



# **Year 7 Assessment Guide 2024**

## **INFORMATION FOR STUDENTS AND FAMILIES**

**Collaborating to  
empower learners**

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# YEAR 7 Assessment Information

This booklet is issued to all Year 7 students of Callaghan College Waratah Campus, Term One 2024. It has been prepared to provide students and their parents/carers with information on the assessment of Year 7 courses. Students are provided with an Assessment Schedule for each course studied, in this booklet and on Canvas.

## Assessment Policy

### Coursework and Assessment Tasks

This booklet includes each faculty's assessment schedule. It is a student's responsibility to check their assessment schedule. The schedule will contain:

- how they will be assessed
- what term and week it will be assessed
- the weighting system applicable to components of each course.

### Notification of Assessment

- Students will be **notified of an Assessment Task is due at least 2 weeks prior to the due date.** This will be supported by the Task being uploaded to our online platform, CANVAS.
- Students will either **log that they have accessed the Task through CANVAS** or **sign and date the Assessment Task Record Sheet** kept by the class teacher.
- Students who have been absent from school should check on CANVAS and, on every occasion, ask the teacher if assessment information has been given out, immediately on return to school. The extension time will not be granted unless there are exceptional circumstances.

### Submission of an Assessment Task

- **Tasks must be uploaded to CANVAS or submitted** to the classroom teacher **on the due date.**

- Students will have the **time and date of submission recorded on CANVAS** if they are instructed to use this avenue or sign and date the assessment Task Record Sheet kept by the class teacher to receipt their submission of the task.
- **If the task is unable to be uploaded** to CANVAS and the teacher is absent or unavailable then the task **must be submitted to the relevant Head Teacher** or, in cases where that is not possible, the Deputy Principal. **If the teacher is absent and they hand the task to the Head Teacher or Deputy they must ensure they sign a receipt to acknowledge the submission** of the task.
- Students are required to make a **genuine attempt** at all assessment tasks and **complete them on time**. If this does not occur a student may be in danger of not meeting the Course Completion Criteria and will receive official warnings, such as a Faculty Notification Letter, in order to give them the opportunity to correct the problem.

## Return of an Assessment Task

### **What should happen when I get my assessment task back?**

Students will have the time and date of submission recorded through CANVAS or will sign the Assessment Task Record Sheet to acknowledge the teacher returning the assessment task. If they wish to appeal the mark, they must do so before they leave the room of the teacher returning the task. The teacher must give students time to reflect on the mark and time to check the paper e.g. the addition of marks and the total or request for re-marking.

## Special Provisions

### **Should I apply for Special Provisions?**

Learning and Support Teachers will assist students to make an application for special provisions. Staff will support student learning/assessment through adjustments in class and differentiation of assessment tasks which reflects individual student needs.

## Late Submission or Non-Submission of an Assessment Task

**Assessment tasks must be completed and submitted before or on the due date.**

### **What happens if I hand in my Assessment Task late?**

- Tasks not submitted by the due date must still be completed. When submitted, a written explanation should be attached.
- Tasks submitted late will be marked. The student will receive feedback from their teacher.
- If there is not a reasonable written explanation supported by the Head Teacher then the task will be considered as a "late submission".
- Late submission will be accrued with each school day after the due date. A deduction of 10% of marks or similar grading will be taken from the overall mark/grade awarded for each day after the due date.

**(a) Note of Reasonable Explanation to the Teacher** may include:

- Illness or accident such as sickness or physical injury suffered directly by the student that allegedly affected the student's performance in the assessment task or the student's ability to complete the task.
- Misadventure such as any event or happening beyond the student's control, which allegedly affected the student's performance in the assessment task or the student's ability to complete the task e.g. death or serious illness of a family member, flood, fire or accident. (Social functions and holidays are not acceptable reasons).

**Failure to submit a written explanation and/or direct phone call to teacher from parent/caregiver will be interpreted as an admission that the student can offer no valid reason for late assessment and a deduction of marks/grades will be enforced.**

### **(b) Illness during the sitting of a Task**

If a student becomes ill during the sitting of a task, **the teacher/supervisor should be informed immediately** and the teacher will note this on the student's paper.

### **(c) Excursions and/or representing the School when a Task is due**

If a student is participating in an excursion or representing the school on the day an assessment task is due, then **the task should be presented before** the planned activity. If the task is a test on the excursion day, then alternate arrangements should be made with the teacher prior to the excursion.

## Unsatisfactory Participation in a Course/classwork and Assessment Tasks

### **I. Malpractice / Offensive or Non-Serious Attempt at Tasks or Course Work**

Malpractice is any activity that **allows a student to gain an unfair advantage** over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
- Paying someone to write or prepare material
- Breaching school examination rules e.g. communication with other students during an examination
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

Any student participating in malpractice will be awarded zero marks for the task. Tasks should have correct referencing for sources used.

**If a student is found to be truanting** the day/period a task is due or truanting classes to complete a task, **a mark of zero may be awarded.**

Should a student submit an assessment task which is offensive and/or vulgar then a mark of zero will be awarded.

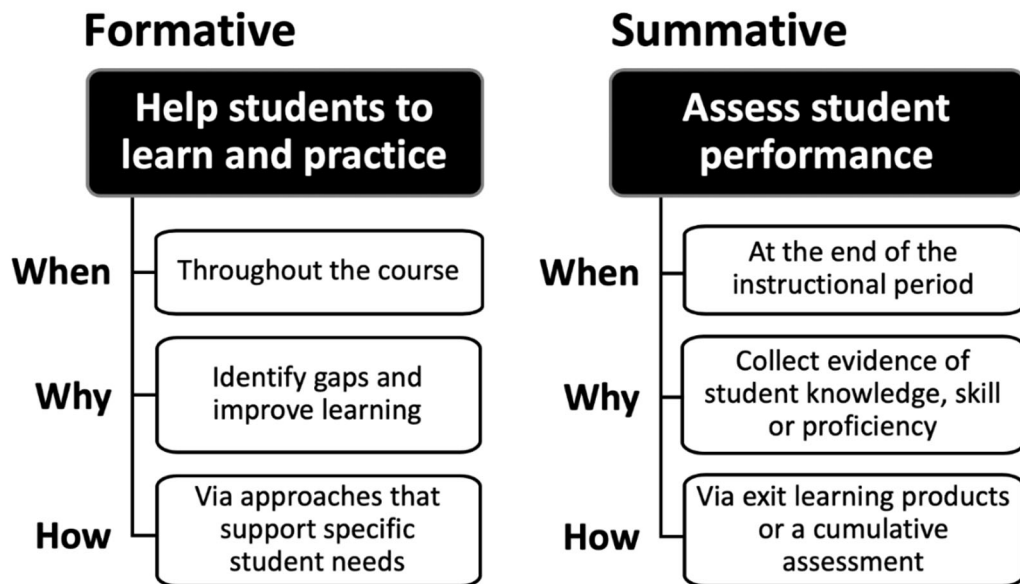
## Conduct during tests and examinations

### **How should I behave in a test or exam?**

- Be on time
- Bring the necessary equipment (pen, pencil, eraser)
- Be polite to teachers and students
- Follow instructions and day to day school rules
- Sit quietly and don't disturb other students
- Make a serious attempt at all questions
- Only begin writing when instructed
- Stop writing when asked
- Leave all electronic devices – mobile phones, MP3 players, etc. in bags
- Leave all exam papers in the exam room

## Combined Scope and Sequence of Learning

At Callaghan College Waratah Campus we are focused on your learning journey. We have restructured our assessment processes to give you more immediate support with those concepts and processes you are struggling with and provide extension in those areas in which you are thriving!



You will find there are **more informal or formative assessments** throughout your lessons and **less larger, formal or summative tasks** in your first year of high school.

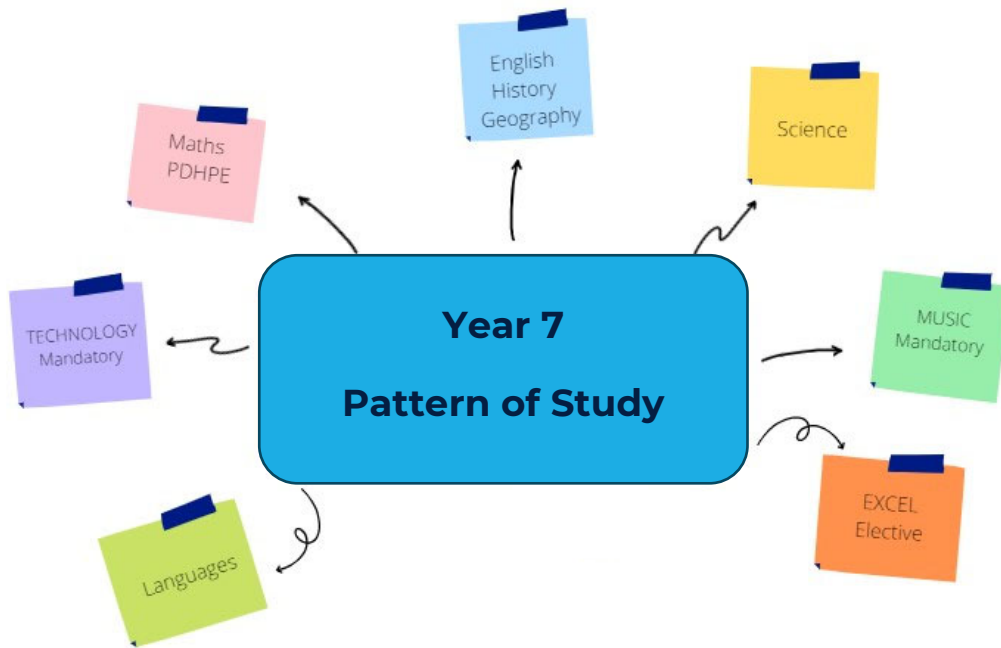
This doesn't mean that the informal tasks are not as important as the bigger assessment tasks because they provide vital information so your teachers can track your progress towards the course outcomes or the skills and knowledge needed to successfully complete a course. Your teachers will use them to assess the skill sets needed to complete and succeed in larger or more formal tasks. The information collected in these regular formative tasks help your teacher to address your individual learning needs and to accurately report on your progress to your parents.

*Source: IOWA STATE UNIVERSITY <http://www.iastate.edu>*

Our Middle School approach where core subjects are grouped together and content is integrated aims to deepen student understanding. In some cases students will complete one summative task that encompasses the outcomes of two subjects. While subject matter is integrated throughout subjects, individual course outcomes are addressed in learning programs to ensure all children have the required knowledge, understanding and skills to progress their learning.



In addition, all Year 7 subjects share the theme of **CONNECT and REFLECT**. This focus allows students to make connections within and across the curriculums they explore, helping them to develop deeper understanding of the content and the skills needed to put their newly acquired knowledge into action.



This year sees **many subjects measuring student learning through regular formative tasks as opposed to summative assessments or tests**. Ongoing assessment provides more opportunity to make sure all students understand concepts and are assisted to build the best skill sets to support their learning.

Starting to notice and assess your progress in the formative tasks that occur in the classroom will help **build AGENCY in your own learning**. It is great to know what you already know but so much more exciting to be curious about where your learning can go!



# Summative Assessment Task Overview

## SEMESTER ONE

TERM ONE	
T1 -WK1	
T1- WK2	
T1- WK3	
T1- WK4	
T1- WK5	
T1- WK6	
T1- WK7	
T1- WK8	
T1- WK9	
T1- WK10	
T1- WK11	
TERM TWO	
T2 -WK1	
T2- WK2	
T2- WK3	
T2- WK4	
T2- WK5	
T2- WK6	
T2- WK7	
T2- WK8	
T2- WK9	
T2- WK10	
Please note assessments due dates may change slightly through out the year in response to class progress- live updates are visible on Canvas in each course	

## SEMESTER TWO

TERM THREE	
T3 -WK1	
T3- WK2	
T3- WK3	
T3- WK4	
T3- WK5	
T3- WK6	
T3- WK7	
T3- WK8	
T3- WK9	
T3- WK10	
TERM FOUR	
T4 -WK1	
T4- WK2	
T4- WK3	
T4- WK4	
T4- WK5	
T4- WK6	
T4- WK7	
T4- WK8	
T4- WK9	
T4- WK10	
Please note assessments due dates may change slightly through out the year in response to class progress- live updates are visible on canvas in each course	

## Assessment Schedules for Core And Mandatory Subjects

- English
- Hsie (History And Geography)
- Mathematics
- Pdhpe
- Science
- Language
- Technology Mandatory
- Creative And Performing Arts Mandatory – Visual Arts And Music

## ENGLISH FACULTY: English

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Imaginative Writing and Reflection	Parvana Analytical Essay	Drama Logbook and Reflection
TYPE OF TASK		Take home	Take home	Take home
SUBMISSION DATE		T1 – WK 10	T2 – WK 9	T3 – WK 9
COMPONENTS	WEIGHTING	OUTCOMES EN4-URB-01; EN4-ECA-01; EN4-ECB-01	OUTCOMES EN4-URA-01; EN4-URB-01; EN4-ECA-01	OUTCOMES EN4-URB-01; EN4-ECA-01; EN4-ECB-01
Communicate through speaking, listening, reading, writing, viewing, and representing.	15%	5%	5%	5%
Use language to shape and make meaning according to purpose, audience, and context.	25%	10%	10%	5%
Think in ways that are imaginative, creative, interpretive, and critical.	20%	5%	10%	5%
Express themselves and their relationships with others and their world.	15%		10%	5%
Uses, reflects on, and assess their individual and collaborative skills for learning.	25%	10%		15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

## HSIE FACULTY: Geography

TASK NUMBER		TASK 1	TASK 2
TASK NAME		Geographical Skills Test	Hydrological Hazard Infographic
TYPE OF TASK		In class	Take home
SUBMISSION DATE		T2 – WK 3	T2 – WK 9
COMPONENTS	WEIGHTING	OUTCOMES GE4-7, GE4-8	OUTCOMES GE4-2, GE4-3, GE4-5, GE4-8
Communicating Geographically	30%	15%	15%
Geographical Inquiry Skills	15%		15%
Knowledge and Understanding of Geographical Concepts	25%	15%	10%
Using Geographical Tools	30%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## HSIE FACULTY: HISTORY

TASK NUMBER		TASK 1	TASK 2
TASK NAME		Historical Skills Test	The Ancient Past Research Task
TYPE OF TASK		In class	Take home
SUBMISSION DATE		T3 – WK 9	T4 – WK 8
COMPONENTS	WEIGHTING	OUTCOMES HT4-5, HT4-6, HT4-9	OUTCOMES HT4-6, HT4-8, HT4-10
Communicating Historically	40%	20%	20%
Historical Inquiry Skills	30%	15%	15%
Knowledge and Understanding of Historical Concepts	30%	15%	15%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## HSIE / LANGUAGES FACULTY: GERMAN

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Alles Uber Mich	Alles Uber Mich	Meine Familie and Pets	Die Schule
TYPE OF TASK		Check in Canvas Quiz	My Selfie Profile Summative Task	Formative Flipgrid Speaking (10Q) / Scrapbook	Formative Tasks
SUBMISSION DATE		Term 1 Week 9	Term 2 Week 4	Term 3 Week 3	Term 4 Ongoing
COMPONENTS	WEIGHTING	Understanding texts ML4-UND-01	Creating texts ML4-CRT-01	Creating texts ML4-CRT-01 Interacting ML4-INT-01	Understanding texts ML4-UND-01 Interacting ML4-INT-01
INTERACTING	35%	5%		25%	5%
UNDERSTANDING TEXTS	20%				20%
CREATING TEXTS	45%		20%	25%	
<b>TOTAL</b>	<b>100%</b>	<b>5%</b>	<b>20%</b>	<b>50%</b>	<b>25%</b>



## MATHS FACULTY: Mathematics

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Calculates with integers & operates with algebraic expressions	Solves problems involving probabilities	Operates with fractions, decimals and percentages & Applies perimeter and area
TYPE OF TASK		Class Assessment	Project	Class Assessment
SUBMISSION DATE		T 1 – WK 10	T 2 – WK 9	T3 – WK 9
COMPONENTS	WEIGHTING	OUTCOMES MA4-INT-C-01 MA4-ALG-C-01	OUTCOMES MA4-PRO-C-01, MA4-DAT-C-01	OUTCOMES MA4-LEN-C-01 MA4-ARE-C-01
COMMUNICATION	25%	10%	5%	10%
INQUIRY AND RESEARCH	25%	10%	5%	10%
SOURCE BASED	25%	10%	5%	10%
KNOWLEDGE AND UNDERSTANDING	25%	10%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

## CAPA FACULTY: Music

TASK NUMBER		FORMATIVE TASKS	TASK 1	FORMATIVE TASKS
TASK NAME		PRACTICAL PERFORMANCE	LISTENING TASK	COMPOSITION
TYPE OF TASK		PERFORMANCE	AURAL EXAM	COMPOSITION
SUBMISSION DATE		Group A - T1 – WK 8 Group B – T3 – WK 8	Group A - T1 – WK 10 Group B – T3 – WK 10	Group A - T2– WK 5 Group B – T4 – WK 5
COMPONENTS	WEIGHTING	OUTCOMES 4.1	OUTCOMES 4.8	OUTCOMES 4.4
PERFORMANCE	40%	40%		
LISTENING	30%		30%	
COMPOSITION	30%			30%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>



## PDHPE FACULTY: PDHPE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Connect Me. Include Me. Empower Me	Fundamental Skills Throwing and Catching	Managing Change	Fundamental Skills Kicking and Striking
TYPE OF TASK		<b>Investigation</b>	<b>Practical Competency</b>	<b>Self Help Guide</b>	<b>Practical Competency</b>
SUBMISSION DATE		<b>Week 5 Term 2</b>	<b>Ongoing Semester One</b>	<b>Week 9 Term 3</b>	<b>Ongoing Semester 2</b>
COMPONENTS	WEIGHTING	OUTCOME PD4-3	OUTCOME S PD4-4; PD4.10	OUTCOME PD4-1	OUTCOME PD4-5;
Health, Wellbeing and Relationships	25%	25%			
Movement Skill and Performance	50%		25%		25%
Healthy, Safe and Active Lifestyles	25%			25%	
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## SCIENCE FACULTY: Science

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Salt Concentration Evaporation Challenge	Opinionated Scientists: Sharing your views	Final Examination
TYPE OF TASK		First-hand investigation	Scientific Literacy	Examination
SUBMISSION DATE		Term 2 Week 2	Term 3 Week 5	Term 4 Week 2
COMPONENTS	WEIGHTING	OUTCOMES SC4-6WS, SC4-7WS, SC4-17CW	OUTCOMES SC4-7WS, SC4-9WS, SC4-14LW	OUTCOMES SC4-5WS, SC4-7WS, SC4- 8WS, SC4-11PW, SC4- 14LW, SC4-16CW
<b>Scientific Skills</b> Develop knowledge, understanding of & skills in applying the processes of Working Scientifically	60%	20%	25%	15%
<b>Knowledge &amp; Understanding</b> Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science	40%	10%	5%	25%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



## TAS FACULTY: Technology (Mandatory)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Reflection	Product	Folio
TYPE OF TASK		PORTFOLIO	PRACTICAL	PORTFOLIO
SUBMISSION DATE		T2-WK2	T3-WK6	T3-WK7
COMPONENTS	WEIGHTING	OUTCOMES TE4-1DP	OUTCOMES TE4-3DP	OUTCOMES TE4-2DP
Knowledge and skills in designing, managing, producing and evaluating a design project	60%	25%	20%	15%
Knowledge and Understanding	40%	10%	15%	15%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## CAPA FACULTY: Visual Arts

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Short Response	Portrait Artwork	Visual Arts Diary
TYPE OF TASK		WRITTEN	ARTWORK	VISUAL ARTS PROCESS DIARY
SUBMISSION DATE		Group A -T1 – WK 8 Group B – T3 – WK 8	Group A - T1 – WK 10 Group B – T3 – WK 10	Group A - T2– WK 5 Group B – T4 – WK 5
COMPONENTS	WEIGHTING	OUTCOMES 4.9	OUTCOMES 4.3	OUTCOMES 4.1
ARTMAKING	70%		30%	40%
CRITICAL AND HISTORICAL STUDIES	30%	30%		
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>