

YEAR 7

ASSESSMENT

HANDBOOK

2024



**RESPECTING THE PAST, EMBRACING THE FUTURE**

**Taree High School Contacts**

If you need to discuss any issues relating to Year 8 assessment, please contact the appropriate people listed below by calling the school on 6552 1166. If the issue relates to a particular course, then the Faculty Head Teacher is the person to speak to.

**Executive Principal:** Mr Nigel Reece

**2024 Deputy Principal:** Mrs Raylene Starke

**Head Teacher Administration:** Mrs Christine Kirby (REL)

**Head Teacher Welfare:** Mr Aaron Woodland (REL)

**Year Adviser:** Mrs Rochelle Payton-Clark

**Careers Adviser:** Mr Glen Bowman

**Faculty Head Teachers:**

**English:** Mrs Kimberley Hawkins

**Mathematics:** Mr Mark Hamilton

**Science:** Mr Christopher King (REL)

**HSIE:**  Mr Christopher Collier

**PDHPE:** Mr Toby Gollan

**CAPA:** Ms Leanne Ralston

**TAS:** Ms Heidi Speers (REL)

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**\* NESA = NSW Educational Standards Authority**

**Assessment at Taree High School**

**Preamble**

The purpose of assessment is to provide information of student achievement and progress and to set the direction for ongoing teaching and learning.

**What is Assessment?**

Assessment of student learning involves describing student performance in relation to stated learning outcomes for each course. Providing appropriate quality learning programs for all Taree High School students is our principle core business. We are committed to implementing strategies that will address those stated outcomes.

**What is the purpose of Assessment?**

Assessment provides information for students, teachers and parents to compare what is known and can be demonstrated against statewide standards.

**Assessment takes many forms in the classroom:**

* Formal and informal observation and discussion with students
* Formal assessment tasks
* Comparing evidence of achievement with that of other students
* Comparing evidence of achievement against syllabus standards.

Assessment provides vital information: at the point of planning, along the way and at the end of a cycle in preparation for the next teaching and learning cycle.

**What is the K – 10 Curriculum Framework?**

The K – 10 Curriculum Framework establishes the guidelines of the NSW Education Standards Authority (NESA) curriculum for the compulsory years of schooling. Each course syllabus clearly sets out outcomes and standards that show what students are expected to know and be able to do at each stage from Year 7 to Year 10. This provides the basis for realistic assessment and meaningful reporting of student achievement.

**What is the Standards Framework?**

The syllabus outcomes that are provided at each stage are used as a standards framework to monitor student learning. From time-to-time teachers will make judgements about student achievement of syllabus outcomes on the basis of assessment evidence, and place them at the appropriate stage in the standards framework.

**What is an Outcomes-Focused Approach to Teaching & Learning and Assessment?**

The learning outcomes make up the mandatory element of the curriculum framework. When teachers design and develop learning programs and units of work to suit the needs of their students, they ensure that these programs include learning opportunities and enriching experiences for their students that are aimed at achieving the outcomes set out in the syllabus. The outcomes and standards enable teachers to describe learning achievement and to be clear about the standards or levels of performance required of students as they progress through schooling.

**Year 7 Assessment Policy 2024**

**Assessment Schedules**

Each course has an Assessment Schedule for the year. The Schedule is a guide to enable students and teachers to plan their time in an efficient and effective manner. The Assessment Schedule is not fixed, as there are many reasons that a change may occur. If tasks are to change, students will be notified.

**Notification**

Teachers will provide written notification of each assessment task at least 2 weeks before it is due. This notification will inform students of the due date and the specific nature and value of the assessment task. It will also include a marking scale or set of criteria on which students will be assessed.

**Due Date**

Students are required to submit their assessment task prior to, or on, the due date.

**Standard Requirements**

Students are required to make a serious attempt at all of the tasks that are set out in the Assessment Schedule of each course. Students who do not meet this requirement will be deemed ‘Unsatisfactory’ in the course. The school will inform students and their parents, in writing, concerning unsatisfactory progress or non completion of courses.

**Student Responsibilities**

*Students are responsible for:*

* Ensuring that they are present for assessment tasks
* Submitting their tasks on time
* Submitting tasks in printed form or electronically (after negotiation with the teacher)

**Note:**

1. Thumb drives containing an assessment task will not be accepted without an accompanying hard copy.
2. Problems with technology will not be accepted as a valid excuse for failure to submit an assessment task by the due date.

**Unexpected Absence**

A student who misses an assessment task through illness or misadventure may:

1. Submit the task at the earliest possible opportunity
2. Be given a substitute task on return to school, or
3. Be given an estimate for the task.

**Planned Absence**

Students who know that they will be absent on the day of an assessment task are responsible for informing the teacher prior to the absence to make an alternative arrangement.

**Late Submission of Assessment Tasks**

Should a student not submit an assessment task by the due date (without extension or acceptable explanation) a penalty of 10% of the marks will be deducted each day late. Once five school days have passed without submission, a zero will be awarded.

**Evidence of dishonesty**

Evidence of plagiarism and copying other students’ work and/or cheating, will constitute failure to complete the assessment task concerned and zero will be awarded for the task. Similar penalties may apply if a student knowingly allows their work to be copied. A bibliography must be submitted, where appropriate, with research tasks.

**Appeals**

Any student who believes they have been treated differently to other students, or that a mistake has been made, must bring this to the attention of their classroom teacher as soon as possible. Any student who believes that assessment procedures were not followed may make an appeal to the Head Teacher.

**Procedure for Placement of Students in Classes**

Students are placed into mixed ability classes for all courses in Year 7.

**Satisfactory Course Completion Requirements:**

During the courses of study, students will be given many tasks that are designed to increase their skills and knowledge of the course material. It is important that all of these tasks are completed to the best of the student’s ability, in order to obtain maximum benefit from the courses. Only some of the tasks that students complete will be assessable, but it is a requirement to complete all set work, including homework, and submit it to the teacher on the due date.

Students must demonstrate to teachers that their effort and achievement are such that they have met the course requirements.

Where a student is deemed ‘unsatisfactory’ it indicates that the student has failed to meet one or more of the following requirements:

1. Followed the course developed and endorsed by the Board
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and/or
3. Achieved some or all of the course outcomes.

**Artificial Intelligence in School Assessment Task**

**The Use of Artificial Intelligence in School Assessment Tasks by Students at Taree High School**

**Purpose:**

This policy prohibits the use of artificial intelligence (AI) in assessment tasks at Taree High School to maintain academic integrity and promote fair evaluation of students' knowledge and skills. Taree High School's stance on the use of AI by students in assessments is outlined in this policy; however, AI will continue to be utilised in educational programs and instruction.

**Policy:**

1. AI tools, software, or any other form of technology will not be permitted in assessment tasks at Taree High School, including tests, quizzes, exams, essays, and projects.
2. Assessment tasks will be designed by teachers to require students to demonstrate their own knowledge and skills without the use of AI.
3. Assessment Tasks in Year 10, 11 and 12 will be submitted through “turnitin”.
4. Any student found using AI in assessment tasks will face penalties, which may include a zero grade, an N Warning Letter, or resitting the task. For Stage 6 students, the use of AI may result in being entered on the NSW Education Standards Authority (NESA) academic malpractice register.

**Rationale:**

Assessment tasks are vital in evaluating students' knowledge and skills, and Taree High School must ensure that the evaluation process is fair and reliable. The use of AI in assessment tasks can compromise academic integrity and provide students with an unfair advantage. NESA prohibits the use of AI in the HSC and recommends that schools implement policies to prevent its use in other assessments. This policy aligns with NESA's guidelines and aims to promote fair and ethical evaluation practices at Taree High School.

**NESA General Performance Descriptors**

|  |  |
| --- | --- |
| A | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| C | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| E | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

**Satisfactory Attendance Record:**

Students who have an unsatisfactory attendance record run the risk of not meeting course requirements. Students who are likely to be absent from school for a significant period of time because of illness, injury, etc. must notify their Year Coordinator. Where possible, ‘catch-up’ work will be set in order for students to satisfactorily complete course requirements.

**Reporting:**

**What is reporting?**

Reporting is the process of identifying, gathering and interpreting information gained from the assessment process, about student achievement and progress. Students should receive written feedback for assessment tasks within 2 to 3 weeks of submission where practicable.

**What is the purpose of reporting?**

The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students’ learning achievements and progress are also reported to other schools and to employers.

**2023 Reporting Dates:**

Interim Reports **Term 1, Week 10**

Semester 1 Reports **Term 2, Week 10**

Semester 2 Reports **Term 4, Week 10**

**Referencing Research & Assessment Tasks**

When you are given a research task, you need to find and use information that other people have created. However, it is not acceptable to copy straight out of a book or cut and paste information from the internet without using quotation marks and stating where the information came from (acknowledging your source). Even changing the words but keeping the ideas (paraphrasing) requires citation (also called referencing).

***All assessment tasks must contain a reference list or you will receive zero for that task, which will be recorded as a non-attempt.***

**Plagiarism**

*What is it?*

Plagiarism is taking the words or ideas of other people and pretending they are your own. If you do not cite the sources you have used, in a bibliography or reference list, then you are plagiarising.

**Why does it matter?**

* Authors own their own words and ideas, so using them, without acknowledgement, is cheating, dishonest and unethical.
* You are not developing important skills and knowledge.
* There are penalties if you plagiarise.

**Why does plagiarism happen?**

* Sometimes it is outright and intentional cheating.
* Sometimes it is the result of not knowing that referencing is required or how to cite references in a bibliography or reference list.

**What strategies can be employed to avoid plagiarism?**

* Be honest and ethical. Acknowledge sources appropriately.
* Learn to paraphrase correctly.
* Plan and organise your researching techniques and your time.

***Tip: Use BibMe website (APA formatting) to record each resource – it will automatically compile your Reference List for you.***

**Plagiarism can be detected, often very easily by:**

* Identifying different writing styles in an assessment task.
* Not including a bibliography or reference list.
* Identifying when two assignments are similar or identical.
* Using plagiarism detection software (It is as simple as your teacher typing in a section of your assignment into Google to see where it came from).

*The above was adapted from: NESA. (2006). HSC: All my own work. Retrieved June 23rd 2008, from* [*http://amow.boardofstudies.nsw.edu.au*](http://amow.boardofstudies.nsw.edu.au)

**Always cite the following sources:**

Internet – websites & emails CD ROMS & DVDs books artworks

Magazines / newspapers pamphlets maps others students’ work

Encyclopedia articles TV programs music movies

Personal interviews letters journals pictures

Paraphrases, summaries advertisements quotations blogs

**Note: There is no need to cite:**

* When using common knowledge,
* Your own experiences or experimental results.

**Bibliographic details:**

**BOOK** –

Author/editor, (Year of publication), Title (edition), Place of publication: Publisher.

**Note:** Bibliographic information for books is located on the title page and copyright page (on the back of the title page) of each book e.g. Inskipp, C. (2006). Conserving Fresh Water, London: Evans Brothers Ltd.

**WEBSITE** –

Author/organisation, (Publication Date), ‘Page title’. Website title, Retrieved date accessed from web address.

**Note:** Copy and paste web addresses for accuracy, rather than retyping.

E.g. Human Rights and Equal Opportunity Commission. (2005, November 21).

Bringing them home: The ‘stolen children report. Retrieved August 8 2008, from http://www.hreoc.gov.au/social\_justice/stolen\_children/index.html

**MAGAZINE ARTICLE** –

Author. (Publication Date). Article title. Magazine title, no./month, page/s.

e.g. Lawrie, K. (March, 2007). The Salinity Threat. Issue no. 78, p31-35.

**NEWSPAPER ARTICLE** –

Author. (Publication date). Article title. Newspaper title, Page numbers. e.g. Wade, M. (2007, June 28). The big squeeze. The Sydney Morning Herald, p.1.

Year 7

Assessment Schedules

2024



**POD: HSIE, ENGLISH, SCIENCE**

Year 7 Assessment Schedules

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| **TOPICS** |
| **Semester 1** | **Semester 2** |
| * Ancient Worlds
* How do we force Change?
* What does it mean to be human?
 | * What does it mean to be human?
* Surviving Moment X
* Minecraft – Building Your Own Civilisation
 |

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| Ancient Worlds * English: Narrative Task 20%
* Science: Practical Test 5%
* HSIE: Group Task 10%

How do we force Change? * English: Persuasive Text 20%
* Science: Group Task 25%
* HSIE: Group Research Task 25%

What does it mean to be human? * English: Book Cover and Analysis 10%
* Science: Body Systems Test 15%
* HSIE: Source Analysis 10%
 |  What does it mean to be human? (continued)* English: Book Review 15%
* Science: Group Research Task 20%
* HSIE: Historical Empathy Task 20%

Surviving Moment X* English: Film Study Techniques Test 10%
* English: Film Study Extended Response 15%
* Science: Practical Test 5%
* Science: Checkpoints 10%
* HSIE: Checkpoints 10%
* HSIE: Geography Skills Test 20%

Minecraft – Building your own Civilisation. * English: Poetry 10%
* HSIE: 5%
 |

**MATHEMATICS**

These assessment task will be topic tests within classes. Students will complete them in exam conditions. 2 weeks notification will be given before each test.

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| * Computation with Integers 10%
* Fractions, Decimals and Percentages 15%
* Algebraic Techniques 10%
* Equations 10%
* Length 5%
 | * Area 10%
* Volume 10%
* Probability 5%
* Linear Relationships 10%
* Data Collection and Visualisation 10%
* Angle Relationships 5%
 |

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| **SCIENCE**  |
| **Semester 1**  | **Semester 2** |
| * Agriculture: Practical Assessment 5%
 | * Agriculture: Practical Assessment 5%
 |

**LOTE/Aboriginal Language and Culture**

Year 7 Assessment Schedule

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| 1. Gathang 1
2. Hunting and Gathering
 | 1. The Dreaming 1
2. Gathang 2
 |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Speaking skills  |
| **DRS 2** | Communications skills  |
| **DRS 3** | Using Gathang in context  |
| **DRS 4** | Understanding of Aboriginal culture and language  |

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| **Components** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **TASK 5** | **TASK 6** | **DRS Weightings** |
| Speaking Task 1 | Theory Test 2 | Culture Task | Speaking Task 2 | Theory Test 2 | Culture Task 2 |
| **DRS 1** | 5 |  |  | 5 |  |  | **10** |
| **DRS 2** | 10 |  |  | 10 |  |  | **20** |
| **DRS 3** |  |  | 15 |  |  | 15 | **30** |
| **DRS 4** |  | 20 |  |  | 20 |  | **40** |
| **TASK WEIGHTING** | **15** | **20** | **15** | **15** | **20** | **15** | **100** |



**MANDATORY TECHNOLOGY – Digital Technology**

Year 7 Assessment Schedule

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| **COURSE OUTLINE** |
| The units of work cover this context area of:**1, Digital Technology (two terms)**Students will need a USB for Digital Technology. Students will follow the design process, recoding the development in their design folio. |

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| **REPORTS STATEMENTS (DRS)** |
| **DRS 1** | Knowledge of and skills in researching, experimenting, generating and communicating creative design ideas and solutions  |
| **DRS 2** | Knowledge of and skills in managing quality solutions to successful completion  |

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| --- | --- | --- | --- | --- |
| **Components** | **TASK 1** | **TASK 2** | **TASK 3** | **DRS Weightings** |
| Data Representation Comic Strip  | Interactive Game  | Technology & Society  |
| **DRS1** | 15 | 30 | 10 | **55** |
| **DRS 2** | 15 | 20 | 10 | **45** |
| **TASK WEIGHTING** | **30** | **50** | **20** | **100** |



**MANDATORY TECHNOLOGY**

Year 7 Assessment Schedule

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| **COURSE OUTLINE** |
| The two units of work cover this context area of:**1, Food and Agriculture (one terms)****2, Materials – Textiles (one term)**Students will participate in practical activities including the preparation of food and in the development of fabric decoration techniques.  |

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| **REPORTS STATEMENTS (DRS)** |
| **DRS 1**  | Knowledge and understanding of and skills in the responsible selection and safe use of materials, tools and techniques |
| **DRS 2**  | Knowledge of and skills in researching, experimenting, generating and communicating creative design ideas and solutions  |
| **DRS 3** | Knowledge of and skills in managing quality solutions to successful completion  |

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| --- | --- | --- | --- | --- |
| **Components** | **TASK 1** | **TASK 2** | **TASK 3** | **DRS Weightings** |
| Set Practical  | Design Brief Solution  | Portfolio  |
| **DRS1** | 20 | 5 |  | **25** |
| **DRS 2** |  | 10 | 15 | **25** |
| **DRS 3** | 30 | 10 | 10 | **50** |
| **TASK WEIGHTING** | **50** | **25** | **25** | **100** |

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| **Course Requirements** | Fully enclosed leather shoes with solid soles that comply with the Department of Education policy - Footwear for practical lessons. Apron, tea towel and container are required for practical food activities  |



**MUSIC**

Year 7 Assessment Schedule

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| **UNITS OF STUDY** |
| 1. Music Concepts
2. Music Skills
 | 1. Instruments
 |

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| **REPORT STATEMENTS (DRS)** |
| **Performance** | Skills in performance using musical concepts  |
| **Research**  | Understanding of music through research  |
| **Listening** | Knowledge of musical concepts through listening and research |

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| **Components** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **DRS Weightings** |
| Practical Skills  | Assignment  | Test | Practical Skills |
| **Performance** | 30 |  |  | 10 | **40** |
| **Research**  |  | 30 |  |  | **30** |
| **Listening**  |  |  | 30 |  | **30** |
| **TASK WEIGHTINGS** | **30** | **30** | **30** | **10** | **100** |

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| **Course Requirements**  | * Course fee $10
* Music Book
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**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

Year 7 Assessment Schedule

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| **AREAS OF STUDY** |
| **Semester 1** | **Semester 2** |
| **This Is Me:** * Expectations
* Fitting in to High School
* Sense of Self
* Strengths and Weaknesses
* Changes & Challenges Self Esteem
* Relationships

**Practical:** * *Athletics*
* *Know the Rules*
 | **All About Health:*** Dimensions
* Influencing Factors
* Dynamic & Relative
* A Balanced Lifestyle
* Nutrition & Activity Guidelines
* Healthy Food Habits
* Physical Activity
* More than Fitness
* Health information, Products, Services

**Practical:** * *Games*
* *Performance*
 | **Curiosity & Consequence:** * Decision Making
* Influencing Factors
* Drug Issues: Classification, Reasons, Effects, drug triangle
* Adolescent Patterns
* Case Study
* Other People Drug Use
* Puberty
* Adolescence & Change
* Physical & Emotional Maturity
* My Body Choices

**Practical:** * *Movement Composition and Performance*
* *Games*
 | **Safety Saves:** * Risk Taking
* Challenges or Harm
* Preventive Strategies
* Personal/Community
* Assessment & Planning
* Environments: Water/Sun Wheels

**Practical:** * *Games*
* *Safety Aspects*
* *Performance*
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| **REPORTS STATEMENT (DRS)** |
| **DRS 1** | Knowledge and Understanding of the factors that influence personal and community health |
| **DRS 2** | Application and management of adolescent health risk behaviours  |
| **DRS 3** | Confidence and skill in a range of physical activities  |

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| **Components** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **TASK 5** | **DRS Weightings** |
| Module Quiz  | Practical Athletics & Games | Health Report  | Course Examination | Movement Composition & Performance  |
| **DRS 1** | 10 |  | 10 | 10 |  | **30** |
| **DRS 2** |  |  | 15 | 15 |  | **30** |
| **DRS 3** |  | 20 |  |  | 20 | **40** |
| **TASK WEIGHTING** | **10** | **20** | **25** | **25** | **20** | **100** |



**VISUAL ARTS**

Year 7 Assessment Schedule

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| **UNITS OF STUDY** |
| 1. People & Portraits
 | TheoryMixed Media Portrait VAPDCeramic Mask  |

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| **REPORT STATEMENTS (DRS)** |
| **Making** | Knowledge, understanding and skills to make artworks  |
| **Critical and Historical Studies** | Knowledge, understanding and skills to critically and historically interpret art  |
| **Visual Art Process Diary** | Recording of skills practice in a Visual Art Process Diary |

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| **Reporting****Component** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **DRS Weightings** |
| Mixed Media Portrait | Ceramics Mask | Theory  | VAPD |
| **Making** | 35 | 35 |  |  | **70** |
| **Critical and Historical Studies** |  |  | 10 | 20 | **30** |
| **TASK WEIGHTINGS** | **35** | **35** | **10** | **20** | **100** |

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| **Course Requirements** | * Visual Process Diary (A4 sketchbook)
* A course fee of $10.00
* A 2B Pencil
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**YEAR 7 ASSESSMENT TASK CALENDAR 2024**

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| **TERM 1** | **ASSESSMENT TASK DUE EACH WEEK** |
| **1 (A)** Jan 30 – Feb 2 | **30th & 31st Staff Development Days**  |
| **2 (B)** Feb 5 – Feb 9 |  |
| **3 (A)** Feb 12 – Feb 16 |  |
| **4 (B)** Feb 19 – Feb 23 |  |
| **5 (A)** Feb 26 – Mar 1 |  |
| **6 (B)** Mar 4– Mar 8 |  |
| **7 (A)** Mar 11 – Mar 15  |  |
| **8 (B)** Mar 18 – Mar 22 |  |
| **9 (A)** Mar 25 – Mar 28  | **29th Good Friday**  |
| **10 (B)** Apr 2 – Apr 5  | **1st Easter Monday**  |
| **11 (A)** Apr 8 – Apr 12  |  |
| **TERM 2** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1(B)** Apr 30 – May 3  | **29th Staff Development Day**  |
| **2 (A)** May 6 – May 10 |  |
| **3 (B)** May 13 – May 17  |  |
| **4 (A)** May 20 – May 24  |  |
| **5 (B)** May 27 – May 31  |  |
| **6 (A)** June 3 – June 7  |  |
| **7 (B)** June 11 – June 14  | **10th Kings Birthday** |
| **8 (A)** June 17 – June 21  |  |
| **9 (B)** June 24 – June 28  |  |
| **10 (A)** July 1 – July 5 |  |



**YEAR 7 ASSESSMENT TASK CALENDAR 2024**

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| **TERM 3** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1 (B)** July 23 - July 26  | **22nd Staff Development Day**  |
| **2 (A)** July 29 – Aug 2  |  |
| **3 (B)** Aug 5 – Aug 9 |  |
| **4 (A)** Aug 12 – Aug 16  |  |
| **5 (B)** Aug 19 – Aug 23  |  |
| **6 (A)** Aug 26 – Aug 30   |  |
| **7 (B)** Sept 2 – Sept 6  |  |
| **8 (A)** Sept 9 – Sept 13   |  |
| **9 (B)** Sept 16 – Sept 20  |  |
| **10 (A)** Sept 23 – Sept 27  |  |

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| **TERM 4** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1 (B)** Oct 14 – Oct 18  |  |
| **2 (A)** Oct 21 – Oct 25  |  |
| **3 (B)** Oct 28 – Nov 1  |  |
| **4 (A)** Nov 4 – Nov 8  |  |
| **5 (B)** Nov 11 – Nov 15  |  |
| **6 (A)** Nov 18 – Nov 22  |  |
| **7 (B)** Nov 25 – Nov 29  |  |
| **8 (A)** Dec 2 – Dec 6  |  |
| **9 (B)** Dec 9 – Dec 13  |  |
| **10 (A)** Dec 16 – Dec 19  | **20th Staff Development Day** |