

# **Year 7 Assessment Guide**

## **2025**

**INFORMATION FOR STUDENTS AND FAMILIES**

Collaborating to empower learners

# YEAR 7 Assessment Information

This booklet is issued to all Year 7 students at Callaghan College Waratah Campus in 2025. 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, on Canvas and it is also uploaded to the School Website.

# Assessment Policy

## 1. Course work 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.

## 2. Notification of assessment are provided in this book

- 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.

## 3. 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, to give them the opportunity to correct the problem.
- **Use of generative AI in Assessment Tasks**  
Assessment task notifications explicitly state whether approved generative AI tools can be used by students at home in completing the task. Students are provided with an AI Scale to guide their use of generative AI in formal tasks. Students should seek

clarification from their teacher early if they are unsure of the appropriateness of AI use in the completion of class tasks.

**Am I able to use AI on my assignment / assessment task?**

Level 1	No AI	You do the assessment without using any AI help. You rely only on your own knowledge and skills. AI is not allowed.
Level 2	AI helps with ideas	You can use AI to brainstorm, organise your thoughts, and come up with ideas to improve your work. You cannot include any AI-generated content in your final submission.
Level 3	AI helps with editing	You can use AI to improve the clarity or quality of your work, but you can't create new content using AI. If you use AI, you must show your original work without AI in an appendix. (Definition: An "appendix" is extra material added at the end of a book or document.)
Level 4	AI completes specific tasks	You can use AI to complete certain parts of the task, but you must talk about and evaluate the AI-generated content. Any AI-created content must be cited and/or evidenced.
Level 5	Full AI	You can use AI throughout the assessment to support your own work. AI-created content must be cited and/or evidenced.

#### 4. 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 they have received the task back. 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.

#### 5. 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.

#### 6. 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.

## **7. 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 (including generative AI)
- 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.

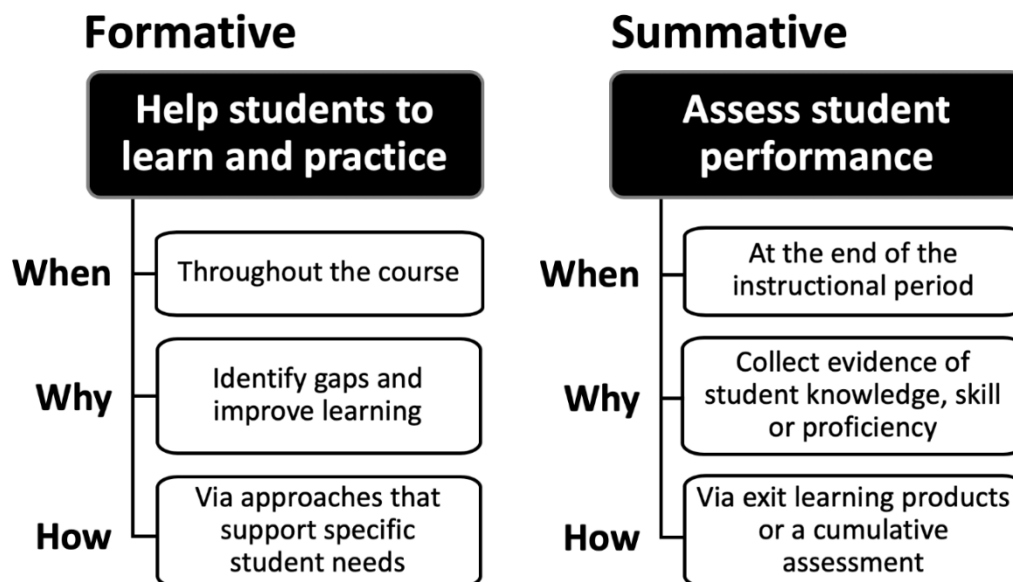
## **8. Conduct during tests and examinations**

### **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 every child's individual learning journey. We have restructured our assessment processes to provide more immediate support with those concepts and processes students are struggling with and provide extension in those areas in which they are thriving!



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

You will find there are **more informal or formative assessments** throughout Year 7 lessons and **less, larger, formal or summative tasks** in the first year of high school.

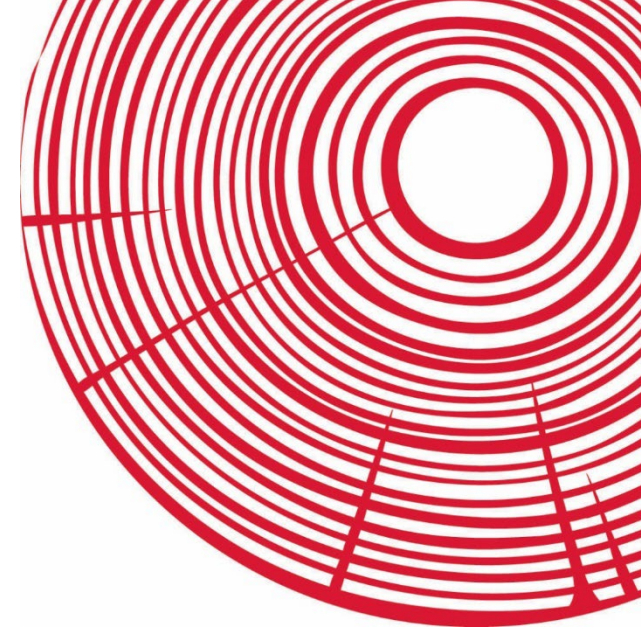
This doesn't mean that the informal tasks are not as important as the bigger assessment tasks because they provide vital information so your teachers can track student progress towards the course outcomes or the skills and knowledge needed to successfully complete a course. Year 7 teachers will use them to assess the skill sets needed to complete and succeed in larger or more formal tasks. The information collected in these regular formative tasks helps teachers address individual learning needs and to accurately report on student progress to parents.

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 their progress in the formative tasks that occur in the classroom will help **build AGENCY in their 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!





# ASSESSMENT SCHEDULES

## CORE AND MANDATORY SUBJECTS

- ENGLISH
- HSIE (HISTORY AND GEOGRAPHY)
- MATHEMATICS
- PDHPE
- SCIENCE
- LANGUAGE
- TECHNOLOGY MANDATORY
- CREATIVE AND PERFORMING ARTS MANDATORY – VISUAL ARTS AND MUSIC

## EXCEL ELECTIVES

- CAPA – LET'S DANCE
- TAS – BUILD IT, EXECUTIVE CHEF, FOOD & FASHION, EXPLORING FUTURES TECHNOLOGIES
- PDHPE – MORE THAN A GAME, RESISTANCE TRAINING INTRODUCTION

# YEAR 7 ASSESSMENT SCHEDULE - CORE 2025

**FACULTY:** English  
**SUBJECT:** English (200hr)

		TASK 1	TASK 2	TASK 3
<b>TASK NAME</b>		Drama Logbook and Reflection	Parvana Analytical Essay	Creative Writing and Reflection
<b>TYPE OF TASK</b>		Take home	Take home	Take home
<b>SUBMISSION DATE</b>		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
COMPONENTS	WEIGHTING	OUTCOMES EN4-RVL-01, EN4-URA-01; EN4-URC-01, EN4-ECA-01; EN4-ECB-01	OUTCOMES EN4-URA-01; EN4-URB-01; EN4-ECA-01	OUTCOMES EN4-RVL-01, EN4-URB-01; EN4-ECA-01; EN4-ECB-01
<b>EN4-RVL-01:</b> uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.	10%	5%	-	5%
<b>EN4-URA-01:</b> analyses how meaning is created through the use of and response to language forms, features and structures.	15%	5%	10%	-
<b>EN4-URB-01:</b> examines and explains how texts represent ideas, experiences and values.	15%	-	10%	5%
<b>EN4-URC-01:</b> identifies and explains ways of valuing texts and the connections between them.	10%	10%	-	-
<b>EN4-ECA-01:</b> creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.	35%	10%	10%	15%
<b>EN4-ECB-01:</b> uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.	15%	5%	-	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

# YEAR 7 ASSESSMENT SCHEDULE - CORE 2025

**FACULTY:** HSIE  
**SUBJECT:** Geography

		TASK 1	TASK 2
<b>TASK NAME</b>		Geographical Skills Test	Hydrological Hazard Infographic
<b>TYPE OF TASK</b>		In Class	Take home
<b>SUBMISSION DATE</b>		Term 1 Week 11	Term 2 Week 4
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>

# YEAR 7 ASSESSMENT SCHEDULE - CORE 2025

**FACULTY:** HSIE  
**SUBJECT:** History

		TASK 1	TASK 2
<b>TASK NAME</b>		Historical Skills Test	The Ancient Past Research Task
<b>TYPE OF TASK</b>		In class	Take Home
<b>SUBMISSION DATE</b>		Term 3 Week 9	Term 4 Week 4
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>OUTCOMES</b> HT4-5, HT4-6, HT4-9	<b>OUTCOMES</b> 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>

# YEAR 7 ASSESSMENT SCHEDULE - CORE 2025

**FACULTY:** Mathematics  
**SUBJECT:** Mathematics (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Computations with integers & operates with fractions and decimals	Angle relationships	Equations & Applies length, area and Volume
TYPE OF TASK		Class Assessment	Project	Class Assessment
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
COMPONENTS	WEIGHTING	OUTCOMES MA4-INT-C-01 MA4-FRC-C-01	OUTCOME MA4-ANG-C-01	OUTCOMES MA4-EQU-C-01 MA4-LEN/ARE-C-01
COMMUNICATION	25%	10 %	5 %	10 %
INQUIRY & RESEARCH	25%	10 %	5 %	10 %
SOURCE BASED	25%	10 %	5 %	10 %
KNOWLEDGE & UNDERSTANDING	25%	10 %	5 %	10 %
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

# Y7 ASSESSMENT SCHEDULE CORE 2025

**FACULTY:** PDHPE

**SUBJECT:** PDHPE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
<b>TASK NAME</b>		Connect Me. Include Me. Empower Me	Fundamental skills Throwing and catching	Managing Change	Fundamental skills Kicking and Striking
<b>TYPE OF TASK</b>		Investigation	Practical Competency	Self Help Guide	Practical Competency
<b>SUBMISSION DATE</b>		Term 2 Week 5 30/05/2025	Ongoing Semester 1 04/07/2025	Term 3 Week 9 19/09/2025	Ongoing Semester 2 07/11/2025
COMPONENTS	WEIGHTING	OUTCOME PD4-3	OUTCOME 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>

# Y7 ASSESSMENT SCHEDULE CORE 2025

**FACULTY:** Science

**SUBJECT:** Science

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		From Liquid to Solid: A Saltwater Study	Opinionated Scientists: Write to Influence	Final Examination
TYPE OF TASK		First-hand investigation	Scientific Literacy	Examination
SUBMISSION DATE		Term 2 Week 2	Term 3 Week 5	Term 3 Week 10
COMPONENTS	WEIGHTING	OUTCOMES SC4-5WS, SC4-6WS, SC4-17CW	OUTCOMES SC4-8WS, SC4-9WS, SC4-14LW	OUTCOMES SC4-7WS, 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 & Space, Living World and Chemical World, & understanding about the nature, development, use & influence of science	40%	10%	5%	25%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# Y7 ASSESSMENT SCHEDULE CORE 2025

**FACULTY:** HSIE/LOTE

**SUBJECT:** LANGUAGE(Mandatory)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		All About Me	Meine Schule	Lass uns Essen	Final Exam
TYPE OF TASK		Writing Reading and Responding	Writing and Speaking	Creating Texts	Canvas Quiz
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8	Term 4 Week 3
COMPONENTS	WGT	OUTCOME ML2-UND-01 ML2-CRT-01	OUTCOME ML2-UND-01 ML2-INT-01 ML2-CRT-01	OUTCOME ML2-CRT-01	OUTCOME ML2-UND-01
Exchanging, understanding, creating information	40%	10%	10%	10%	10%
Applying knowledge of language systems	30%	10%	5%	5%	10%
Applying cultural knowledge	30%	5%	5%	10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>



# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** CAPA

**SUBJECT:** Music (Mandatory)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		LISTENING TASK (Concepts of Music)	FAVOURITE MUSICAL ARTIST/BAND	PRACTICAL SKILLS (Keyboard + Guitar)
TYPE OF TASK		AURAL EXAM	PRACTICAL	PRESENTATION
SUBMISSION DATE		Term 1 & 3 Week 7	Term 2 & 4 Week 2	Term 2 & 4 Week 4
COMPONENTS	WEIGHTING	OUTCOMES 4.8	OUTCOMES 4.7	OUTCOMES 4.1
PERFORMANCE	40%	-	-	50%
LISTENING	30%	30%	-	-
MUSICOLOGY	20%	-	20%	-
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>50%</b>

# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** TAS

**SUBJECT:** TECHNOLOGY (Mandatory)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Reflection	Product	Folio
TYPE OF TASK		PORTFOLIO	PRACTICAL	PORTFOLIO
SUBMISSION DATE		Term 2 Week 2	Term 3 Week 6	Term 3 Week 7
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>

# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** CAPA

**SUBJECT:** Visual Art (Mandatory)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		PORTRAIT RESEARCH ASSIGNMENT	PORTRAIT ARTWORK	VISUAL ARTS DIARY
TYPE OF TASK		WRITTEN	ARTWORK	VISUAL ARTS PROCESS DIARY
SUBMISSION DATE		Term 1 & 3 Week 8	Term 1 & 3 Week 10	Term 2 & 4 Week 5
COMPONENTS	WEIGHTING	OUTCOMES 4.8	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>

# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** TAS

**SUBJECT:** Build It (EXCEL ELECTIVE)

TASK NUMBER		FORMATIVE TASKS	TASK 1	FORMATIVE TASKS	TASK 2
TASK NAME		Let's Do It	Showcase	Design and Create	Showcase
TYPE OF TASK		Ongoing, in class tasks	Semester 1 Showcase	Ongoing, in class tasks	Semester 2 Showcase
SUBMISSION DATE		Term 1-2	Term 2 Week 10	Term 3-4	Term 4 Week 9
COMPONENTS	WEIGHTING	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
<b>Communicate and collaboration</b> through speaking, listening, reading, writing, viewing and representing.	30%	-	15%	-	15%
<b>Creativity and Critical Thinking</b> used to develop a project for a real-world audience which links to the class concept.	30%	5%	10%	5%	10%
<b>IND4-1</b> identifies and applies fundamental WHS principles when working with tools, materials and machines	20%	5%	5%	5%	5%
<b>IND4-3</b> identifies and uses a range of hand and machine tools to produce quality practical projects	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>35%</b>	<b>15%</b>	<b>35%</b>

# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** TAS

**SUBJECT:** Executive Chef (EXCEL ELECTIVE)

TASK NUMBER		FORMATIVE TASKS	TASK 1	FORMATIVE TASKS	TASK 2
TASK NAME		Science Skills	Showcase	Science Skills	Showcase
TYPE OF TASK		Ongoing, In Class Tasks	Semester 1 Showcase	Ongoing, In Class Tasks	Semester 2 Showcase
SUBMISSION DATE		Terms 1 & 2	Term 2 Week 10	Terms 3 & 4	Term 4 Week 9
COMPONENTS	WEIGHTING	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
<b>Communicate and collaboration</b> through speaking, listening, reading, writing, viewing and representing.	30%	-	15%	-	15%
<b>Creativity and Critical Thinking</b> used to develop a project for a real-world audience which links to the class concept.	30%	5%	10%	5%	10%
DT4-2 describes and follows a process of design when developing design ideas and solutions	20%	5%	5%	5%	5%
DT4-10 uses a range of technologies appropriately and safely in the development of quality design solutions	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>35%</b>	<b>15%</b>	<b>35%</b>

# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** TAS

**SUBJECT:** Exploring Futures Technology (EXCEL ELECTIVE)

TASK NUMBER		FORMATIVE TASKS	TASK 2	FORMATIVE TASKS	TASK 4
TASK NAME		CAD Product	Showcase	Coding Challenge	Showcase
TYPE OF TASK		Formative	Semester 1 Showcase	Formative	Semester 2 Showcase
SUBMISSION DATE		Term 1 & 2	Term 2 Week 10	Term 3 & 4	Term 4 Week 9
COMPONENTS	WEIGHTING	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
<b>Communicate and collaboration</b> through speaking, listening, reading, writing, viewing and representing.	30%	-	15%	-	15%
<b>Creativity and Critical Thinking</b> used to develop a project for a real-world audience which links to the class concept.	30%	5%	10%	5%	10%
DT4-3- describes the impact of past, current and emerging technologies on the individual, society and environments	20%	5%	5%	5%	5%
TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>35%</b>	<b>15%</b>	<b>35%</b>

# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** TAS

**SUBJECT:** Food and Fashion (EXCEL ELECTIVE)

TASK NUMBER		FORMATIVE TASKS	TASK 1	FORMATIVE TASKS	TASK 4
TASK NAME		Kitchen Skills	Food Products	Textiles Skills	Textiles Product
TYPE OF TASK		Ongoing, in class tasks	Semester 1 Showcase	Ongoing, in class tasks	Semester 2 showcase
SUBMISSION DATE		Terms 1 & 2	Term 2 Week 10	Terms 3 & 4	Term 4 Week 9
COMPONENTS	WEIGHTING	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
<b>Communicate and collaboration</b> through speaking, listening, reading, writing, viewing and representing.	30%	-	15%	-	15%
<b>Creativity and Critical Thinking</b> used to develop a project for a real-world audience which links to the class concept.	30%	5%	10%	5%	10%
<b>DT4-2</b> describes and follows a process of design when developing a design idea and solutions	20%	5%	5%	5%	5%
<b>DT4-10</b> uses a range of technologies appropriately and safely in the development of quality design solutions	20%	5%	5%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>35%</b>	<b>15%</b>	<b>35%</b>

# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** CAPA

**SUBJECT:** Let's Dance (EXCEL ELECTIVE)

TASK NUMBER		TASK 1	TASK 2	TASK 3	Task 4
TASK NAME		Safe Dance Practice	Elements of Dance Performance / Space	Digital Diary	Showcase
TYPE OF TASK		Warm Up / Cool Down	Performance	Written Appreciation	Semester Showcase
SUBMISSION DATE		Term 1 & Term 3 Week 8	Term 2 & Term 4 Week 4	Term 1 & Term 3 Week 10	Term 3 & Term 4 Week 5
COMPONENTS	WEIGHTING	OUTCOMES DA4 – COM - 01 Collaboration	OUTCOMES DA4 – PER - 01 Communication	OUTCOMES DA4 – APP - 01 Critical Thinking	OUTCOMES DA4 – PER - 01 Collaboration
PERFORMANCE	50%	-	30%	-	20%
COMPOSITION	30%	30%	-	-	-
APPRECIATION	30%	-	-	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>



# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** PDHPE

**SUBJECT:** More Than a Game (EXCEL ELECTIVE)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Noticing 4Cs in Action	Identifying my Strengths	<b>Team Games Application</b>
TYPE OF TASK		Peer Observation	Self-Reflection	Practical Performance
SUBMISSION DATE		<b>Term 1 &amp; Term 3</b> Sem 1 Wk 6 T1- 07/03/2025 Sem 2 Wk 5 T3 22/08/2025	<b>Term 2 &amp; Term 4</b> Sem 1 Wk 4 T2 -23/05/25 Sem 2 Wk 4 T4- 7/11/2025	<b>Ongoing Sem 1/ Sem 2</b> Sem 1 T2 Wk 5 -30/05/2025 Sem 2 T4 Wk 5- 14/11/2025
COMPONENTS	WEIGHTING	OUTCOME Communication	OUTCOMES Collaboration Communication	OUTCOME Collaboration Communication
Practical Performance	70%	-	-	70%
Self-Reflection	20%	-	20%	-
Peer Observation	10%	10%	-	-
<b>TOTAL</b>	<b>100%</b>	<b>10%</b>	<b>20%</b>	<b>70%</b>

# YEAR 7 ASSESSMENT SCHEDULE 2025

**FACULTY:** PDHPE

**SUBJECT:** Resistance Training Introduction (EXCEL ELECTIVE)

TASK NUMBER		TASK 1	TASK 2	TASK 3
<b>TASK NAME</b>		Group Reflection and Planning	My goals	Fundamentals of Resistance Training
<b>TYPE OF TASK</b>		Peer Observation	Self-Reflection	Practical Performance
<b>SUBMISSION DATE</b>		<b>Term 1 &amp; Term 3</b> Sem 1 Wk 6 T1- 07/03/2025 Sem 2 Wk 5 T3 22/08/2025-	<b>Term 2 &amp; Term 4</b> Sem 1 Wk 4 T2 -23/05/25 Sem 2 Wk 4 T4- 7/11/2025	<b>Ongoing Sem 1/ Sem 2</b> Sem 1 T2 Wk 5 -30/05/2025 Sem 2 T4 Wk 5- 14/11/2025
<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>OUTCOME</b> Collaboration	<b>OUTCOMES</b> Communication	<b>OUTCOME</b> Collaboration Communication
Practical Performance	60%	-	-	60%
Self-Reflection	20%	-	20%	-
Peer Observation	20%	20%	-	-
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>60%</b>

# Summative Assessment Task Overview

## SEMESTER ONE

TERM ONE	
T1 -WK1	
T1- WK2	
T1- WK3	
T1- WK4	
T1- WK5	
T1- WK6	MORE THAN A GAME; RESISTANCE TRAINING INTRO;
T1- WK7	MUSIC SEMESTER 1;
T1- WK8	GERMAN; VA SEMESTER 1; LETS DANCE
T1- WK9	
T1- WK10	ENGLISH; MATHEMATICS; LETS DANCE
T1- WK11	GEOGRAPHY;
TERM TWO	
T2 -WK1	
T2- WK2	SCIENCE; MUSIC SEMESTER 1; TECHNOLOGY;
T2- WK3	
T2- WK4	GEOGRAPHY; MUSIC SEMESTER 1; MORE THAN A GAME; RESISTANCE TRAINING INTRO; LETS DANCE
T2- WK5	PDHPE; VA SEMESTER 1; MORE THAN A GAME; RESISTANCE TRAINING INTRO; LETS DANCE
T2- WK6	
T2- WK7	
T2- WK8	
T2- WK9	ENGLISH; MATHEMATICS; GERMAN;
T2- WK10	VA SEMESTER 1; BUILD IT; EXEC CHEF; EFT;
Please note assessments due dates may change slightly throughout the year in response to class progress- live updates are visible on Canvas in each course.	

## Summative Assessment Task Overview SEMESTER TWO

TERM THREE	
T3 -WK1	
T3- WK2	
T3- WK3	
T3- WK4	
T3- WK5	SCIENCE; MORE THAN A GAME; RESISTANCE TRAINING INTRO;
T3- WK6	TECHNOLOGY;
T3- WK7	MUSIC SEMESTER 2; TECHNOLOGY;
T3- WK8	GERMAN; VISUAL ART SEMESTER 2; LETS DANCE
T3- WK9	ENGLISH; HISTORY; MATHEMATICS; PDHPE;
T3- WK10	SCIENCE; VISUAL ART SEMESTER 2; LETS DANCE
TERM FOUR	
T4 -WK1	
T4- WK2	MUSIC B;
T4- WK3	GERMAN;
T4- WK4	HISTORY; MUSIC SEMESTER 2; MORE THAN A GAME; RESISTANCE TRAINING INTRO; LETS DANCE
T4- WK5	VISUAL ART SEMESTER 2; MORE THAN A GAME; LETS DANCE
T4- WK6	
T4- WK7	
T4- WK8	
T4- WK9	EXCEL SHOWCASE; BUILD IT; EXEC CHEF; EFT;
T4- WK10	
<p>Please note assessments due dates may change slightly throughout the year in response to class progress- live updates are visible on canvas in each course</p> <p><b>ONGOING ASSESSMENT IN PDHPE; EXCEL ELECTIVES</b></p>	