



Assessment Handbook

Year 7, 2025

This booklet provides you with important information about the school's assessment policy, timing of Assessment Tasks and the content examined for each assessable task you have this year.

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Overview of Policy

Introduction

Killarney Heights High School is committed to enhancing and encouraging students' achievement of learning outcomes. The Killarney Heights High School Assessment Policy is designed to ensure consistency in assessment throughout the school. Our aim is to ensure that all our students progressively develop their skills and knowledge in a collaborative and supportive environment.

Assessment

Students will be regularly assessed on their learning progress in a range of forms. Assessment tasks will reflect work completed in class, and teachers will create opportunities to provide students with feedback on their progress. For this reason, homework will often consist of work towards assessment tasks. For more information, see *Appendix 1: Assessment at KHHS*.

Expectations

The school will provide students with adequate notice, preparation and support for assessment tasks. Students are expected to work to the best of their ability and to follow procedures outlined in the school Assessment Policy. Students must participate and produce work to demonstrate the achievement of course outcomes. Parents and carers are also to refer to the policy when engaging with students or the school in relation to assessment tasks. For more information, see *Appendix 2: Responsibilities and/or Appendix 6: Preliminary and Higher School Certificate*.

Malpractice and Awarding Zero Marks

Malpractice will result in a mark of zero. This may include any of the activities outlined in the Assessment Policy (see *Appendix 3: Malpractice*). Students who have engaged in malpractice may appeal (see Appeals) to avoid receiving a mark of zero. Marks of zero may also be awarded for absence the day on or day prior to an assessment task without valid cause (see Illness and Misadventure). For more information, see *Appendix 3: Malpractice*.

Unsatisfactory Performance in a Course: Letters of Concern and N-Award Determination

When students are failing to meet the requirements of their course, several steps will be taken by KHHS to support them in improving their result. Parents will be notified when students are reviewed for their performance in a course.

Students who fail to complete an assessment task, are absent for multiple lessons, or fail to complete classwork across multiple lessons will receive a Letter of Concern (Stage 4) or an N-Award Warning (Stage 5 RoSA and Stage 6 HSC). They are expected to submit this work to the Head Teacher of the faculty in order to resolve the warning. They will receive a mark of zero but will be eligible for report grades based on course outcomes.

Students who receive an N-Award Warning will receive support from their teacher in order to complete the work necessary. Students are expected to apply themselves to this process, which may include attending the school's Homework Club, and using any free periods to work in the school Library.

An Unsatisfactory Determination Award (N-Award) will be determined by the Principal and will occur in conjunction with the assessment appeals process (see Appeals). Principals may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to NESAs that a student will receive an "N Determination" for the course.

Absence for Assessment Tasks

Students must ensure that their Assessment Tasks are submitted on the due date. In all cases, where a student does not submit or attend an Assessment Task, they must complete an Illness/Misadventure form. If a student is absent for all or part of the due date or the school day prior to the due date, they must complete an Illness/Misadventure form (see below). Failure to follow these procedures will result in a mark of zero being awarded.

If a student is aware that they will be absent for an Assessment Task due to extra-curricular school and sporting commitments, they must give notice of their leave as soon as possible. The task should be handed in prior to the due date in these cases, unless an alternative date has been negotiated with the Head Teacher and an Illness/Misadventure form is completed.

Leave during term time

The Department of Education does not support family holidays during term. Leave taken for this purpose does not qualify for a misadventure. Students may submit hand in tasks prior to leaving however exams and tests will not be rescheduled and the student will receive a mark of zero if they are absent on the day the task is scheduled. In this situation, the student still needs to complete the task at a time and in a manner determined by the Head Teacher in order to meet course outcomes. For assessments due or undertaken upon return from leave, students are expected to complete the task and will not be eligible for consideration of marks or an extension.

Illness and Misadventure Procedures

The school's procedure for illness and misadventure is available to all students via the Illness/Misadventure form. This form should be used to apply for consideration for Assessment Tasks, including explaining absences before or on due dates, negotiating alternate arrangements for submission of tasks, applying for extensions, or applying for consideration of extra marks or an estimate due to extreme circumstances. Technology failure is not an acceptable reason for late submission of work. For specific policies on these, see Appendix 4: Illness and Misadventure Procedures.

In all cases, the Illness/Misadventure form should be presented by the student to the Head Teacher at the earliest possible time, with any relevant accompanying documentation (including, where relevant, a medical certificate). Where the Head Teacher approves the application, the student will incur no academic penalty and alternative arrangements for the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason, the student will receive a mark of zero for that Assessment Task.

Appeals can be made to the Deputy Principal if the misadventure claim is disputed (see Appeals).

Appeals

The appeals process is available to all students. If the student believes there were irregularities in the application, marking or recording of results for any Assessment Task, this must be immediately discussed with the Head Teacher. The student must provide a copy of their work accompanied by a written explanation of their reason for appealing, detailing features of the marking criteria or marking process that are being appealed. This process must be undertaken within two days of receiving back the task mark.

If the student is not satisfied with the Head Teacher's response in relation to their appeal of an Assessment Task mark, illness/misadventure application, or malpractice claim, they may choose to escalate their appeal to the relevant Deputy Principal. Students are encouraged to provide material such as drafts or planning documents to allow the Deputy Principal to consider all information and evidence when making a decision in regard to the claim. This process must be undertaken within two days of receiving the Head Teacher's response.

For more information regarding HSC Appeals, see *Appendix 6: HSC Processes*.

Disability Provisions

A student may be granted disability provisions based on a number of factors.

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group. Disability provisions will be determined by the school and submitted to NESAs for approval. The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.

For more information, see *Appendix 5: Disability Provisions*.

Appendix 1: Assessment at KHHS

To ensure progress, teachers use Formative Assessment to monitor student learning and provide ongoing feedback that can help students to identify their strengths and weaknesses and target areas that need further work. As a result, it is common that formal homework is not always set, however, students may be required to submit components of their assignment for feedback during the process of completing the task.

Assessment at Killarney Heights High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

Assessment Tasks are designed to measure performance against course outcomes through a range of activities. Assessment Tasks may include:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Class and/or cohort tests
- Compositions – musical
- Extended response – imaginative, analytical, persuasive, discursive, evaluative, reflective
- Formal examinations

Appendix 2: Responsibilities

School Responsibilities

- The year adviser will issue each student with an assessment booklet containing a summary of the schedule including the school policies and procedures at the start of each year
- A copy of the complete assessment schedule will be published on the school website
- Subject teachers will hand out and explain the schedule at the start of each school year
- Any changes will be communicated to students at least 2 weeks before the due date and updated on the school website
- The New South Wales Education Standards Authority (NESA) recommends a maximum of four formal Assessment Tasks per subject per school year
- No formal Assessment Task may be conducted within 1 week of any examination period
- Where possible, an Assessment Task will be marked by more than one teacher
- Students must be provided with a notification of assessment (Assessment Notification) as early as possible but no less than 2 weeks in advance of the date that the Assessment Task is due
- The Assessment Notification will contain a basic description of the task with essential information, to be supported by additional support materials and instruction in classes

Student Responsibilities

It is the student's responsibility to:

- Know and understand the expectations, tasks and timing of assessments for each of their courses.
- Demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- Collect any work missed due to absence from class for any reason.
- Complete a "Misadventure Form" if the student is sick on the day of an assessment, the day prior to an assessment, or cannot complete a task. See Appendix 4: Absence, Illness and Misadventure Procedures for further information.
- Make a serious attempt at completing all tasks, including submitting their work in an appropriate format and on time.
- Attend all examinations and bring all required examination equipment
- 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.

Parent Responsibilities

- Assist students in the development of time management skills by encouraging the use of diaries and calendars.
- Support students with the completion of assignments that reflect the student's own knowledge and understanding.

Success Criteria for KHHS Assessments

To have satisfactorily completed a course, students will have:

- satisfactorily completed the NESA requirements for all courses studied
- have a satisfactory record of attendance
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Participation

A genuine attempt must be made concerning the teaching and learning activities of a course. Participating in a course involves completing assignments, homework, and set tasks. It is up to the teacher's professional judgement to determine what constitutes genuine participation.

Appendix 3: Malpractice

Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It may include, but is not limited to:

- Breach of school examination or test rules
- Copying someone else's work (in whole or part) and presenting it as their own
- Using material from other sources without correct reference
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts)
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an Assessment Task
- Creating false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Use of augmentation or artificial intelligence software including automated essay generation or translation services

Malpractice is taken seriously at Killarney Heights High School and will result in:

- zero marks for part or all of the Assessment Task/examination
- potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged (referenced).

For the malpractice policy related to Stage 6, check the Higher School Certificate section and the relevant Assessment Guidelines.

Examination and Class Test Rules

- If students are found to have notes, paper, unauthorised material or any communication device such as a programmable watch, smartwatch or a mobile telephone in their possession once the examination has commenced, they may be penalised, which could result in being given zero for the examination.
- Students are required to make a serious attempt at the examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt and may result in the cancellation of the course.
- Students must complete the student attendance slip and ensure it has been collected before they leave the examination room.
- Students must remove their watch and place it in clear view on their desk.
- Students must not start writing until instructed to and must stop writing immediately when instructed to do so.
- When leaving students must not take any part of the examination materials or question booklet from the examination room.
- Students may not leave the examination room within the first hour of the examination or in the last 15 minutes, except in case of emergencies, or with the permission of the principal.

Students who have been granted special conditions for their exams will need to see the exam coordinator prior to the exam period so that all supervising teachers can be made aware of these special conditions.

Students who miss an exam due to illness, misadventure, leave, or domestic problems must complete the Illness/Misadventure form supplied in this handbook and submit it to the relevant Head Teacher on the morning of their return to school.

Suspension and Assessment

Unless forbidden by the Principal, a suspended student may be required to attend school for the time span only during which an in-school Assessment Task is being completed.

If the task is in the form of a written assessment, it must be handed to the front office or submitted online to the class teacher on the due date. Failure to comply with the above will result in a zero grade.

Appendix 4: Absence, Illness and Misadventure Procedures

Absence and Illness

If a student is unwell or suffers misadventure on the day (or the day prior to) the due date they must complete an Illness/Misadventure form and provide any relevant accompanying documentation (including, where relevant, a medical certificate). Immediately on the student's return to school, they must provide the completed form and accompanying documentation to the Head Teacher.

Where the Head Teacher finds that the student had a valid reason for their absence on the day (or day prior to) the due date of the Assessment Task, the student will incur no academic penalty and alternative arrangements for the submission of the Assessment Task will be made. Where the Head Teacher finds that the student did not have a valid reason for their absence on the day (or day prior to) the due date of the Assessment Task, the student will receive a mark of zero for that Assessment Task.

Excursions and Fieldwork

Some subjects require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. This is at the discretion of the Principal.

Extensions

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension to the due date must complete an "Illness/Misadventure" form; and provide the completed "Illness/Misadventure" form to the relevant Head Teacher as soon as reasonably possible.

Any requests for an extension to the due date will be assessed by the relevant Head Teacher on a discretionary basis. If the student does not receive an approved extension and does not submit any component of the task, they will receive a mark of zero.

Estimates

Teacher must assess students' actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. Estimates must be based off similar tasks, and in many cases, it may be relevant to base this off work completed in class rather than prior Assessment Tasks. This must be in accordance with the illness/misadventure process. Attendance and application are not to be taken into account in calculating final assessment marks or in any individual assessment task.

Group Performance and Presentation Absence, Illness or Misadventures.

Students are required to perform or present on the scheduled date specified in the assessment notice. In the event that a performance or presentation cannot go ahead due to the absence of a group member, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

The student responsible for the misadventure must complete and submit an individual "Illness/misadventure" form on the day of their return to school. Please note this application will be considered separately to the group application.

Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion. Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task at the earliest opportunity. Rescheduling of the performance or presentation to an alternate date will be at the discretion of the Head Teacher.

Group Projects or Hand-In Assessment Absence, Illness or Misadventures.

Students are required to submit work on the scheduled date specified in the assessment notice. In the event that the ability to complete the task is limited by the absence of a group member or other factors, the affected students need to complete an illness/misadventure form as a group. Completed illness/misadventure forms must be completed and submitted at the earliest possible opportunity.

Illness/misadventure forms are to be submitted to the relevant Head Teacher. Applications will be considered on a case by case basis and decisions are left to the Head Teacher's discretion. This may include consideration of the duration or reason for absences, or the degree of impact on the group's ability to complete the task. Extensions or consideration of marks will be at the discretion of the Head Teacher.

Appendix 5: Disability Provisions

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Psychological difficulties

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal for the year group.

Disability provisions will be determined by the school. This decision is then submitted to NESA for approval.

The types of adjustments made will vary based on the needs of individual students and negotiated with teachers, Learning Support Officers, parents/caregivers and students.

Provisions may include, but are not limited to:

- A 'reader' or 'writer' in examinations
- Extra time or rest breaks in examinations
- Large print or coloured paper
- The use of a computer

In circumstances of a temporary disability, such as an injury which may affect school assessments or examinations, the student may apply to the relevant Head Teacher for appropriate disability provisions. Medical or other appropriate evidence will be required.



Killarney Heights High School

Illness/ Misadventure/Absence for an assessable task

It is the responsibility of a student, who for various reasons, fails to submit an assessable task, to make proper application for consideration under the published rules of the Assessment Procedures.

Completed by Student

Surname Given name

Class Subject(s).....

Date(s) of task

Reason for absence or not submitting task
.....
.....

Medical certificate and/or other documentation attached: Yes / No

Student signature Date

Parent signature Date

Completed by Head Teacher

Task type: In class/ Exam Hand in Group project

Please circle

Head Teacher Recommendation: Consideration for marks Assessment rescheduling
(date) Please circle

Misadventure not approved

Additional comments:
.....

Head Teacher signature: Date received

RETURN THIS COMPLETED FORM TO YOUR DEPUTY PRINCIPAL

Deputy Principal Signature: Date received

English

Year 7: By the end of Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

Note: Assessment for Year 7 in Term 1 will be formative only. Syllabus outcomes not addressed in the below formal assessment schedule will be addressed in the Term 1 introductory unit of work.

Outcomes
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

Assessment Schedule

	Task 1	Task 2	Weighting
Task Name	Novel Study Essay	Poetry and Reflection	
Task Type	Extended Analytical Response	Part A: Creative Composition Part B: Reflection	
Due	Term 2 Week 10	Term 3 Week 10	
Method of Submission	Hand In	Part A: Hand In Part B: In Class	
Focus Outcomes	EN4-URB-01 EN4-ECB-01	EN4-ECB-01; EN4-ECA-01	
Weighting	50%	50%	

Mathematics

Year 7: The primary role of assessment is to establish where students are in their learning so that teaching can be differentiated, and further learning progress can be monitored over time. It provides information that assists teachers to target their teaching at the point of student need. Students will formally demonstrate their understanding through an in-class test, an assignment and a formal examination

Outcomes	
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
Number and Algebra	
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 $ax^2 = c$
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
Measurement and Space	
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
Statistics and Probability	
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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Predictions, Decisions and Representing Numbers	Multiplicative Thinking	Final Exam	
Task Type	Class Test	Portfolio	Formal Examination	
Due	Term 2 Week 4	Term 3 Week 7	Term 4 Week 4	
Method of Submission	In Class	Hand In	Exam Period	
Focus Outcomes	MA4-INT-C-01, MA4-FRC-C-01, MA4-PRO-C-01, MA4-DAT-C-01, MA4-DAT-C-02	MA4-FRC-C-01, MA4-ALG-C-01, MA4-IND-C-01	MA4-FRC-C-01, MA4-ALG-C-01, MA4-GEO-C-01, MA4-LEN-C-01, MA4-ARE-C-01	
Weighting	35%	30%	35%	100%

NB: All Stage 3 outcomes are assumed/prerequisite knowledge for each assessment task.

Science

Year 7: By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts, as well as the nature, development and importance of scientific evidence. Students describe the action of unbalanced forces on the motion of objects in everyday situations, including the Earth's gravity. They relate the structure and function of living things to their classification, survival and reproduction. They also describe the dynamic nature of models, theories and laws in developing scientific understanding of the Earth, solar system and relate the physical and chemical properties of matter to how materials are processed and used by society in everyday life.

Outcomes	
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
SC4-11PW	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
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Practical Skills Assessment	Designing a water filtration device	Yearly Examination	
Task Type	Practical Work	Extended Response	Formal Examination	
Due	Term 2 Week 2	Term 3 Week 6	Examination Period	
Method of Submission	In Class	Hand In	Formal Examination	
Focus Outcomes	SC4-6WS, SC4-5WS, SC4-9WS,	SC4-5WS, SC4-9WS, SC4-17CW	SC4-7WS, SC4-12ES, SC4-14LW, SC4-16CW, SC4-11PW	
Component				
Knowledge & Understanding	10		25	35%
Planning and Conducting Investigations	20		5	25%
Critical Thinking and Problem Solving		15	5	20%
Communicating		20		20%
Weighting	30%	35%	35%	100%

Geography

Year 7 Geography: students describe the geographical processes that influence the features and characteristics of places and environments across a range of scales. They also investigate the nature of human interaction with the natural world.

Outcomes

- 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

Assessment Schedule

	Task 1	Task 2	Weighting
Task Name	Place and Livability Response	Landscapes and Landforms Interconnections, Water in the World	
Task Type	Research Report	Formal Examination	
Due	Term 2 Week 5	Examination Period	
Method of Submission	Hand In	Formal Examination	
Focus Outcomes	GE4-1, GE4-4, GE4-5	GE4-2, GE4-6, GE4- 8	
Weighting	50%	50%	100%

Drama

Year 7 Students will develop knowledge, understanding and skills, individually and collaboratively through making, performing and appreciating drama. Students learn how to work in groups and collaborate to devise performance pieces, as well as use scripted material to develop engaging characters.

Outcomes	
4.1.1	identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
4.1.2	improvises and playbuilds through group-devised processes
4.1.3	devises and enacts drama using scripted and unscripted material
4.1.4	explores a range of ways to structure dramatic work in collaboration with others
4.2.1	uses performance skills to communicate dramatic meaning
4.2.2	experiments with performance spaces and production elements appropriate to purpose and audience
4.2.3	explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning
4.3.1	identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
4.3.2	recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
4.3.3	describes the contribution of individuals and groups in drama using relevant drama terminology.

Assessment Schedule

	Task 1	Task 2	Weighting
Task Name	Script: Play Study	Playbuilding	
Task Type	Performance & Reflection	Practical Work	
Due	Term 3 Week 4	Term 4 Week 2	
Method of Submission	In Class	In Class	
Focus Outcomes	4.1.1, 4.1.3, 4.2.2	4.1.1, 4.1.4	
Weighting	50%	50%	100%

Music

Year 7: In the first unit “STOMP: Rhythm and Movement”, students will study the music of STOMP, a percussion group based in New York. Through performance and composition activities students will develop an understanding of rhythm and beat, sound and silence, and the complexities of performing in an ensemble. In the second unit, “Peter and the Wolf” students will learn how to compose simple motifs for an Australian narrated version of this story. In the third unit “Ukulele: Pitch and Texture” students will use the ukulele to explore a wide variety of repertoire. Students will learn about melody, harmony, pitch, as well as solidifying their understanding of different types of music notation. The assessments for this unit are a Ukulele performance and a Yearly Examination.

Outcomes	
4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
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	notates compositions using traditional and/or non-traditional notation
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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	STOMP Performance	Peter and the Wolf Composition	Ukulele Performance	
Task Type	Practical Work	A: Composition B: Reflection	Practical Work	
Due	Term 2 Week 3	Term 3 Week 7	Term 4 Week 5	
Method of Submission	In Class	Hand In	In Class	
Focus Outcomes	4.1, 4.3, 4.4	4.4, 4.5, 4.6	4.2, 4.8, 4.9	
Weighting	30%	30%	40%	

Visual Arts

Year 7: Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. Year 7 students will be exploring the principles and elements of art.

Outcomes	
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	explores the function of and relationships between the artist – artwork – world – audience
4.3	makes artworks that involve some understanding of the frames
4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	Investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
4.7	explores aspects of practice in critical and historical interpretations of art
4.8	explores the function of and relationships between the artist – artwork – world – audience
4.9	begins to acknowledge that art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings

Assessment Schedule

	Task 1	Task 2	Weighting
Task Name	Elements of Art	Australian Art	
Task Type	Practical Work	Short Answer Responses	
Due	Term 2 Week 2	Term 4 Exam Period	
Method of Submission	Hand In	Formal Examination	
Focus Outcomes	4.1, 4.4, 4.6	4.7, 4.8, 4.9, 4.10	
Artmaking	50		50%
Theory		50	50%
Weighting	50%	50%	100%

French for Background Speakers

In Year 7, students from French backgrounds deepen their understanding of the language through meaningful interactions and exchanges that connect to their cultural heritage. They learn to communicate their personal experiences, interests, and opinions while enhancing their comprehension and response skills across various texts. Students engage with selected French literature and create a diverse range of texts tailored to different audiences and purposes.

Outcomes	
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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Half-Yearly Test	Interacting	Yearly Test	
Task Type	Class Test	Practical Work	Formal Examination	
Due	Term 2 Week 4	Term 3 Week 9	Term 4 Exam Period	
Method of Submission	In Class	In Class	Formal Examination	
Focus Outcomes	ML4-CRT-01 ML4-UND-01	ML4-INT-01	ML4-CRT-01 ML4-UND-01	
Weightings	40%	30%	30%	

French Prior Learning

Year 7: The students will explore the themes of school life, the house, shopping and food.

Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating

Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

Composing – creating spoken, written, bilingual, digital and/or multimodal texts

Systems of language – understanding the French language system including sound, writing, grammar, text structure; and how language changes over time and place

The role of language and culture – understanding and reflecting on the role of French language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Outcomes	
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

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Half-Yearly Test	Interacting	Yearly Test	
Task Type	Class Test	Practical Work	Class Test	
Due	Term 2 Week 4	Term 3 Week 9	Term 4 Exam Period	
Method of Submission	In Class	In Class	Formal Examination	
Focus Outcomes	ML4-CRT-01 ML4-UND-01	ML4-INT-01	ML4-CRT-01 ML4-UND-01	
Weightings	40%	30%	30%	100%

Personal Development, Health and Physical Education (PDHPE)

Year 7: Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

Outcomes

- PD 4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD 4-4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD 4-5 Transfers and adapts solutions to complex movement challenges
- PD 4-6 Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.
- PD 4-7 Investigates health practises, behaviours and resources to promote health. Safety, wellbeing and physically active communities
- PD 4-9 Demonstrates self-management skills to effectively manage complex situations
- PD 4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD 4-11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Assessment Schedule

	Task 1	Task 2	Task 3	Weighting
Task Name	Athletics Skills and Peer Evaluation	Hunger Games	Creative Dance Practical Skills	
Task Type	Performance and Evaluation	Report/Presentation	Performance and Evaluation	
Due	Term 1 Week 11	Term 3 Week 9	Term 3, Week 5 - 7X, 7I, 7H Week 10 - 7P, 7N, 7S	
Method of submission	In Class	Hand In	In Class	
Focus Outcomes	PD 4-4 PD 4-5	PD4-2, PD4-9, PD4-10	PD4-11, PD4-10	
Weighting	30%	30%	40%	100%

Technology Mandatory

Year 7: 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.

Outcomes	
Design and Production Skills	
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
Knowledge and Understanding	
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
TE4-8EN	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 professions contribute to society now and into the future

Assessment Schedule

	Task 1	Task 2	Weighting
Task Name	Tech Design	Technology in the world.	
Task Type	Part A: Research Part B: Practical	Part A:Prac Part B Evaluation Portfolio	
Due	Term 2 Week 3	Term 4 Week 2	
Method of Submission	Hand in	Hand In	
Focus Outcomes	TE4-2DP, TE4-3DP TE4-1DP, TE4-10TS	TE4-9MA, TE4-6FO TE4-8EN, TE4-5AG	
Weighting	50%	50%	

Assessment Summary Year 7 2025

Week	Term 1 2025	Term 2 2025	Term 3 2025	Term 4 2025
1				
2		Science - 30 (C) Visual Arts - 50 (H)		Drama - 50 (C) Technology-40 (H)
3		Music - 30 (C) Technology-40(H)		
4		French Prior -40 (C) French B'gS -40 (C) Maths - 35 (C)	Drama-50 (C)	Formal Exam Period
5		Geography - 50 (H)	PDHPE-40 (C) (7X, 7I, 7H)	Music - 40 (C)
6			Science - 35 (H)	
7	NAPLAN		Maths - 30 (H) Music - 30 (H)	
8	NAPLAN			
9			PDHPE - 30 (H) French B'gS -30 (C) French Prior -30 (C)	
10		English - 50 (H)	English - 50 (H/C) PDHPE - 40 (C) (7P, 7N, 7S)	
11	PDHPE - 30 (C)			
(C) In Class (H) Hand In				

Year 7 End of Year Exam 2025

English	Mathematics	HSIE	Science	CAPA /Languages	PDHPE	TAS
	Maths - 35	Geography - 50	Science - 35	French Background - 30 French Prior - 30 Visual Arts - 50		