

TAREE
HIGH SCHOOL

*Respecting the past.
Embracing the future.*

YEAR 7 ASSESSMENT HANDBOOK 2021



RESPECTING THE PAST, EMBRACING THE FUTURE

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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 2021

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:

- (a) Submit the task at the earliest possible opportunity
- (b) Be given a substitute task on return to school, or
- (c) 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:

- (a) Followed the course developed and endorsed by the Board
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and/or
- (c) Achieved some or all of the course outcomes.

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.

2021 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: NESAs. (2006). HSC: All my own work. Retrieved June 23rd 2008, from <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 2021



Year 7 Assessment Schedules

UNITS OF STUDY	
Semester 1	Semester 2
<p>Ancient Worlds</p> <ul style="list-style-type: none"> • Science : 2 x Prac Experiences 10% • HSIE : 10% <p>Writing for Success</p> <ul style="list-style-type: none"> • Narrative Task 20% <p>How do we force Change?</p> <ul style="list-style-type: none"> • English : 20% • Science : 25% • HSIE : 25% <p>What does it mean to be human?</p> <ul style="list-style-type: none"> • English : Book Cover/Blurb 10% • Science : Checkpoint 1 15% • HSIE : Checkpoint 1 15% 	<p>What does it mean to be human? (continued)</p> <ul style="list-style-type: none"> • English : Book Review 15% • Science : Checkpoint 2 15% • HSIE : Checkpoint 2 20% <p>Surviving Moment X</p> <ul style="list-style-type: none"> • English : Essay/Film Techniques/Film Review 25% • Science : 25% • HSIE : 20% <p>Minecraft – Building your own Civilisation</p> <ul style="list-style-type: none"> • English : Poetry 10% • Science : 10% • HSIE : 10%

TOPICS	
Semester 1	Semester 2
<ul style="list-style-type: none"> • Ancient Worlds • How do we force Change? • What does it mean to be human? 	<ul style="list-style-type: none"> • What does it mean to be human? • Surviving Moment X • Minecraft – Building Your Own Civilisation

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.

UNITS OF STUDY	
Semester 1	Semester 2
<ul style="list-style-type: none"> • Computation with Integers 5% • Algebraic Techniques 1 10% • Length and Area 10% • Angle Relationships 5% • Properties of Geometrical Figures 1 10% • Fractions, Decimals and Percentages 10% 	<ul style="list-style-type: none"> • Ratios & Rates 5% • Financial Mathematics 10% • Linear Relationships 5% • Algebraic Techniques 2 10% • Equations 5% • Data Collection and Representation 5% • Probability 1 5% • Time 5%

LOTE/Aboriginal Language and Culture
Year 7 Assessment Schedule

UNITS OF STUDY

Semester 1	Semester 2
1. Gathang 1 2. Hunting and Gathering	3. The Dreaming 1 4. Gathang 2

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

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 – Home Economics Year 7 Assessment Schedule

COURSE OUTLINE

The two units of work cover this context area of :

1, Food and Agriculture (one term)

2, Materials – Textiles (one term)

Students will participate in practical activities including the preparation of food and in the development of fabric decoration techniques used to create an apron. Students will follow the design process, recoding the development in their design folio.

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

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

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 require for practical food activities

MANDATORY TECHNOLOGY – Industrial Arts Year 7 Assessment Schedule

REPORT STATEMENTS (DRS)	
DRS 1	Knowledge, understanding and appreciation of and skills in design processes, design theory and the work of designers
DRS 2	Knowledge of and skills in researching, experimenting, generating and communicating creative design ideas and solutions
DRS 3	Knowledge and understanding of and skills in the responsible selection and safe use of materials, tools and techniques
DRS 4	Knowledge, understanding and appreciation of the impact of innovation and emerging technologies on the individual, society and the environment
DRS 5	Knowledge of and skills in managing quality solutions to successful completion
DRS 6	Understanding and appreciation of and skills in evaluation and reflecting on the success of their own and others design activities
DRS 7	Competently uses a range of information and communication technologies in the development of design projects

Components	TASK 1	TASK 2	TASK 3	DRS Weightings
	Research Assignment	Production Folio	Practical Projects	
DRS 1	5			5
DRS 2		10		10
DRS 3			20	20
DRS 4	5			5
DRS 5			20	20
DRS 6		10		10
DRS 7			30	30
TASK WEIGHTING	10	20	70	100

Course requirements	Fully enclosed leather shoes with solid soles
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MUSIC

Year 7 Assessment Schedule

UNITS OF STUDY

1. Music Concepts 2. Music Skills	3. 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

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

Course Requirements	<ul style="list-style-type: none"> Course fee \$10 Music Book
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AREAS OF STUDY			
Semester 1		Semester 2	
<p>This Is Me:</p> <ul style="list-style-type: none"> • Expectations • Fitting in to High School • Sense of Self • Strengths and Weaknesses • Changes & Challenges • Self Esteem • Relationship • Communication <p>Practical:</p> <ul style="list-style-type: none"> • <i>Athletics</i> • <i>Know the Rules</i> 	<p>All About Health:</p> <ul style="list-style-type: none"> • Dimensions • Influencing Factors • Dynamic & Relative • A Balanced Lifestyle • Nutrition & Activity Guidelines • Physical Activity • More than Fitness • Health information, Products, Services <p>Practical:</p> <ul style="list-style-type: none"> • <i>Games</i> • <i>Performance</i> 	<p>Curiosity & Consequence:</p> <ul style="list-style-type: none"> • 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 <p>Practical:</p> <ul style="list-style-type: none"> • <i>Bush Dance</i> • <i>Games</i> 	<p>Safety Saves:</p> <ul style="list-style-type: none"> • Risk Taking • Challenges or Harm • Preventive Strategies • Personal/Community • Assessment & Planning • Environments: Water/Sun Wheels <p>Practical:</p> <ul style="list-style-type: none"> • <i>Games</i> • <i>Safety Aspects</i> • <i>Performance</i>

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

Components	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	DRS Weightings
	Mid-Course Examination	Practical Athletics & Games	Healthy Presentation	Course Examination	Practical Dance & Games	
DRS 1	10		10	10		30
DRS 2	10		10	10		30
DRS 3		20			20	40
TASK WEIGHTING	20	20	20	20	20	100

VISUAL ARTS
Year 7 Assessment Schedule

UNITS OF STUDY

1. My World	Theory Booklet Timeline VAPD Family Tree
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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

Reporting Component	TASK 1	TASK 2	TASK 3	TASK 4	DRS Weightings
	Timeline	Family Tree	Theory Booklet	VAPD	
Making	30	30			60
Critical and Historical Studies			30	10	40
TASK WEIGHTINGS	30	30	30	20	100

Course Requirements	<ul style="list-style-type: none"> Visual Process Diary (A4 sketchbook) A course fee of \$10.00 A 2B Pencil
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YEAR 7 ASSESSMENT TASK CALENDAR 2021

TERM 1	ASSESSMENT TASK DUE EACH WEEK
1 (A) Jan 29	27th & 28th Staff Development Day Years 7/11/12 only on 29 th
2 (B) Feb 1 – Feb 5	1st February all students return
3 (A) Feb 8 – Feb 12	
4 (B) Feb 15 – Feb 19	
5 (A) Feb 22 – Feb 26	
6 (B) Mar 1 – March 5	
7 (A) Mar 8 – Mar 12	
8 (B) Mar 15 – Mar 19	
9 (A) Mar 22 – Mar 26	
10 (B) Mar 29 – Apr 1	2nd Good Friday
TERM 2	ASSESSMENT TASKS DUE EACH WEEK
1(A) Apr 19 – Apr 23	19th Staff Development Day
2 (B) Apr 26 – Apr 30	
3 (A) May 3 – May 7	
4 (B) May 10 – May 14	
5 (A) May 17 – May 21	
6 (B) May 24 – May 28	
7 (A) May 31 – June 4	
8 (B) June 7 – June 11	
9 (A) June 14 – June 18	14th Public Holiday
10 (B) June 21 – June 25	

TERM 3	ASSESSMENT TASKS DUE EACH WEEK
1 (A) July 13 - July 16	12th July Staff Development Day
2 (B) July 19 – July 23	
3 (A) July 26 – July 30	
4 (B) Aug 2 – Aug 6	
5 (A) Aug 9 – Aug 13	
6 (B) Aug 16 – Aug 20	
7 (A) Aug 23 – Aug 27	
8 (B) Aug 30 – Sept 3	
9 (A) Sept 6 – Sept 10	
10 (B) Sept 13 – Sept 17	

TERM 4	ASSESSMENT TASKS DUE EACH WEEK
1 (A) Oct 5 – Oct 8	4th Public Holiday
2 (B) Oct 11 – Oct 15	
3 (A) Oct 18 – Oct 22	
4 (B) Oct 25 – Oct 29	
5 (A) Nov 1 – Nov 5	
6 (B) Nov 8 – Nov 12	
7 (A) Nov 15 – Nov 19	
8 (B) Nov 22 – Nov 26	
9 (A) Nov 29 – Dec 3	
10 (B) Dec 6 – Dec 10	
11 (A) Dec 13 – Dec 17	