

**Year 7**

**Assessment Information**

**2025**

**Camden High School**

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| YEAR 7 SUBJECTS |
| English |
| Human Society and its Environment (HSIE) - History |
| Human Society and its Environment (HSIE) - Geography |
| Languages |
| Mathematics |
| Music |
| Personal Development, Health and Physical Education |
| Science |
| Technology Mandatory |

**CAMDEN HIGH SCHOOL**

**ASSESSMENT PROCEDURES**

**What is assessment?**

Assessment represents an important part of the teaching and learning process and as such all assessments that are set need to be completed. Assessment is a process which is used to measure the achievement of students against the outcomes for each subject. A range of formal and informal assessments will be used to measure a students progress.

Informal tasks which may include things like class work or book work are not included in the formal assessment schedule, but they are still important in helping the teacher to:

* Assist in skill and knowledge development.
* Identify areas for extension or remediation for the teacher and student.
* Provide opportunities for students to consolidate conceptual understanding.
* Provide evidence of sustained and diligent effort.

**Why is there school assessment?**

* It allows the student to be given credit for developing skills and knowledge over a period of time.
* It allows for evaluation of student achievement in those parts of courses, such as field or practical work, which are difficult to examine formally.
* It increases the accuracy of a student’s final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.

**What will assessment tasks look like?**

These are some examples of what assessment formats, and some tasks may be a combination of multiple formats:

* Oral/aural tests
* Reports
* Essays
* Assignments
* Research
* Submitted practical work
* Field work
* Oral presentations
* Practical performance
* Formal examinations

**How often will assessment tasks occur?**

Assessment tasks will occur regularly throughout each Year 7 course. The schedule of assessment tasks is set out in this booklet, with care taken where possible that students do not exceed two tasks per week.



**Junior Assessment Procedures**

**(For students in Years 7, 8 & 9)**

**Rationale:**

October 2019

Camden High School ensures that all assessment tasks undertaken in years 7, 8 and 9 meet the school and the **NSW Education Standards Authority (NESA)** requirements.

**Aim:**

* Every student will be made fully aware of NESA, School and KLA requirements for all formal assessment tasks.
* Consistent practices will be embedded across the school when formally assessing students

**Procedures:**

* All students will receive an assessment booklet each year that outlines when all tasks are due for all subjects studied.
* Students will receive a formal ‘Notification of Assessment Task’ at least 2 weeks prior to the submission date and they are expected to submit tasks by the due date.
* All tasks should be submitted via the CANVAS platform, with the exception of practical tasks and formal examinations.
* All students are expected to submit or sit for all assessment tasks by the due date.
* An assessment task not submitted on time will be marked on a sliding scale:

1st day late: 10% maximum mark of 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 (weekends count as two days)

* 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 issues, family holidays and other non-emergencies are not justifiable reasons for not completing an assessment task by the due date. The Head Teacher of the KLA will determine if the reason is acceptable.
* All junior assessment tasks will be marked using both a sliding number score as well as the correlating grade for the outcomes covered in each task (i.e. students will be awarded a mark and a grade).
* 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. Students who are deemed to make a non-serious attemptat any assessment task will be awarded zero. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
* If a student fails to complete an assessment task then a ‘Missed Assessment Task’ warning letter will be sent to the parent/guardian indicating that the syllabus outcomes have not been 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 and the task will need to be re-submitted. 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 or outside the classroom. Mobile phones must be switched off and out of sight. If students are caught talking or communicating with others during an exam then their test paper will be removed and a mark of zero may be issued, along with a letter sent home to the parents.
* Students who receive a zero mark in formal assessments may have their overall achievement impacted and this can be stated on a student’s report. However, a student’s report should always be a true reflection of the student’s capabilities.
* 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.
* All assessments should be marked and written feedback provided to the students within 3 weeks of the submission date.

**Evaluation:**

This document will be reviewed as part of the school’s three year review cycle.

December 2022

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(Junior Year of study & subject name)

|  |
| --- |
| (Topic) Assessment Task (Year) |

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| **TOPIC**: Task Name |
| **SUBMISSION REQUIREMENTS:**  Day, date, week and method for task submission e.g. email (include email address) a specific time? |
| **TASK DESCRIPTION:**  Clearly explain what it is you want the students to do. Make sure that all directional verbs being assessed are used in the task description (OR use a similar word from the definition if necessary). If your task has multiple parts then list under headings such as Part A, Part B etc. Include a breakdown of the marks for each part of the task e.g. Part A out of 10, Part B out of 20. DO NOT turn multiple unrelated tasks into one multi-part task.  Make your instructions in this section clear and simple.  *For example: You are to write a report that* ***describes*** *. . . .*  Please note that ONLY syllabus outcomes can be assessed and marks cannot be awarded for things like page limits, spelling, presentation and bibliography if there is not a syllabus outcome that links to it.  Tell the students in plain language exactly what is expected of them to complete the task.  *For example: You need to interview 10 people and place these interview responses into a graph of your choosing (eg pie graph, bar graph, etc). You must also explain what each graph tells us by describing your interview findings.*  Suggestions can be provided like page limits, presentation requirements, etc.  This where you provide a scaffold for the task.eg. double bubble map, template to be completed, etc. |
| **OUTCOMES TO BE ASSESSED:**  Syllabus outcomes listed with number/code and description. You must also include the directional verb in bold type that you will be assessing (this is not always the ‘verb’ of the sentence, but the action within the outcome that you want completed) |
| **DIRECTIONAL VERBS:**  Include the used directional verbs with a definition of each one that is relevant to your subject area (sometimes it aligns with NESA’s definitions, sometimes it doesn’t) |

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| **ASSESSMENT MARKING CRITERIA** | | |
| **Parts or Sections listed as a heading here…e.g. Part A (outcomes in brackets)** | **Mark** | **Grade** |
| Take a portion of the outcome and link to the directional verb using the standard marking descriptor (again BOLD the directional verb). Then make very clear the components of the task that are required to successfully achieve at this grade (in italics below the opening sentence). Examples below:  Presents an outstanding **description** of the functional properties of a formal dress through the inclusion of:  *A minimum of 4-5 construction techniques, comparison of suitable fabrics, burn and abrasion tests.*  *OR*  Extensive presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a clear focus on events that have had a significant impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, as well as interconnections throughout their career.* | 5 | A |
| Same form as above, with a lower-level marking descriptor. Ensure that the component lists allows for a variation in response (some may do lots at a lower level, others may do less at a greater level). Examples below:  Presents an above average **description** of the functional properties of a formal dress through the inclusion of:  *Up to 5 construction techniques, comparison of suitable fabrics, burn and / or abrasion tests. Some components of the description may be inaccurate or incomplete.*  *OR*  Thorough presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a focus on events that have had an impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, although some connections or assertions may be incorrect/irrelevant.* | 4 | B |
|  | 3 | C |
|  | 2 | D |
|  | 1 | E |

**FEEDBACK:**

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**Assessment Appeal Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: | | | Year: |
| Subject: | | | |
| Task: | | | |
| Due Date of Task: | | Teacher: | |
| **Summary of Reason for Appeal** | | | |
| Type of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Documentation attached to support appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student Signature: Date: | | | |
| **SCHOOL USE ONLY** | | | |
| **Outcome of Appeal** | | | |
| * **Upheld** | * **Declined** | | |
| Appeal Panel Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Staff Signature: Date: | | | |
| Sentral No: | | | |

**YEAR 7 – Term 1 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1 | WEEK 2 | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B | WEEK  11A |
| ENGLISH |  |  |  |  |  |  |  |  |  |  | **X** |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |  |
| LANGUAGES |  |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS |  |  |  |  |  |  |  | **X** |  |  |  |
| MUSIC |  |  |  |  |  |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  | **X** |  |  |  |  | **X** |
| SCIENCE |  |  |  |  |  |  | **X** |  |  |  |  |
| TECHNOLOGY MANDATORY |  |  |  |  |  |  |  |  |  |  |  |

**YEAR 7 – Term 2 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| ENGLISH |  |  |  |  |  | *COWRA WEEK* |  |  |  |  |
| HSIE - HISTORY |  |  |  | **X** |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |
| LANGUAGES |  |  | **X** |  |  |  |  |  |  |
| MATHEMATICS |  |  |  |  | **X** |  |  |  |  |
| MUSIC |  |  |  |  | **X** |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  |  |  |
| TECHNOLOGY MANDATORY | **X** |  |  |  |  |  |  |  |  |

**YEAR 7 – Term 3 Assessment Due Dates (2025)**

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| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| ENGLISH |  |  |  |  |  |  |  |  | **X** |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |
| LANGUAGES |  |  |  |  |  |  | **X** |  |  |  |
| MATHEMATICS |  |  |  |  |  | **X** |  |  |  |  |
| MUSIC |  |  |  |  |  | **X** |  |  |  |  |
| PDHPE |  |  |  |  | **X** |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  |  |  |  |
| TECHNOLOGY MANDATORY |  |  | **X** |  |  |  |  |  |  |  |

**YEAR 7 – Term 4 Assessment Due Dates (2025)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK  9A | WEEK 10B |
| ENGLISH |  |  |  |  |  |  |  |  |  |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  | **X** |  |  |  |  |  |
| LANGUAGES |  |  |  | **X** |  |  |  |  |  |  |
| MATHEMATICS |  |  |  |  |  |  |  |  |  |  |
| MUSIC |  |  | **X** |  |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |  |
| SCIENCE |  | **X** |  |  |  |  |  |  |  |  |
| TECHNOLOGY MANDATORY |  |  |  |  | **X** |  |  |  |  |  |

**ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **YEAR 7 ASSESSMENT TASK GRID**  **ENGLISH** | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | **DUE DATE** |
| EN4-RVL-01 | EN4-URA-01 | EN4-URB-01 | EN4-URC-01 | EN4-ECA-01 | EN4-ECB-01 |
| TELL ME A STORY- Book Review | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND**  **LEARNING ACTIVITIES** | **X** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** |  | Term 1  Week 11 |
| A PICTURE PAINTS A THOUSAND WORDS  Reflective Response | **X** |  |  | **X** | Term 3  Week 9 |
|  | | | | | | | | |
| EN4-RVL-01 | Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction | | | | | | |
| EN4-URA-01 | Analyses how meaning is created through the use of and response to language forms, features and structures | | | | | | |
| EN4-URB-01 | Examines and explains how texts represent ideas, experiences and values | | | | | | |
| EN4-URC-01 | Identifies and explains ways of valuing texts and the connections between them | | | | | | |
| EN4-ECA-01 | Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas | | | | | | |
| EN4-ECB-01 | Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts | | | | | | |

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| **YEAR 7 ASSESSMENT TASK GRID**  **HSIE - HISTORY** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| HT4-1 | HT4-2 | HT4-3 | HT4-4 | HT4-5 | HT4-6 | HT4-7 | HT4-8 | HT 4-9 | HT 4-10 |
| History  Examination | **X** | **X** | **ASSESSED IN YEAR 8** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** | **ASSESSED IN YEAR 8** | **X** | **ASSESSED IN YEAR 8** | **ASSESSED IN YEAR 8** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 2  Week 4 |
|  | | | | | | | | | | | |
| 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 | | | | | | | | | | |
| HT4-3 | Describes and assesses the motives and actions of past individuals and groups in the context of past societies | | | | | | | | | | |
| HT4-4 | Describes and explains the causes and effects of events and developments of past societies over time | | | | | | | | | | |
| HT4-5 | Identifies the meaning, purpose and context of historical sources | | | | | | | | | | |
| HT4-6 | Uses evidence from sources to support historical narratives and explanations | | | | | | | | | | |
| HT4-7 | Identifies and describes different contexts, perspectives and interpretations of the past | | | | | | | | | | |
| HT4-8 | Locates, selects and organises information from sources to develop an historical inquiry | | | | | | | | | | |
| HT 4-9 | 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 | | | | | | | | | | |

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| **YEAR 7 ASSESSMENT TASK GRID**  **HSIE - GEOGRAPHY** | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | **DUE DATE** |
| GE4-1 | GE4-2 | GE4-3 | GE4-4 | GE4-5 | GE4-6 | GE4-7 | GE4-8 |
| Geography Examination | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVTIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVTIES** | **ASSESSED IN YEAR 8** | **ASSESSED IN YEAR 8** | **X** | **ASSESSED IN YEAR 8** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVTIES** | Term 4  Week 5 |
|  | | | | | | | | | |
| 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 | | | | | | | | |
| GE4-3 | Explains how interactions and connections between people, places and environments result in change | | | | | | | | |
| GE4-4 | Examines perspectives of people and organisations on a range of geographical issues | | | | | | | | |
| GE4-5 | Discusses management of places and environments for their sustainability | | | | | | | | |
| GE4-6 | Explains differences in human wellbeing | | | | | | | | |
| GE4-7 | Acquires and processes geographical information by selecting and using geographical tools for inquiry | | | | | | | | |
| GE4-8 | Communicates geographical information using a variety of strategies | | | | | | | | |

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| **YEAR 7 ASSESSMENT TASK GRID**  **LANGUAGES** | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | **DUE DATE** |
| ML4-INT-01 | | ML4-UND-01 | ML4-CRT-01 |
| Conversation | | **X** | |  |  | Term 2  Week 3 |
| My Monster Written Task | |  | |  | **X** | Term 3  Week 7 |
| Yearly Examination | |  | | **X** |  | Term 4  Week 4 |
|  |  | |
| ML4-INT-01 | | Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language | | | | |
| ML4-UND-01 | | Interprets and responds to information, opinions and ideas in texts to demonstrate understanding | | | | |
| ML4-CRT-01 | | Creates a range of texts for familiar communicative purposes by using culturally appropriate language | | | | |

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| **YEAR 7 ASSESSMENT TASK GRID**  **MATHEMATICS** | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | **DUE DATE** |
| MAO | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 | MA4 |
| WM | INT | FRC | RAT | ALG | IND | EQU | LIN | LEN | PYT | ARE | VOL | ANG | GEO | DAT | DAT | PRO |
| 01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-01 | C-02 | C-01 |
| Data In Class Assessment Task | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIE** | **ASSESSED IN YEAR 8** |  | **ASSESSED IN YEAR 8** | **ASSESSED IN YEAR 8** | **ASSESSED IN YEAR 8** |  | **ASSESSED IN YEAR 8** |  | **ASSESSED IN YEAR 8** | **OUTCOME ASSESSED DURING CLASSROOM**  **TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 8** | **X** | **ASSESSED IN YEAR 8** | **OUTCOME ASSESSED DURING CLASSROOM**  **TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 8 |
| Exam with Summary Sheet | **X** |  |  | **X** | **X** |  | Term 2  Week 5 |
| Examination | **X** | **X** | **X** |  |  |  | Term 3  Week 6 |
|  | | | | | | | | | | | | | | | | | | |
| MAO-WM-01 | Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly | | | | | | | | | | | | | | | | | |
| MA4-INT-C-01 | Compares, orders and calculates with integers to solve problems | | | | | | | | | | | | | | | | | |
| MA4-FRC-C-01 | Represents and operates with fractions, decimals and percentages to solve problems | | | | | | | | | | | | | | | | | |
| MA4-RAT-C-01 | Solves problems involving ratios and rates, and analyses distance–time graphs | | | | | | | | | | | | | | | | | |
| MA4-ALG-C-01 | Generalises number properties to operate with algebraic expressions including expansion and factorisation | | | | | | | | | | | | | | | | | |
| MA4-IND-C-01 | Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws | | | | | | | | | | | | | | | | | |
| MA4-EQU-C-01 | Solves linear equations of up to 2 steps and quadratic equations of the form | | | | | | | | | | | | | | | | | |
| MA4-LIN-C-01 | Creates and displays number patterns and finds graphical solutions to problems involving linear relationships | | | | | | | | | | | | | | | | | |
| MA4-LEN-C-01 | Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems | | | | | | | | | | | | | | | | | |
| MA4-PYT-C-01 | Applies Pythagoras’ theorem to solve problems in various contexts | | | | | | | | | | | | | | | | | |
| MA4-ARE-C-01 | Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems | | | | | | | | | | | | | | | | | |
| MA4-VOL-C-01 | Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders | | | | | | | | | | | | | | | | | |
| MA4-ANG-C-01 | Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines | | | | | | | | | | | | | | | | | |
| MA4-GEO-C-01 | Identifies and applies the properties of triangles and quadrilaterals to solve problems | | | | | | | | | | | | | | | | | |
| MA4-DAT-C-01 | Classifies and displays data using a variety of graphical representations | | | | | | | | | | | | | | | | | |
| MA4-DAT-C-02 | Analyses simple datasets using measures of centre, range and shape of the data | | | | | | | | | | | | | | | | | |
| MA4-PRO-C-01 | Solves problems involving the probabilities of simple chance experiments | | | | | | | | | | | | | | | | | |

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| **YEAR 7 ASSESSMENT TASK GRID**  **MUSIC** | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | **DUE DATE** |
| 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 | 4.7 | 4.8 | 4.9 | 4.10 | 4.11 | 4.12 |
| Composition Task |  |  |  | **X** | **X** | **X** |  |  |  |  | **OUTCOME ASSESSED DURING CLASROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASROOM TEACHING AND LEARNING ACTIVITIES** | Term 2  Week 5 |
| Performance Task | **X** | **X** | **X** |  |  |  |  |  |  |  | Term 3  Week 6 |
| Listening Test |  |  |  |  |  |  | **X** | **X** | **X** | **X** | Term 4  Week 3 |
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| 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 | Annotates 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 | | | | | | | | | | | | |

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| **YEAR 7 ASSESSMENT TASK GRID**  **PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **DUE DATE** |
| PD4.1 | PD4.2 | PD4.3 | PD4.4 | PD4.5 | PD4.6 | PD4.7 | PD4.8 | PD4.9 | PD4.10 | PD4.11 |
| Creative Dance Practical Task | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 8** |  |  |  | **ASSESSED IN YEAR 8** | **ASSESSED IN YEAR 8** |  | **X** | **X** | **ASSESSED IN YEAR 8** | Term 1  Week 6 |
| Balanced Lifestyle Task |  |  |  | **X** |  |  | Term 1  Week 11 |
| Positive Relationship Task | **X** |  |  |  |  |  | Term 3  Week 5 |
| Striking/Fielding Practical Task |  | **X** | **X** |  |  |  | Term 3 & 4  Ongoing practical assessment |
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| 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 how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | | | | | | | | | | | |
| 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 | | | | | | | | | | | |

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| **YEAR 7 ASSESSMENT TASK GRID**  **SCIENCE** | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | **DUE DATE** | |
| 4WS | 5WS | 6WS | 7WS | 8WS | 9WS | 10PW | 11PW | 12ES | 13ES | 14LW | 15LW | 16CW | 17CW |
| Scientific Investigation | **X** |  | **X** | **X** |  | **X** | **ASSESSED IN YEAR 8** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 8** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 8** | **X** | **ASSESSED IN YEAR 8** | Term 1  Week 7 | |
| Skills Examination | **X** | **X** |  | **X** | **X** |  |  | Term 4  Week 2 | |
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| 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 | | | | | | | | | | | | | | | |

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| **YEAR 7 ASSESSMENT TASK GRID**  **TECHNOLOGY MANDATORY** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| TE4-1DP | TE4-2DP | TE4-3DP | TE4-4DP | TE4-5AG | TE4-6FO | TE4-7DI | TE4-8EN | TE4-9MA | TE4-10TS |
| Material Technologies Textiles Folio | **X** |  | **X** |  | **ASSESSED IN YEAR 8** | **ASSESSED IN YEAR 8** |  |  | **ASSESSED IN YEAR 8** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Week 12 of Rotation |
| Engineered Systems  Design Task |  | **X** |  |  |  | **X** | Week 12 of Rotation |
| Digital Technologies  Project |  |  |  | **X** | **X** |  | Week 12 of Rotation |
|  | | | | | | | | | | | |
| 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 | | | | | | | | | | |
| TE4-7DI | 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 professionals contribute to society now and into the future | | | | | | | | | | |

**Directional Verbs**

**Account -** Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse -** Identify components and the relationship between them; draw out and relate implications

**Apply -** Use, utilise, employ in a particular situation

**Appreciate -** Make a judgement about the value of

**Assess -** Make a judgement of value, quality, outcomes, results or size

**Calculate -** Ascertain/determine from given facts, figures or information

**Clarify -** Make clear or plain

**Classify -** Arrange or include in classes/categories

**Compare -** Show how things are similar or different

**Construct -** Make; build; put together items or arguments

**Contrast -** Show how things are different or opposite

**Critically (analyse/evaluate) -** Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce -** Draw conclusions

**Define -** State meaning and identify essential qualities

**Demonstrate -** Show by example

**Describe -** Provide characteristics and features

**Discuss -** Identify issues and provide points for and/or against

**Distinguish -** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate -** Make a judgement based on criteria; determine the value of

**Examine -** Inquire into

**Explain -** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract -** Choose relevant and/or appropriate details

**Extrapolate -** Infer from what is known

**Identify -** Recognise and name

**Interpret -** Draw meaning from

**Investigate -** Plan, inquire into and draw conclusions about

**Justify -** Support an argument or conclusion

**Outline -** Sketch in general terms; indicate the main features of

**Predict -** Suggest what may happen based on available information

**Propose -** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall -** Present remembered ideas, facts or experiences

**Recommend -** Provide reasons in favour

**Recount -** Retell a series of events

**Summarise -** Express, concisely, the relevant details

**Synthesise -** Putting together various elements to make a whole

**Note:** There may be a number of other verbs used in your syllabus that isn’t listed above. If this is the case, then you will need to create a definition for that verb and provide it to the students to provide a shared understanding.