



Deniliquin High School

Year 7
Assessment Program
2025

Year 7 Assessment Calendar 2025

Week	Term 1	Term 2	Term 3	Term 4
1		Visual Arts	Visual Arts	History
2	<i>Heat Week</i>	Mathematics		English
3				Science
4		PDHPE		Tech Man Mathematics
5		Tech Man	Tech Man	Visual Arts Music
6		History	Music	
7		English	History	
8	Tech Man	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 five columns contain descriptions of different levels of student achievement of the syllabus objectives and outcomes. The descriptions range from **Limited Achievement** to **Outstanding Achievement**. 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	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	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	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	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	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 keep abreast of 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 and examinations 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

Each faculty area has its own policy concerning the penalties applied for tasks which are late or not submitted. The following advice is given to students to ensure that they do not incur such penalties;

- Where assessment tasks are scheduled during school time, students are expected to be at school on that day and to present themselves at the place and time scheduled for the completion of the task
- If a student is aware beforehand that they will not be at school on that day, prior application to the class teacher concerned to complete the task at an alternative time, must be made well **BEFORE** the day of the task.
- If a student is absent, sick or a misadventure occurs, on the day of an in-class assessment task, it would be appropriate for a parent to contact the teacher or Head Teacher. However, where assessment tasks are scheduled to be completed at home and handed in by a due date, students should have someone else submit their task on their behalf, or the task may be emailed directly to their class teacher.
- If circumstances are such that a student will 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.
- On most occasions, students should submit what they have done by the due date rather than submit nothing at all.

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.
- Case Managers for students with special needs.
- Seeking assistance from class teachers outside of class time.

Key Learning Area: English

Year 7 Course 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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Representation task	Multimodal presentation	Essay	Yearly Exam	
Date	Term 1 Week 10	Term 2 Week 7	Term 3 Week 9	Term 4 Week 2	
Outcomes	EN4-RVL-01 EN4-ECA-01	EN4-URA-01 EN4-URB-01 EN4-ECA-01	EN4-URB-01 EN4-URC-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	
Total Weighting (%)	25%	25%	25%	25%	100%

Key Learning Area: Mathematics

Year 7 Course Outcomes

MA4-INT-C-01 compares, orders and calculates with integers to solve problems

MA4-LIN-C-01 creates and displays number patterns and finds graphical solutions to problems involving linear relationships

MA4-ANG-C-01 applies angle relationships to solve problems, including those related to transversals on sets of parallel lines

MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems

MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation

MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form

MA4-DAT-C-01 classifies and displays data using a variety of graphical representations

MA4-IND-C-01 operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws

MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems

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

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Summary portfolio & in class quiz: Computation with Integers & Angle relationships	In class test: Understanding Fractions and Decimals	Reflections & in class quiz: Understanding Percentages, Algebraic Techniques & Equations	Investigation: Data classification and visualisation	
Date	Term 2 Week 2	Term 2 Week 10	Term 3 Week 10	Term 4 Week 4	
Outcomes	MA4-INT-C-01 MA4-LIN-C-01 MA4-ANG-C-01 MAO-WM-01	MA4-FRC-C-01 MAO-WM-01	MA4-FRC-C-01 MA4-ALG-C-01 MA4-EQU-C-01 MAO-WM-01	MA4-DAT-C-01 MAO-WM-01	
Total Weighting (%)	10% + 15% = 25%	25%	10% + 15% = 25%	25%	100%

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

Year 7 Course Outcomes

- HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2 describes major periods of historical time and sequences events, people and societies from the past
- HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4 describes and explains the causes and effects of events and developments of past societies over time
- HT4-5 identifies the meaning, purpose and context of historical sources
- HT4-6 uses evidence from sources to support historical narratives and explanations
- HT4-7 identifies and describes different contexts, perspectives and interpretations of the past
- HT4-8 locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past
- HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	Research task	In-class source task	Research task	Yearly exam	
Date	Term 1 Week 11	Term 2 Week 6	Term 3 Week 7	Term 4 Week 1	
Outcomes	HT4-3 HT4-6 HT4-7 HT4-10	HT4-1 HT4-5 HT4-6 HT4-9	HT4-2 HT4-4 HT4-8 HT4-10	HT4-2 HT4-4 HT4-6 HT4-7 HT4-9	
Total Weighting (%)	25%	25%	25%	25%	100%

Key Learning Area: Science

Year 7 Course Outcomes

- SC4-4WS** identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- 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
- SC4-8W** 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
- SC4-10PW** describes the action of unbalanced forces in everyday situations
- 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
- SC4-13ES** explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW** relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW** explains how new biological evidence changes people's understanding of the world

	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Type	In Class Test	Research and Communicating information	In Class Test	Yearly Exam	
Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 3	
Outcomes	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-7WS SC4-9WS SC4-14LW	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS SC4-10PW SC4-11PW SC4-16CW SC4-17CW	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS SC4-10PW SC4-11PW SC4-12ES SC4-13ES SC4-14LW SC4-15LW SC4-16CW SC4-17CW	

Total Weighting (%)	25%	25%	25%	25%	100%
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Key Learning Area: Personal Development, Health & Physical Education (PDHPE)

Year 7 Course Outcomes

- PD4-1** examines and evaluates strategies to manage current and future challenges
- PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD4-3** investigates effective strategies to promote inclusivity, equality and respectful relationships
- PD4-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD4-5** transfers and adapts solutions to complex movement challenges
- PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- PD4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity
- PD4-9** demonstrates self-management skills to effectively manage complex situations
- PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD4-11** demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

	Task 1	Task 2	Task 3	Total Weighting
Task Type	In class test	Research	Practical Skills	
Date	Term 2 Week 4	Term 3 Week 8	ongoing	
Outcomes	4.1 4.2 4.3 4.9 4.10	4.2 4.7 4.9	4.4 4.5 4.10 4.11	
Total Weighting (%)	25%	25%	50%	100%

Key Learning Area: Creative & Performing Arts (CAPA) Music

Year 7 Course Outcomes

Composition

- 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
- 4.6 experiments with different forms of technology in the composition process

Listening

- 4.7 demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire

Performance

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Composition	Listening	Performance	
Date	Term 2 Week 8	Term 3 Week 6	Term 4 Week 5	
Outcomes	4.4 4.5 4.6	4.7 4.8	4.1 4.2 4.3	
Total Weighting (%)	30%	30%	40%	100%

a broad range of musical styles

- 4.3 performs music demonstrating solo and/or ensemble awareness

Key Learning Area: Creative & Performing Arts (CAPA) Visual Arts

Year 7 Course Outcomes

Artmaking

- 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 artist – artwork – world – audience in the making of artworks.
- 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.

Critical and Historical Studies

- 4.7 Explores aspects of practice in critical and historical interpretations of art.
- 4.8 Explores the function of and relationship between the artist – artwork – world – audience in the study of the art world.
- 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 meaning.

Key Learning Area: Technological & Applied Studies (TAS) - Digital Technologies

Year 7 Course Outcomes

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

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose

	Task 1	Task 2	Total Weighting
Task Type	Artificial Intelligence Investigation	App Design and Folio	
Date	Term 1 Week 8	Term 2 Week 5	
Outcomes	TE4-10TS	TE4-1DP TE4-2DP TE4-4DP	

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Mandala with VAPD and Research Task	Self Portrait with VAPD and Artwork Analysis	Painting with VAPD and Research Task	100%
Date	Term 2 Week 1	Term 3 Week 1	Term 4 Week 5	
Outcomes	4.1 4.3 4.5 4.9 4.10	4.1 4.2 4.6 4.7 4.8	4.1 4.4 4.5 4.6 4.8 4.9	
Total Weighting (%)	30%	30%	40%	100%

programming language

TE4-7DI explains how data is represented in digital systems and transmitted in networks

TE4-10TS explains how people in technology related professions contribute to society now and into the future

Semester #1

Semester #2

	Task 1	Task 2	Total Weighting
Task Type	Artificial Intelligence Investigation	App Design and Folio	
Date	Term 3 Week 5	Term 4 Week 5	
Outcomes	TE4-10TS	TE4-1DP TE4-2DP TE4-4DP TE4-7DI	
Total Weighting (%)	20%	80%	100%

Key Learning Area: Technological & Applied Studies (TAS) - Timber/Engineering

Year 7 Course Outcomes

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

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

Semester #1

	Task 1	Task 2	Total Weighting
Task Type	CAD/CAM Digital Poster	Phone Speaker with Folio	
Date	Term 1 Week 8	Term 2 Week 5	
Outcomes	TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-9MA	
Total Weighting (%)	20%	80%	100%

Semester #2

	Task 1	Task 2	Total Weighting
Task Type	CAD/CAM Digital Poster	Phone Speaker with Folio	
Date	Term 3 Week 5	Term 4 Week 5	
Outcomes	TE4-10TS	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-9MA	
Total Weighting (%)	20%	80%	100%



Assessment Task Notification

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

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.

Referencing/Plagiarism

What kinds of sources do you need to acknowledge?

Any source materials that are in print or digital form including but not limited to:

Advertisements, articles, artwork, blogs, books, discussion groups, emails, interviews, journals, letters, magazines, maps, movies, music, newspapers, pamphlets, pictures/images, websites, social media content, other people's work, TV programs, other people's ideas.

How much copyrighted material can you use?

Up to 10% of the of the total number of words, or 1 chapter of:

- Printed sources such as books, anthologies and journal and newspaper articles
- Dramatic works (such as plays, screenplays and scripts)
- Musical works (such as written musical scores in the form of sheet music, broadsheets or other notations).
- Digital sources

Where do you need to acknowledge a source?

1) In the text - known as **Referencing**

You should acknowledge the source at the point in the text where you use it with an in-text citation. You'll be expected to use an in-text citation, footnote or endnote whenever you:

- quote (that is, use someone else's exact words)
 - directly copy (for example, a table, map or image)
 - paraphrase (that is, put someone else's ideas into your own words)
- summarise (that is, create your own short account of someone else's words or ideas).

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."

2) At the end of the text - known as a **Bibliography**

At the end of the text, you should also provide a reference list of all the sources you've acknowledged in your work in alphabetical order. Every source you've included in your referencing should be in your bibliography. A bibliography is a list of all the sources you used in the preparation of your work, in addition to the ones you've referenced.

For example; PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020 OR

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]

Source: <https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work/how-do-i-acknowledge-other-peoples-work>

Examples:

Books

Edwards, Paul. 2006, *7 Keys to Successful Study*. ACER, Hawthorn.

Marsden, J.B. 2003, *Everything I know about writing*. Allen and Unwin, Port Melbourne.

Books with more than one author

Cameron, K., Lawless, J., and Young, C. 2000, *Investigating Australia's 20th Century History*. Nelson, Southbank.

Encyclopedia entry

'*Education*', Encyclopedia Britannica. 1998, Encyclopedia Britannica Inc., Chicago. Vol.4. p. 373.

Encyclopedia (online)

'*Literature for Children*,' World Book Online. viewed 4 June 2010, <http://www.worldbookonline.com>

Website (with author)

Credaro, Alex. *Constructing Bibliographies*. viewed June 14, 2010, http://www.geocities.com/koalakid_1999/loyola/biblio.html

Website (no author)

'*Origins of society: fact and myth*', Skwirk. viewed 6 June, 2010, <http://www.skwirk.com>.

Journal and newspaper articles

Kluger, J. 2008, '*The battle to save your memory*', Time Magazine. 12 June, pp. 52-57.

Oaten, C. 2008, '*Open your house to the sun*', The Sydney Morning Herald. 6 September, p. 3.

Completed example:

Bibliography

Credaro, Alex. 2000 ***Constructing bibliographies***. viewed June 14, 2010, http://www.geocities.com/koalakid_1999/loyola/biblio.html

Edwards, Paul. 2006, *7 Keys to **Successful Study***. ACER, Hawthorn.

'***Education***', Encyclopedia Britannica. 2008, Encyclopedia Britannica Inc., Chicago. Vol.4. p. 373.

Kluger, J. 2008, '***The battle to save your memory***', Time Magazine. 12 June, pp. 52-57.

'**Literature for children**', World Book Online. Viewed 4 June 2010, <http://www.worldbookonline.com>

Marsden, J.B. 2003, ***Everything I know about writing***. Allen and Unwin, Port Melbourne.

'***Origins of the society: fact and myth***', Skwirk. Viewed 6 June, 2010, <http://www.skwirk.com>

Oaten, C. 2008, '***Open your house to the sun***', The Sydney Morning Herald. 6 September, p. 3



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