, Week 9	Term 2, Week 5/6	
	Outcomes 4.1, 4.5, 4.8, 4.9	4.2, 4.3, 4.6, 4.8, 4.10	4.2, 4.3, 4.4, 4.7, 4.9	
Total %	30	30	40	100

Syllabus outcomes

A student:

- 4.1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past
- 4.2 Describes major periods of historical time and sequences events, people and societies from the past
- 4.3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies
- 4.4 Describes and explains the causes and effects of events and developments of past societies over time
- 4.5 Identifies the meaning, purpose and context of historical sources
- 4.6 Uses evidence from sources to support historical narratives and explanations
- 4.7 Identifies and describes different contexts, perspectives and interpretations of the past
- 4.8 Locates, selects and organises information from sources to develop an historical inquiry
- 4.9 Uses a range of historical terms and concepts when communicating an understanding of the past
- 4.10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Year 7 Japanese 2019

Term	Topics	Assessment Task	Weighting
Term 1	Unit 1: Meet Jake and His Family Unit 2: Numbers Frenzy	Week 5: Unit 1 Topic Test Week 10: Unit 2 Topic Test	Topic Tests 20 %
Term 2	Unit 3: Family Unit 4: Getting to Know You	Week 5: Unit 3 Topic Test Week 7: Semester 1 Assignment Week 10: Unit 4 Topic Test	Assignment 1 25 %
Term 3	Unit 5: Food and Dining Etiquettes Unit 6: Keeping in Touch	Week 5: Unit 5 Topic Test Week 7: Semester 2 Assignment Week 10: Unit 6 Topic Test	Assignment 2 25 %
Term 4	Unit 7: School Life Unit 8: Holidays and New Year Celebrations	Week 5-6 Exam Period Yearly Exam	Exam 30 %
Total			100%

Please note that this assessment schedule is subject to change. Classroom teachers will notify students of changes to this schedule well in advance.

Outcomes

Using Language		A student:
Listening and Responding	4.UL.1	demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
Reading and Responding	4.UL.2	demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
Speaking	4.UL.3	establishes and maintains communication in familiar situations
Writing	4.UL.4	applies a range of linguistic structures to express own ideas in writing
Making Linguistic Connections	4.MLC.1	demonstrates understanding of the importance of appropriate use of language in diverse contexts
	4.MLC.2	explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Japanese
Moving Between Cultures	4.MBC.1	demonstrates understanding of the interdependence of language and culture
	4.MBC.2	demonstrates knowledge of key features of the culture of Japanese-speaking communities.

Year 7 Mathematics Stage 3 2019

	Task 1	Task 2	Task 3	Task 4
Date	Due at the end of each topic	Completed at the end of each topic	Term 3 Week 4	Term 4 Week 5/6
Type of task	Learning Logs	Topic Tests	Assignment	Yearly Examination
Weighting	70%			30%

Outcomes:

MA3-4NA orders, reads and represents integers of any size and describes properties of whole numbers

MA3-5NA selects and applies appropriate strategies for addition and subtraction with counting numbers of any size

MA3-6NA selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation

MA3-7NA compares, orders and calculates with fractions, decimals and percentages

MA3-8NA analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane

MA3-9MG selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length

MA3-10MG selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles

MA3-11MG selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity

MA3-19SP conducts chance experiments and assigns probabilities as values between 0 and 1 to describe their outcomes

MA3-14MG identifies three-dimensional objects, including prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of different views

Year 7 Mathematics Stage 4 2019

	Task 1	Task 2	Task 3	Task 4
Date	Due at the end of each topic	Completed at the end of each topic	Term 3 Week 4	Term 4 Week 5/6
Type of task	Learning Logs	Topic Tests	Assignment	Yearly Examination
Weighting	70%			30%

Outcomes:

MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation

MA4-5NA operates with fractions, decimals and percentages

MA4-8NA generalises number properties to operate with algebraic expressions

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles

MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area

MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines

MA4-21SP represents probabilities of simple and compound events

MA4-15MG performs calculations of time that involve mixed units, and interprets time zones

Year 7 Music 2019

	Task Description	Outcomes	Due Date	Weighting
1	Solo Performance	4.1, 4.2, 4.3 4.11, 4.12	Term 1, Week 11	20%
2	Composition Performance	4.1, 4.2, 4.3 4.4, 4.5, 4.11 4.12	Term 2, Week 4	30%
3	End of Year Written and Listening Exam	4.4, 4.9, 4.7 4.8, 4.11, 4.12	Term 2, Week 5/6	50%
Total				100%

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
- 4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Year 7 PDHPE 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Get your Game on Practical Task How to	PD4-4, PD4-5, PD4-11	Term 1, Weeks 9/10	25
2	Survive Year 7 Poster Theory Task	PD4-1, PD4-2, PD4-9	Term 2, Week 2	25
3	Lifelong Physical Activity Project Based Learning Theory & Practical Task	PD4-6, PD4-7, PD4-8, PD4-10	Term 3, Week 10	50
Total				100%

Syllabus 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 strategies, 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 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Practical Skills Task (Becoming a Scientist)	SC4-5WS, SC4-6WS, SC4-9WS	Term 1, Week 10	25
2	Skills and Topic Assessment (Living Things and Classification)	SC4-7WS, SC4-8WS, SC4-14LW	Term 2, Week 5	25
3	Individual Research Task (Earth in Space)	SC4-1VA, SC4-4WS, SC4-12ES, SC4-9WS	Term 3, Week 9	25
4	Yearly Examination	All outcomes may be assessed	Term 4, Week 5/6	25
Total				100%

Syllabus outcomes

A student:

SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current 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

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

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

SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction

SC4-15LW explains how new biological evidence changes people's understanding of the world

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles and future use and influence of science and technology, including ethical considerations

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

SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Year 7 Technology Mandatory 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Semester 1 Folio Practical Classwork	TE4-1DP, TE4-2DP, TE4-4DP TE4-7DI TE4-10TS	Term 2 Week 4	10 25 15
2	Semester 2 Folio Practical Classwork	TE4-1DP, TE4-2DP, TE4-3DP TE4-5AG, TE4-6FO, TE4-8EN, TE4-9MA, TE4-10TS	Term 4 Week 4	10 25 15
Total				100%

Syllabus outcomes:

Design and Production Skills

A student:

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

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

Knowledge and Understanding

A student:

TE4-5AG investigates how food and fibre are produced in managed environments

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-7DI explains how data is represented in digital systems and transmitted in networks

TE4-8EN explains how force, motion and energy are used in engineered systems

TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

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

Year 7 Visual Arts 2019

	Task Description	Outcomes	Due Date	Weighting
1	Analysis and Creative Writing Task	4.2, 4.4	Term 1, Week 6	10%
2	Visual Arts Process Diary and Body of Work	4.1, 4.3, 4.4, 4.6	Term 1, Week 9	40%
3	Research Task	4.7, 4.9	Term 2, Week 4	10%
4	Visual Arts Process Diary Body of Work	4.1, 4.3, 4.4, 4.6	Term 2, Week 8	40%
Total				100%

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

Appendix I

Application for Assessment Task Consideration—Illness/Misadventure

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
.....					
.....					

Reason for absence: (Attach evidence such as a medical certificate)

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In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: **Date:**

Parent/Guardian Signature: **Date:**

Recommendation of Teacher/Head Teacher

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Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Advisor Signature		Date	

Appendix II

Application for Year 7-10 Assessment Task Consideration—Extension

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
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I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached Evidence where possible).

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In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: **Date:**

Parent/Guardian Signature: **Date:**

Recommendation of Teacher/Head Teacher

.....

.....

Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Advisor Signature		Date	

Appendix III

Application for Appeal of the Assessment Procedure—Year 7-10

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
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.....					

Details of appeal
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<p>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</p>	
<p>Student Signature:</p>	<p>Date:</p>
<p>Parent/Guardian Signature:</p>	<p>Date:</p>

Recommendation of Teacher/Head Teacher
.....
.....

Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Advisor Signature		Date	