

CARINGBAH HIGH SCHOOL



Year 7 Assessment Booklet

2024

INTRODUCTION

The purpose of this document is to provide a summary of the marks allocated for the assessment of student achievement in each course.

Student Responsibilities

It is the student's responsibility to:

- participate fully and positively in their lessons and co-curricular activities, and to complete all work on time
- arrive at school on time and attend until the end of the school day. Approval must be sought for all absences or variations to attendance
- complete all work and assessment tasks to the best of their ability
- be present for and/or hand in assessment tasks at the required time. Unless there is proven illness or misadventure, late submission will incur a penalty of 20% of the weighted mark for each day late. Note that weekends count as 2 days, long weekends as 3 days
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back
- demonstrate through effort and achievement, he/she has met the requirements of the course
- ensure all work is their own. Plagiarism will not be tolerated and all 'take home' tasks must be the original work of the student. Any student found to have committed plagiarism will be given zero for that task

Computer or printer breakdown and internet issues are not an acceptable reason for failing to submit a task on time. It is the student's responsibility to use sensible work practises including making and retaining draft prints and saving files in an appropriate manner.

Unfair Advantage or Malpractice

Proven dishonesty/malpractice will result in a zero award for the assessment task. The following are examples of causes of unfair advantage:

- copying someone else's work in part or in whole, and presenting it as their own
- giving a copy of their task to another student, if that student then copies it in part or whole. In this instance both students will receive a zero mark
- providing another student with details of assessment/examination questions
- not acknowledging sources
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning their source
- paying someone to write or prepare material and presenting it as their own
- not acknowledging any work completed by others for submitted work or performances
- breaching school exam rules
- cheating in an exam
- using non-approved aids in an assessment task or exam
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Illness or Misadventure

Circumstances may arise that prevent a student from completing an assessment task. These may include personal illness, family tragedy or bereavement, etc. These circumstances may prevent attendance on the day of a task or from completing a hand-in task on time. **Computer/printer failure/internet issues are not grounds for appeal.** Students will need to complete an Illness/Misadventure Application (obtainable from the Deputy Principal) on their first day back at school.

If a student misses a test or other in-school task, they must be prepared to complete this task on the day that they return to school after the absence. If absent on the day that a hand-in task is due, students should email the task on the day it is due, as is, to their class teacher or follow submission instructions.

Please note: All dates are correct at time of printing, however, changes may be required throughout the year. Students will receive official written notification of all assessment task at least two weeks before the due date.

ENGLISH

The Year 7 English course is designed to equip students with the necessary skills, knowledge and understanding to read, evaluate and respond to a variety of texts across a range of modes, including ICT. Each program is intended to integrate the study of interesting and important concepts, while developing creativity and critical thinking skills, and refining their skills in composing and responding.

All classes in Year 7 will follow a common course of work, consisting of five units, four of which will be formally assessed. Students will be given a range of assessment tasks to demonstrate their achievement of the course outcomes.

Semester 1

English	Assessment 1	Assessment 2
Assessment	Life Writing	Powerful Voices – Persuasive Speaking
Type	Creative response	In-class speech
Weighting	25%	25%
Due Date	Term 1, Week 9	Starting Term 2, Week 5
Syllabus outcome	EN4-URA-01, EN4-URC-01, EN4-ECA-01	EN4-URB-01, EN4-ECA-01

Semester 2

English	Assessment 1	Assessment 2
Assessment	Narratives – Novel Study <i>The Book Thief</i>	<i>Shakespeare's World</i> – Introduction to Shakespeare
Type	In-class essay with a page of notes	Digital presentation
Weighting	25%	25%
Due Date	Term 3, Week 7	Term 4, Week 4
Syllabus outcome	EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECB-01	EN4-RVL-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01

Alongside these formal assessments, students in Year 7 will also have to complete an ongoing literacy and reading project, completing and submitting a series of critical, analytical and imaginative tasks.

The overall yearly assessment will be used to help organise students into appropriate classes for the next year.

STAGE 4 HISTORY

For assessment purposes students need to demonstrate knowledge and understanding of the Ancient to Modern World well as an ability to interpret, analyse, empathise, research and communicate information in a variety of forms including ICT.

Each task is designed to enable judgements to be made about student achievement of more than one outcome.

Students in each class complete the following during each semester:

Semester 1

History	Assessment 1
Assessment	Source Task
Type	In class
Weighting	35%
Due Date	Term 2, Week 2
Syllabus outcome	HT 4-1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Semester 2

History	Assessment 1	Assessment 2
Assessment	Research Task	In Class Task
Type	Hand-in	In-class timed task
Weighting	30%	35%
Due Date	Term 3, Week 2	Term 4, Week 2
Syllabus outcome	HT 4-1, 2, 3, 4, 5, 6, 8, 9	HT 4-1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Research Task

Assessing such things as historical skills, knowledge and understanding outcomes, sequencing and recalling, investigating and researching. Communicating of ideas and concepts.

Extended Response

Common to all classes. Knowledge/content and skills outcomes will be assessed.

LANGUAGES

The Year 7 language program is based on beginners' courses in Latin, Japanese and French. During the introductory courses the skill areas of speaking; listening, reading and writing will be assessed.

All tests will be common across all classes.

Semester 1

Language	Assessment 1	Assessment 2
Assessment	French interacting and creating (listening and speaking)	French understanding and creating (reading and writing)
Type	Test	Test
Weighting	25%	25%
Due Date	Term 1, Week 10	Term 2, Week 1
Syllabus outcome	ML4-INT-01, ML4-CRT-01	ML4-UND-01, ML4-CRT-01

Semester 2

Language	Assessment 1	Assessment 2.
Assessment	Latin reading, analysis, translation, vocabulary and culture	Japanese understanding and creating (reading and writing)
Type	Submitted Recordings and test	Test
Weighting	25%	25%
Due Date	Term 3, Week 1	Term 4, Week 1
Syllabus outcome	CL4-UND-01, CL4-UND-02, CL4-ICU-01	ML4-UND-01, ML4-CRT-01

Student choice and results from language assessment tasks across Year 7 may be used to inform Language classes in Year 8.

MATHEMATICS

A variety of mathematical skills and concepts are covered in the Year 7 Mathematics curriculum. Students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

Formal assessment throughout the year will consist of three common tests, each of which will cover two or more topics, as well as a yearly examination that will cover the entirety of the course studied thus far. Students will be given adequate notice of the content and date of each task.

Semester 1

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 1 (Number, Fractions, Percentages)	Common Test 2 (Decimals, Algebra)
Type	Examination	Examination
Weighting	20%	20%
Due Date	Term 1, Week 8-9	Term 2, Week 3-4
Syllabus outcome	MA4-IND-C-01, MA4-INT-C-01, MA4-LIN-C-01, MA4-FRC-C-01	MA4-RAT-C-01, MA4-ALG-C-01

Semester 2

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 3 (Angles, Statistics, Equations)	Yearly Examination
Type	Examination	Examination
Weighting	20%	40%
Due Date	Term 3, Week 5-6	Term 4, Week 3-4
Syllabus outcome	MA4-ANG-C-01, MA4-DAT-C-01, MA4-EQU-C-01	All from previous assessment tasks, and MA4-LEN-C-01, MA4-GEO-C-01, MA4-ARE-C-01, MA4-VOL-C-01

The overall yearly assessment, along with teacher professional judgment, will be used to help organise students into appropriate classes for the next year.

Topics studied late in Term 4 will be assessed in Semester 1 of the following year.

MUSIC

Caringbah High has an extensive and varied classroom and ensemble music program. In the Year 7 course:

- students will perform in class
- students will listen to music of various styles
- students will read and analyse music
- students will create music

Activities will be for both solo and group work and allow students to work to their own potential and ability level. This course will foster in each student, increased enjoyment and understanding of music. Students are strongly encouraged to participate in at least one of the fourteen bands/choirs to further extend and develop their musical gifts and talents.

The topics studied in Music Semester 1 Music are *Music of a Culture* and *Music of a Western Tonal Tradition (1600 – 1900)*. The topics studied in Semester 2 are *Instruments of the Orchestra* and *Australian Music* (including Aboriginal and Torres Strait Islander Music).

Semester 1

Music	Assessment 1
Assessment	Performance
Type	Keyboard Performance
Weighting	30%
Due Date	Term 2, Week 3
Syllabus outcome	4.1, 4.9

Semester 2

Music	Assessment 1	Assessment 2
Assessment	In Class Test	Performance
Type	Listening and Theory Test	Performance Progress
Weighting	30%	40%
Due Date	Term 3, Week 2	Term 4, Week 7
Syllabus outcome	4.7, 4.8	4.2, 4.3, 4.4

PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION

Assessment of student outcomes in PD/H/PE will occur in both theory and practical areas. Objective and subjective appraisal will be used, taking into account team skills, leadership, interaction, communication and performance.

Semester 1

PDHPE	Assessment 1	Assessment 2
Assessment	Identity, Changes and Challenges	Fundamental Movement Skills
Type	Semester 1 exam	Practical assessment
Weighting	25%	25%
Due Date	Term 2, Week 3 - 4	Ongoing during Term 1-2 practical lessons
Syllabus outcome	PD4-1, PD4-2	PD4-4, PD4-11

Semester 2

PDHPE	Assessment 1	Assessment 2
Assessment	Basketball/Soccer	Healthy, Safe and Active Communities
Type	Practical assessment	Hand-in task – Obstacle course
Weighting	25%	25%
Due Date	Ongoing during Term 3 practical lessons	Term 3, Week 9 -10
Syllabus outcome	PD4-4, PD4-5	PD4-6, PD4-7

Grades will be allocated using the results from the above assessment tasks and the Course Performance Descriptors.

SCIENCE

The Science course in Years 7 to 10 at Caringbah High School has been designed to develop students':

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.

We expect that students will continually develop their expertise in each of the following areas:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing and analysing data and information
- Problem solving
- Communicating.

Assessment

Each semester there will be an exam which assesses both Knowledge and Understanding, and the Working Scientifically skills. In addition, there will be other assessment tasks which assess a range of skills, as outlined below. All hand-in tasks are required to be uploaded to the relevant Moodle course. The Science Faculty does not accept emailed tasks.

Semester 1

Science	Assessment 1	Assessment 2
Assessment	Working Scientifically Task	Semester 1 exam
Type	Practical Test	Exam
Weighting	15%	35%
Due Date	Term 1, Week 9 -10	Term 2, Week 3 - 4
Syllabus outcome	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7W, SC4-8WS, SC4-9WS	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW, SC4-17CW

Semester 2

Science	Assessment 1	Assessment 2
Assessment	Depth Study	Semester 2 exam
Type	Student Research Project	Exam
Weighting	15%	35%
Due Date	Term 3, Week 8	Term 4 Week, 3 - 4
Syllabus outcome	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7W, SC4-8WS, SC4-9WS	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7W, SC4-8WS, SC4-9WS, SC4-PW1, SC4-PWS, SC4-PW3, SC4-PW4, SC4-LW1, SC4-LW2, SC4-LW3, SC4-LW5

TECHNOLOGY

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

The Technology course involves project-based learning and has been programmed into semesters over Years 7. All class groups will study the same learning program but may complete the design projects at different times throughout the semester. The Technology course also includes knowledge about essential design and technology specific content. The course outcomes will be assessed within class groups and not across the whole grade.

Students will develop design and production folios documenting evidence of the application of a design process and the specific technologies used in production. Students must produce a minimum of four design and production folios across Years 7–8.

A range of assessment strategies will be used to evaluate the required outcomes within these stated areas. The Assessment Strategies include; Skills Observation, Research Activities, Presentations, Portfolios, Written Reports, Peer and Self-Assessment.

Semester 1 & 2

Technology	Assessment 1	Assessment 2
Assessment	Project 1 – Production & Folio	Project 2 – Production & Folio
Type	Project	Project
Weighting	50%	50%
Due Date	Term 2	Term 4
Syllabus outcome	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS

VISUAL ARTS

Assessment in Year 7 Visual Arts is an ongoing process and is conducted at the end of each assessment task, with marks awarded and formal feedback given.

Assessment activities in each semester cover at least two artmaking practices e.g. drawing, painting, design, sculpture or printmaking, as well as critical and historical writing and the Visual Arts Diary.

Assessment tasks are fully discussed in class, with students made aware of the marking criteria and desired learning outcomes

Semester 1

Visual Arts	Assessment 1
Assessment	Artmaking
Type	Drawing and VAPD (on-going in class artmaking)
Weighting	30%
Due Date	Term 2, Week 3
Syllabus outcome	4.1, 4.5, 4.6, 4.7, 4.9

Semester 2

Visual Arts	Assessment 1	Assessment 2
Assessment	Artmaking	Critical and Historical/Artmaking
Type	Printmaking (on-going in class artmaking)	1a: Written Research 1b: Mask
Weighting	20%	20% and 30%
Due Date	Term 3, Week 2	Term 4, Week 5
Syllabus outcome	4.2, 4.3, 4.4	4.5, 4.6, 4.8, 4.10