



Deniliquin High School

Year 7
Assessment Program
2024

Year 7 Assessment Calendar 2024

| Week | Term 1 | Term 2 | Term 3 | Term 4 |
|------|----------|-------------|------------------|-------------------------|
| 1 | | Visual Arts | Visual Arts | English |
| 2 | | Mathematics | | History |
| 3 | | | | Science |
| 4 | | PDHPE | | Tech Man Mathematics |
| 5 | | Tech Man | Tech Man | Visual Arts Music |
| 6 | | History | Music | |
| 7 | Tech Man | English | History | |
| 8 | | Music | Science PDHPE | |
| 9 | Science | Science | English | |
| 10 | English | Mathematics | Mathematics | |
| 11 | History | | | |

The Course Performance Descriptors

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine students' final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course. The descriptors are expressed in positive terms to emphasise what students can, rather than cannot, do.

Each course of study has its own specific Course Performance Descriptors, a copy of which can be obtained from Head Teachers or classroom teachers. Below are listed the generic Course Performance Descriptors as issued by NSW Educational Standards Authority (NESA).

| Grade | General Performance Descriptors |
|-----------------------------|---|
| A 90 - 100 | Outstanding Achievement The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B 70 - 89 | High Achievement The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| C 45 - 69 | Sound achievement The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D 30 - 44 | Basic achievement The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills. |
| E < 30 | Limited achievement The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

Attendance in relation to the satisfactory completion of a course

It is the responsibility of students to attend school every day. Studies show clear links between attendance and academic achievement. Regular attendance gives students the greatest chance of success and enables them to manage class work and assessment requirements. It also ensures that the course criteria within individual subjects is being met.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is valid and that the progress of the student towards course outcomes will not be unduly affected. In these situations, students should ask their Year Adviser to collect work from classroom teachers for them to complete while they are absent from school so that they can stay up-to-date with the class work they will miss.

The Student's Responsibilities

Students are required to perform **ALL tasks**, whether they are formal tasks listed in this booklet or any other task given by the classroom teacher, to the best of their ability and to sit for all tests scheduled as part of this assessment program. It is expected that students will demonstrate respect of the intellectual property of others by ensuring that all work submitted is their own. Any suspicion of malpractice will be investigated and handled accordingly.

Although the times for most tasks are listed in this document, teachers will give prior written notification of any upcoming assessment tasks. This will be done using a standardised proforma which clearly communicates;

- when the task will occur
- the outcomes being assessed
- the marks available and the contribution of the task towards the student's overall grade
- the task outline, including the content covered and how the task is to be prepared and presented
- the assessment criteria against which the task will be marked
- the due date and timing of the submission of the task

School Processes

- Assessment Notifications
All assessments will use the Deniliquin High School assessment notification sheet that will be given to you at least two weeks before the task is due. See an example of the notification (Appendix A). You will also be asked to sign an assessment register to record (Appendix B) when you receive a task and when you submit the task.
- Extensions
If circumstances are such that you find it impossible to meet the due date, **PRIOR** application must be made to the Head Teacher at least **THREE DAYS** prior to the deadline for an extension of time to be granted.

- Absence on the day an assessment task is due

If an at home assessment task is due, you should still try to submit on the online platform OR you should have someone else submit their task on your behalf. However you will have the opportunity to complete and submit the task in the next scheduled lesson of that subject.

If you are absent, sick or a misadventure occurs, on the day of an in-class assessment task, it would be appropriate for a parent/carer to contact the teacher or Head Teacher.

- Non-submission of an assessment task

If a task has not been submitted and there is no valid reason, your teacher will award a 0 mark and contact made with your parent/caregiver. You will be required to submit the whole task **within two weeks** of the due date, making a serious attempt. This is so your teacher has evidence of how you can meet the outcomes of that task for your semester report.

On most occasions, you should submit what they have done by the due date rather than submit nothing at all.

- Return of tasks

Your teacher must return your assessment task to you within two weeks after you have submitted it. They will provide you with a mark and meaningful feedback which will include how they have marked you (a marking rubric) and written comments.

- Adjustments

Some students will require [adjustments](#) in order to demonstrate what they know and can do. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Each faculty works with the Learning and Support Team to decide which students require adjustments.

Adjustments may be:

- adjustments to the assessment process such as additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities such as rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses such as writing in point form, scaffolded structured responses, short objective questions or multimedia presentations.

- Life Skills

If you are completing Life Skills courses, you are not required to complete formal assessment tasks, however, you will be assessed on the outcomes identified in individual Life Skills programs.

A range of support services exist within the school to assist students in meeting assessment requirements. These include;

- The Homework Club in the library which operates two afternoons per week, where teachers are available to guide students with homework and assessment tasks.
- Learning and Support teachers for students who require adjustments.
- Seeking assistance from class teachers outside of class time.
- Multi-categorical class teachers supporting students with a disability through adjustments/accommodations

Key Learning Area: English

| KLA: English Course: English | | | | |
|------------------------------|-------------------|------------------------------------|-------------------------------|-----------|
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 1 Week 10 | Representing Reading Writing | Creative | 25% |
| 2 | Term 2 Week 7 | Viewing Writing | Imaginative and Reflection | 25% |
| 3 | Term 3 Week 9 | Reading Writing | Critical Response | 25% |
| 4 | Term 4 Week 1 | Representing Reading Writing | Yearly Examination | 25% |

Key Learning Area: Mathematics

| KLA: Mathematics Course: Mathematics | | | | |
|--------------------------------------|-------------------|--------------------------------|---------------|-----------|
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 1 Week 11 | As per assessment notification | In-class Test | 30% |
| 2 | Term 2 Week 10 | As per assessment notification | In-class Test | 30% |
| 3 | Term 3 Week 10 | As per assessment notification | In-class Test | 30% |
| 4 | Term 4 Week 4 | Data Investigation | Project | 10% |

Key Learning Area: Human Society & It's Environment (HSIE)

| KLA: HSIE Course: History | | | | |
|---------------------------|-------------------|--------------------------------|---------------------------|-----------|
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 1 Week 11 | Investigating the Ancient Past | Research and presentation | 25% |
| 2 | Term 2 Week 6 | Ancient Civilization | Class Test | 25% |
| 3 | Term 3 Week 7 | Medieval Europe | Research | 25% |
| 4 | Term 4 Week 2 | Course to date | Source-based task | 25% |

Key Learning Area: Science

| KLA: Science Course: Science | | | | |
|------------------------------|------------------|--|---------------|-----------|
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 1 Week 9 | Working Scientifically Test | In class test | 25% |
| 2 | Term 2 Week 9 | Gathering and Communicating Information Task | In class task | 25% |
| 3 | Term 3 Week 8 | Working Scientifically Test | In class test | 25% |
| 4 | Term 4 Week 3 | Yearly Examination | In class task | 25% |

Key Learning Area: Personal Development, Health & Physical Education (PDHPE)

| KLA: PDHPE Course: PDHPE | | | | |
|--------------------------|------------------|------------------------|---------------------------------|-----------|
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 2 Week 4 | Changes and Challenges | In-class | 25% |
| 2 | Term 3 Week 8 | Staying Safe | Co-operative technology task | 25% |
| 3 | Ongoing | Practical Skills | Ongoing | 50% |

Key Learning Area: Creative & Performing Arts (CAPA)

| KLA: CAPA Course: Music | | | | |
|-------------------------|------------------|------------------------|---------------|-----------|
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 2 Week 8 | What is Music? | In-class test | 30% |
| 2 | Term 3 Week 6 | Concepts of Music | Composition | 35% |
| 3 | Term 4 Week 5 | Rock Music Performance | Performance | 35% |

| KLA: CAPA Course: Visual Arts (Mandatory) | | | | |
|---|------------------|------------------------|--|-----------|
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 2 Week 1 | Elements of Me | Subjective Mandala with Research Task | 30% |
| 2* | Term 3 Week 1 | Views of Self | Self-portrait and Weeping Woman analysis | 30% |
| 3* | Term 4 Week 5 | Monster Mash | Acrylic canvas with diary and research task | 40% |

**Units 2 and 3 maybe swapped to cater for drying space needed for painting*

Key Learning Area: Technological & Applied Studies (TAS)

| KLA: TAS | | | | |
|--|------------------|------------------------|------------------------|-----------|
| Course: Technology Mandatory (Timber/Engineering) | | | | |
| Semester 1 | | | | |
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 1 Week 7 | CAD/CAM poster | Poster | 20% |
| 2 | Term 2 Week 5 | Phone Speaker Station | Folio Work and Product | 80% |
| KLA: TAS | | | | |
| Course: Technology Mandatory (Timber/Engineering) | | | | |
| Semester 2 | | | | |
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 3 Week 5 | CAD/CAM poster | Poster | 20% |
| 2 | Term 4 Week 4 | Phone Speaker Station | Folio Work and Product | 80% |

| KLA: TAS | | | | |
|--|------------------|-------------------------|------------------------|-----------|
| Course: Technology Mandatory (Digital Technologies) | | | | |
| Semester 1 | | | | |
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 1 Week 7 | Artificial Intelligence | Investigation Report | 20% |
| 2 | Term 2 Week 5 | App Design | Folio Work and Product | 80% |
| KLA: TAS | | | | |
| Course: Technology Mandatory (Digital Technologies) | | | | |
| Semester 2 | | | | |
| Task # | When | Area(s) to be assessed | Task Format | Weighting |
| 1 | Term 3 Week 5 | Artificial Intelligence | Investigation Report | 20% |
| 2 | Term 4 Week 4 | App Design | Folio Work and Product | 80% |



Assessment Task Notification

| | |
|--|--|
| Year Level | |
| Subject Name | |
| Module Name | |
| Task Name | |
| Teacher | |
| Task Number | |
| Notification Date | Term _____ Week _____ |
| Weighting (%) | |
| Due Dates | Draft Due Date: Term _____ Week _____ Due Date: Term _____ Week _____ by 8.50am |
| Preferred submission method(s): | |
| Class time allocated | |

Referencing/Plagiarism: Tasks that are not entirely a student's own work will result in a **0 mark** awarded and contact made with the parent/caregiver; the task will also need to be resubmitted.

Non-submission:

If you are absent on the due date, you have the chance to submit the task with no penalty in the next scheduled class you are present for. If you continue to be absent for two weeks after the submission date, an automatic 0 mark will be issued. Non-submission means parent contact will be made and a 'Failure to submit assessment' letter will go home. You will still be required to submit the task for reporting purposes.

Outcomes

Task Description and Instructions

Assessment Criteria

Common Grade Scale

A - The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B - The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C - The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E - The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

If you receive an E, this may be classed as a non-serious attempt and re-submission may be required. However the original mark will be maintained.

What is the difference between referencing and bibliographies?

Referencing: Referencing is needed when you use a direct quote or information from a source.

For example;

“The ability of the heart, lungs and circulatory system to supply oxygen and nutrients efficiently to working muscles and remove waste products” (PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020, page 25) OR

According to *Australia’s Health 2018* cancer causes the greatest burden of disease in Australia.

Bibliographies: Bibliographies include all sources used to inform and develop your response. This includes all sources you have referenced.

For example;

Australian Institute of Health and Welfare, Australia’s Health 2018. [ONLINE] Available at <https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true> [Accessed 10 May 2020] OR

PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020

BIBLIOGRAPHY

| | | |
|---|--|----------------------|
| Film production | Australia (2008), motion picture, producers B Luhrmann, G MacBrown and C Knapman, director B Luhrmann, Twentieth Century Fox, Australia. | |
| Government publication from a specific department | Australian Institute of Health and Welfare (2006), <i>Disability and disability services in Australia</i> , Australian Government Publishing Service, Canberra. | |
| Website | Centre for Policy Development (2007), http://cpd.org.au/ , 17 October 2009. | Date accessed |
| Book with multiple authors | Cornelius, H, Faire, S & Cornelius, E. (2006). <i>Everyone Can Win—Responding to Conflict Constructively</i> (2nd edition), Simon & Schuster, Sydney. | |
| Podcast | Fidler, R. (2008) Conversations: Leith Harding, ABC local radio, backyard@uour.abc.net.au, 2 December. | |
| Newspaper article | Ham, M, 'Part-time gives you more time', <i>My Career, Sydney Morning Herald</i> , 13 December, p. 3. | |
| Book (with general editor) | Healey, J (ed) (2001), <i>Family values, Issues in Society</i> , Spinney Press, Australia. | Publisher |
| Video production | <i>Inside Story: Conflict Resolution</i> (2007), Video Education Australia, Victoria. | |
| Conference paper | Katz, I (2007). 'Resilience and diversity in children and families', <i>Australian Welfare</i> 2007 Conference, Canberra, pp. 26–42. | Page numbers |
| Journal article | Qu, I. (2008). 'Work and family balance: Issues in research and policy', <i>Family Matters</i> , Australian Institute of Family Studies, Melbourne, 80, pp. 12–21. | Volume number |
| Educational resource kit/package | Slee, P, Flanagan, A & Mitchell, B (1995), <i>Stressed Out and Growing Up</i> , Children and Adolescent Psychological and Educational Resources, Flinders University, South Australia. | |
| Personal interview | Taylor, L, personal interview, 12 August 2009. | Date interviewed |
| Television program | <i>Today Tonight</i> recording, Channel Seven, 20 November 2009. | Date of recording |
| Personal email | Weißen, L. weißen@optusnet.com.au personal email, (29 October 2009). | Date posted |
| Book with single author | Ziegler, H. (2004), <i>Changing lives, changing communities</i> , (Revised edition) Wesley Mission, Melbourne. | Place of publication |

Head Teacher Checked and Signed: _____



Application for an Extension on Due Date of Assessment

****This form must be submitted at least three (3) days prior to the assessment due date****

Student Name Teacher

Subject Task Name

Due Date of Task

I hereby apply for consideration of my absence for the assessment task outlined above.

The facts as outlined below, which affected my ability to complete this Assessment Task by the due date are an accurate record of my situation.

.....
.....
.....
.....
.....
.....

Student's Signature

Parent / Caregiver Signature

Decision of Head Teacher

.....
.....

Teacher's Signature



Deniliquin High School
Harfleur St Deniliquin
NSW 2710

P: (03) 5881 1211

F: (03) 5881 5115

www.deniliquin-h.schools.nsw.edu.au