

Assessment Information

Year 7

2020



PICKTON HIGH SCHOOL
Creating Opportunities - Achieving Success

Junior assessment policy

Rationale:

Picton High School ensures that all assessment items meets Stages 4 & 5 NSW Education Standards Authority (NESA) requirements and Department of Education requirements.

Aims:

Every student will be made fully aware of the KLA, school, NESA and Department of Education requirements for all formal assessment tasks.

Implementation:

- All students will be given a minimum of 2 weeks written notification of an assessment task.
- Every student is expected to submit or sit for all assessment tasks by the due date. Assessment tasks must be handed in by 3.20pm of the due date including electronic submissions.
- Students in Years 7, 8 and 9 who do not submit tasks by the due date will lose 10% of the total marks every day the task is late. It will be marked on a sliding scale: 1st day late: 10% maximum mark 90%. 2nd day late 20% maximum mark Of 80% 3rd day late 30% maximum mark of 70. 4th day late 40% maximum mark of 60.5th day late: 50% maximum mark of 50; then 0.
- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by appropriate documentation, such as a doctor's certificate. Technological failure is not considered an acceptable reason for late submission of a task. The Head Teacher of the KLA will determine if the reason is acceptable.
- If a student requires an extension on an assessment task, the application for an extension must be in writing and submitted to the Head Teacher at least one week before the due date of the assessment.
- When a student fails to complete an assessment task due to a valid reason then the student will be given an amended due date for that task. In some instances, an alternate task may be provided.
- If a student fails to complete any assessment task then an official warning letter will be sent to the parent/guardian indicating that the syllabus outcomes have not be achieved and the task has been awarded a zero mark.
- Work submitted in an assessment task must be only that of the student. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task they will receive a zero mark. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark as well.
- For all in-class tests, students must leave their bags at the front of the room. Mobile phones must be switched off and out of sight.
- If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process. An assessment task appeal form will need to be completed and submitted to the Head Teacher of the relevant KLA.

Evaluation:

This policy will be reviewed as part of the school's three year evaluation cycle

Updated: December 2018

Request for change of due date for assessment task

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name: _____ Year: _____

Subject: _____

Description of Task: _____

Due Date (As advertised): _____

REASON – For change from due date of assessment task: _____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:

Name: _____ Faculty: _____

Alternative Arrangements:

Teacher Signature: _____ Date: _____

Assessment appeal form

Student's Name: _____

Date: _____

Subject: _____

Teacher's Name: _____

Please give details of the reason for the appeal:

Action Taken:

Name:

Signed: _____

Date: _____

Subjects – Year 7 2020

ENGLISH

MATHEMATICS

SCIENCE

HSIE

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL

LANGUAGE - FRENCH

VISUAL ARTS

INDUSTRIAL ARTS (In class assessment)

Please check the Picton High School website to keep updated. Assessment tasks are uploaded to the website under:

- Assessment tasks
- Assessment and reporting
- Year 7 assessment tasks

approximately two weeks before they are due.

The tasks will remain on the site until the end of the school year.

YEAR 7 ASSESSMENT DUE DATES 2020		English	Mathematics	Science	HSIE	PDH	Language (French)	Visual Arts	Industrial Arts (Mandatory Technology)
TERM 1 2020									
Week 1	Tue 28/1-31/1								
Week 2	3/2-7/2								
Week 3	10/2-14/2								
Week 4	17/2-21/2	Year 7 Camp							
Week 5	24/2-28/2					X			
Week 6	2/3-6/3						X		
Week 7	9/3-13/3				X				
Week 8	16/3-20/3								
Week 9	23/3-27/3								
Week 10	30/3-3/4	X		X		X		X	
Week 11	6/4-Thur 9/4								
TERM 2 2020									
Week 1	27/4-1/5								
Week 2	4/5-8/5		X	XX			X		
Week 3	11/5-15/5	Year 7 NAPLAN							
Week 4	18/5-22/5								
Week 5	25/5-29/5								
Week 6	1/6-5/6								
Week 7	8/6-12/6								
Week 8	15/6-19/6								
Week 9	22/6-26/6	X				X			
Week 10	29/6-3/7							X	
TERM 3 2020									
Week 1	20/7-24/7								
Week 2	27/7-31/7								
Week 3	3/8-7/8		X						
Week 4	10/8-14/8								
Week 5	17/8—21/8								
Week 6	24/8-28/8	X							
Week 7	31/8-4/9								
Week 8	7/9-11/9								
Week 9	14/9-18/9			X	X				
Week 10	21/9-25/9					X			
TERM 4 2020									
Week 1	12/10-16/10								
Week 2	19/10-23/10							X	
Week 3	26/10-30/10		X	XX					
Week 4	2/11-6/11				XX		X		
Week 5	9/11-13/11								
Week 6	16/11-20/11								
Week 7	23/11-27/11								
Week 8	30/11-4/12								
Week 9	7/12-11/12								
Week 10	14/12-18/12								

in class
assessments

Note: XX are exams

YEAR 7 ASSESSMENT TASK GRID 2020										SUBJECT: ENGLISH	
TASK	SYLLABUS OUTCOMES										
COURSE	EN4-1A	EN4-2A	EN4-3B	EN4-4B	EN4-5C	EN4-6C	EN4-7D	EN4-8D	EN4-9E	WEIGHTING	DUE DATE
Creative Writing Task	X	X		X					X	40%	Term 1 Week 10
Once Upon a Time			X		X	X				30%	Term 2 Week 9
Media Matters					X		X	X		30%	Term 3 Week 6

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 ASSESSMENT TASK GRID 2020

SUBJECT: MATHEMATICS

TASK	SYLLABUS OUTCOMES														
COURSE	MA4-4NA	MA4-5NA	MA4-8NA	MA4-10NA	MA4-12MG	MA4-13MG	MA4-15MG	MA4-18MG	MA4-19SP	MA4-21SP	MA4-1WM	MA4-2WM	MA4-3WM	WEIGHTING	DUE DATE
Assessment 1	X	X						X	X		X	X	X	30%	Term 2 Week 2
Assessment 2	X				X	X				X	X	X	X	40%	Term 3 Week 3
Assessment 3			X	X			X				X	X	X	30%	Term 4 Week 3

Outcomes - A student:

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
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-21SP	represents probabilities of simple and compound
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning

YEAR 7 ASSESSMENT TASK GRID 2020															SUBJECT: SCIENCE	
TASK	SYLLABUS OUTCOMES															
COURSE	SC4-4WS	SC4-5WS	SC4-6WS	SC4-7WS	SC4-8WS	SC4-9WS	SC4-10PW	SC4-11PW	SC4-12ES	SC4-13ES	SC4-14LW	SC4-15LW	SC4-16CW	SC4-17CW	WEIGHTING	DUE DATE
Planet Database				X		X			X						20%	Term 1 Week 10
Half Yearly Exam	X	X	X	X											20%	Term 2 Week 2
Mixtures Practical Test		X											X		30%	Term 3 Week 9
Yearly Exam											X	X	X	X	30%	Term 4 Week 3

Outcomes – A student:

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.
SC4-11PW	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.
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 ASSESSMENT TASK GRID 2020											SUBJECT: <i>HSIE</i>	
TASK	SYLLABUS OUTCOMES											
COURSE	HT4.1	HT4.2	HT4.5	HT4.6	HT4.9	HT4.10	GE4.1	GE4.2	GE4.6	GE4.8	WEIGHTING	DUE DATE
Investigating the Ancient Past Task	X		X		X	X					30%	Term 1 Week 7
Portfolio Task		X		X		X		X		X	40%	Term 3 Week 9
Yearly Examination		X	X				X	X	X		30%	Term 4 Week 4

Outcomes – A student:

HT4.1	describes the nature of history and archaeology and explains their contribution to an understanding of the past.
HT4.2	describes major periods of historical time and sequences events, people and societies from the past.
HT4.5	identifies the meaning, purpose and context of historical sources
HT4.6	uses evidence from sources to support historical narratives and explanation.
HT4.9	uses a range of historical terms and concepts when communicating an understanding of the past.
HT4.10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past.
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.
GE4.6	explains differences in human wellbeing.
GE4.8	communicates geographical information using a variety of strategies.

YEAR 7 ASSESSMENT TASK GRID - 2020

SUBJECT: PDHPE

Report	TASK	SYLLABUS OUTCOMES											WEIGHTING	DUE DATE
	COURSE	PD 4.1	PD 4.2	PD 4.3	PD 4.4	PD 4.5	PD 4.6	PD 4.7	PD 4.8	PD 4.9	PD 4.10	PD 4.11		
Semester 1	1. Creative Dance				X							X	20%	Term 1 Week 5
	2. Activity Grid	X	X	X						X			30%	Term 1 Week 10
Semester 2	3. Get Moving Exercise Journal and Quiz					X	X	X	X			X	20%	Term 2 Week 9
	4. Gymnastics				X	X							30%	Term 3 Weeks 10

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 practices, 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 ASSESSMENT TASK GRID 2020

**SUBJECT:
LANGUAGE – FRENCH**

TASK	SYLLABUS OUTCOMES						GRADES	DUE DATE
	LFR4-1C	LFR4-2C	LFR4-3C	LFR4-4C	LFR4-5U	LFR4-6U		
French speaking world task			X				A-E	Term 1 Week 6
This is me assessment	X	X			X		A-E	Term 2 Week 2
Family and Pets assessment		X		X		X	A-E	Term 4 Week 3

Outcomes – A student:

LFR4-1C	uses French to interact with others to exchange information, ideas and opinions, and make plans.
LFR4-2C	identifies main ideas in, and obtains information from texts.
LFR4-3C	organises and responds to information and ideas in texts for different audiences.
LFR4-4C	applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences.
LFR4-5U	applies French pronunciation and intonation patterns.
LFR4-6U	applies features of French grammatical structures and sentence patterns to convey information and ideas.

YEAR 7 ASSESSMENT TASK GRID 2020											SUBJECT: VISUAL ARTS	
TASK	SYLLABUS OUTCOMES											
COURSE	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10	WEIGHTING	DUE DATE
Unit 1 Self Portrait Project		X			X				X		20%	Term 1 Week 10
Unit 2 Ceramic Project	X		X					X			40%	Term 2 Week 10
Unit 3 Media Project				X		X	X			X	40%	Term 4 Week 2

Outcomes – A student:

4.1	uses a range of strategies to explore different art making conventions and procedures to make artworks.
4.2	explores the function of and relationship 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.

YEAR 7 ASSESSMENT TASK GRID - 2020

**SUBJECT: INDUSTRIAL ARTS
(MANDATORY TECHNOLOGY)**

TASK	SYLLABUS OUTCOMES								DUE DATE
COURSE	TE4-1DP	TE4-2DP	TE4-3DP	TE4-4DP	TE4-5AG	TE4-6FO	TE4-9MA	TE4-10TS	
Digital Technology	X	X		X			X		Based on class rotation – all work done in class
Engineered Systems	X	X	X					X	Based on class rotation – all work done in class
Materials Technology	X	X	X						Based on class rotation – all work done in class

N.B This course runs on a rotation schedule. Each student will participate in each rotation at various times throughout the year. All assessment work is completed in class time – please see individual tasks when handed out by teacher/school website.

Outcomes – 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
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
TE4-9MA	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

