



DAPTO
High School

***Assessment
Information***

Year 7
Stage 4

2021

This booklet outlines course syllabus components and weightings and an overview of the assessment schedule for each Stage 4 course.

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DAPTO HIGH SCHOOL

Assessment Policy and Procedures Year 7

Dapto High School is committed to enhancing and encouraging the achievement of students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Assessment at Dapto High School encourages progressive development of knowledge, skills and understanding while ensuring:

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

Assessment is designed to measure performance against course outcomes through a range of tasks.

Assessment tasks may include:

- tests which may take a written, practical or oral form
- class essays, research tasks, assignments, portfolios, log books
- practical tasks and major works
- fieldwork and projects

RESPONSIBILITIES OF THE SCHOOL

The school will provide students with the following information:

- **An Assessment Calendar** – this outlines when the assessment tasks are scheduled, the task description and the relative weighting attached to each assessment task.
The assessment calendar overview should be used as a guide only. **Dates of tasks are subject to change** at the Head teacher's discretion or due to unforeseen circumstances. Class Teachers will inform students of the new arrangements in writing with ample time in advance.
- **Written Assessment Notification** - this notification outlines a more detailed explanation of the specific nature of each assessment task. This notification will be issued with **ample time in advance**.

The school will communicate to parents/carers any concerns relating to a student's performance and/or overall achievement. A letter of concern will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

RESPONSIBILITIES OF THE STUDENT

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- attend classes regularly and ensure attendance does not fall below 85%
- familiarise themselves with the school's 'Assessment information' including all procedures and course information contained in the handbook
- contact the teacher and/or head teacher to obtain the task notification if they are absent on the day an assessment task notification is issued
- complete all assigned work, including each assessment task, to achieve course outcomes and demonstrate through effort and achievement, that they have met the requirements of the course
- be present for, and hand in all assessment tasks at the required time as specified in the handbook and the assessment calendar
- 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
- meet all assessment deadlines or be penalised in accordance with this policy.
- maintain the integrity and confidentiality of all assessment tasks
- follow the school's rules and regulation regarding assessment in line with NESA rules.

COMPLETING ASSESSMENT TASKS

It is the responsibility of the student to be present for, or to hand in, assessment tasks at the required time. Students must be in attendance for the **WHOLE DAY** when assessment tasks are scheduled or when set tasks are to be handed in.

If, due to illness or misadventure, a student is unable to attend school on the due date for any assessment task, they must follow the procedure outlined below.

ILLNESS/MISADVENTURE PROCEDURES FOR ASSESSMENT TASKS

Circumstances may arise that prevent the student from completing an assessment task. These may include personal illness, family tragedy or bereavement, transport problems, etc. Computer/printer failure **is not** grounds for misadventure.

These circumstances may prevent the student from attending on the day of a task, reduce your performance on the day of a task or prevent you from completing a hand-in task on time.

In these cases, students must follow the illness or misadventure procedure outlined below. **Failure to follow these procedures may result in a mark of zero being awarded.**

Procedures to follow:

1. In class tasks (written & practical)

On the day: If a student is unable to attend school on the day of a task they should:

- contact the school **in the morning the task is scheduled** and inform them of their absence.

Immediately on their return to school:

- The student must come prepared to complete the missed task, if required.
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must report to the head teacher of the faculty and submit the letter. The head teacher will negotiate the rescheduling of the task or, if required, an alternate solution.

2. Hand-In Tasks

On the day: If a student is unable to attend school on the day a hand-in task is due they should:

- contact the school **in the morning the task is due to be submitted** and inform them of their absence.
- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to dapto-h.school@det.nsw.edu.au

Immediately on their return to school:

- If the task was not submitted on the due date, the student must report to the relevant faculty Head teacher on the **first day of the student's return to school and submit the task.**
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must submit the letter to the Head teacher along with the task, or if necessary, negotiate a new submission date.

IMPORTANT INFORMATION TO NOTE REGARDING ASSESSMENT TASKS

Late submission of a hand-in assessment task or non-completion of an oral presentation/performance

- A faculty will deduct 20% of the total assessment task mark for each school day a hand-in task is late, or a presentation or performance is not completed, unless the head teacher has granted an extension of time, in response to a prior written appeal outlining exceptional circumstances.
- After five school days, if the task is still not submitted the student will receive a mark of zero for the task.
- A student should still complete the task to ensure a N/A is not awarded.

Technology

- Technology problems, such as computer or printer breakdown, are not generally deemed as valid reasons for late submission of an assessment task.
- It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files both to hard drive and to a USB drive.
- Assessment tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

Extra-curricular, co-curricular events and excursions

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in an activity, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date with the faculty head teacher.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head teacher.

Approval for Extension or alternate task arrangement

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the class teacher in consultation with the faculty head teacher.
- Approval for an alternate assessment arrangement to cover extended absence (scheduled surgery, family commitments) will be negotiated with the head teacher, prior to the assessment task. It is the student's responsibility to arrange for this approval and to submit hand-in tasks early if they know that they will be absent on the due date.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes or electronic devices during a test or examination
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- paying or coercing someone to write or prepare an assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another students to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students
- disseminating any information related to the content of the exam to any of their peers.

Any student who bullies, harasses or coerces another student to divulge information relating to an assessment task will be referred to the Deputy Principal.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the head teacher. Malpractice in an examination or task will result in a zero mark being awarded for the task, a letter sent to parents/carers and a record of the malpractice noted on the student file

Humanities (English and History) : Year 7

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Context Connotation Imagery and Symbol Code and convention	Narrative Genre Theme	Point of view Perspective	Style Representation
<u>Description of task</u>	Website (English) <i>How do I represent myself and my world?</i> Poster (History) <i>'Mummies for Dummies- Embalming process.</i>	Portfolio -Project <i>Collaborative English/History project</i> <i>How civilised are we compared to ancient civilisations?</i>	(Geography) <i>Landscapes and Landforms -research</i> Essay (English) (3x PETAL Paragraphs) <i>Have you got my message?</i>	Portfolio -Project <i>Collaborative English/Geography</i> <i>'Liveability' project.</i>
<u>Outcomes</u>	EN4-1A HT4-1 EN4 -3B HT4- 5 EN4 -4B HT4- 6 EN4 -6C HT4- 8 EN4 -7D HT4- 9 EN4- 9D HT4 -10	EN4-1A HT4-1 EN4 -3B HT4-2 EN4- 5C HT4-3 EN4- 8D HT4-6 HT4-9 HT4-10	EN4 -2A GE4 -1 EN4 -3B GE4- 2 EN4- 5C GE4- 4 EN4-7D GE4- 5 GE4- 7	EN4 -1A GE4- 4 EN4 -4B GE4- 7 EN4- 5C GE4- 8
<u>Date</u>	English Week 5 History Week 10	Week 7	Geography Week 4 English Week 8	Week 8

Language (French) : Year 7 (7E, 7N,)

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	I Am Unique. (Je Suis Unique)	At School (A l'Ecole)	Let's Eat Out (Mangeons)	Let's Party (Faisons la Fete)
<u>Description of Task</u>	Writing/ Accessing and responding task	Writing and Speaking	Speaking / Accessing and Responding	
<u>Outcomes</u>	LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5C, LFR4-6U, LFR4-8U	LFR4-1C, LFR4-4C, LFR4-5U, LFR4-6U, LFR4-8U	LFR4-4C,-LFR4-8C, LFR4-4C-LFR4-5U, LFR4-4U- LFR4-6U, LFR4-4, LFR4-2C, LFR4-3C, LFR4-1C	
<u>Date</u>	Term 1, Week 9	Term 2, Week 5	Term 4, Week 2	

Language (Italian) : Year 7 (7P, 7H, 7O)

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	I Am Unique. (Sono Unica/o)	At School (A Scuola)	Let's Eat Out (Andiamo a Mangiare)	Let's Party (Festeggiamo)
<u>Description of Task</u>	Writing / Accessing and Responding Task	Writing and Speaking	Speaking/ Accessing and Responding	
<u>Outcomes</u>	LIT4-2C, LIT4-3C, LIT4-4C, LIT4-5U, LIT4-6U, LIT4-8U	LIT4-1C, LIT4-4C, LIT4-5C, LIT4-6U, LIT4-8U	LIT4-8C, LIT4-5C, LIT4-6C, LIT4-4U, LIT4-2U, LIT4-3U, LIT4-1C	
<u>Date</u>	Term 1, Week 9	Term 2, Week 5	Term 4, Week 2	

Language (Spanish) : Year 7 (7I, 7X)

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	I Am Unique. (Io Soy Unica/Unico)	At School (A la Escuela)	Let's Eat Out (Vamos a Comer)	Let's Party (Vamos a La Fiesta)
<u>Description of Task</u>	Writing/ Accessing and Responding Task	Writing and Speaking	Speaking /Access and Responding Task	
<u>Outcomes</u>	LSP 4-4C, LSP4-2C, LSP4-3C, LSP4-5C, LSP4-6U, LSP4-8U	LSP4-1C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-8U	LSP4-8U, LSP4-5U, LSP4-6U, LSP4-4, LSP4-2C, LSP4-3C, LSP4-1C	
<u>Date</u>	Term 1, Week 9	Term 2, Week 5	Term 4, Week 2	

**Mathematics :
Year 7**

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Integers & the number plane	Fractions	Decimals	Length, Perimeter, Area & time
<u>Description of task</u>	In class test	In class test	In class test	Investigation task
<u>Outcomes</u>	MA4-1WM MA4-2WM MA4-3WM MA4-4WM	MA4-1WM MA4-2WM MA4-3WM MA4-4WM	MA4-1WM MA4-2WM MA4-3WM MA4-4WM	MA4-1WM MA4-2WM MA4-13WM MA4-14WM
<u>Date</u>	Term 1 week 11	Term 2 week 10	Term 3 week 8	Term 4 week 5

Music : Year 7

<u>Term</u>	<u>Term 1</u>	<u>Term 2/ Term 3</u>	<u>Term 4</u>
<u>Topic</u>	The Human Voice; Understanding rhythm; The Orchestra (Percussion);	The Orchestra (String and Woodwind family); Graphic Notation; The Treble Stave; The Keyboard – Simple melodies, Ode to Joy, Jurassic Park	The Orchestra (Brass family) Putting it altogether Keyboard _ Popular Hits
<u>Description of task</u>	Assessment Task 1 - Composition Percussion composition using simple and complex rhythms AND Clapping of rhythms in simple time.	Assessment Task 2 - Performance Students will perform at least ONE melody on the keyboard that has been selected for study by their class teacher	Assessment Task 3 – Listening Students will listen to an excerpt of music and identify and describe the use of the concepts of music – using appropriate metalanguage and graphic notation.
<u>Outcomes</u>	4.1, 4.4, 4.5	4.1, 4.3, 4.12	4.7, 4.8, 4.10
<u>Date</u>	Term 2, Week 2 – in class and at home preparation	Term 3, Week 7 – in class	Term 4, Week 2 – in class

Personal Development (Health) : Year 7

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>Healthy Start</u>	<u>Eat Right, Be Bright</u>	<u>Respect</u>	<u>Summer Fun</u>
<u>Description of task</u>	<p><u>Submission Task – Puberty Passport – Research Task</u> <i>Utilise knowledge learnt in class on puberty and adolescence to investigate effective strategies and behaviours that promote the health and wellbeing of young people.</i></p>	<p><u>Submission Task – Nutrition Design Task</u> <i>Students will choose an individual and design a healthy eating plan to meet their nutritional needs.</i></p>	<p><u>In CLASS Task – CASE Study Analysis</u> <i>Students answer question on a case study with the focus on the positive actions that contribute to the health, safety and well-being of individuals and the wider community AND skills and strategies that can be used to promote inclusivity, equality and respectful relationships.</i></p>	<p><u>In class task – INFORMAL TASK – Student Research Project</u> <i>Research in groups an activity of choice. Project will include: overview of the activity, skills and equipment needed to perform the activity, protective strategies for this activity, potential harms of this activity, ways to minimise the harm of this activity, an event to promote this activity.</i></p>
<u>Outcomes</u>	PD 4.1 & PD 4.7	PD4.6 & PD 4.8	PD4-1, PD4-2, PD4-3 & PD4-9	PD4.2, PD4.6, & PD 4.7
<u>Date</u>	Wk9/10 – In your health class	Wk9/10 – In your health class	Week 9/10 – in Health Class	Ongoing throughout the term. Projects presented in Wk8 – Wk10 In your health class

Personal Development (PE) : Year 7

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>Working Together</u> Weeks 1-6 <u>Fit for Fun</u> Weeks 7-11	<u>Athletics</u> Weeks 1-5 <u>Fully Mad Skills 1</u> Weeks 6-10	<u>Fully Mad Skills 2</u> Weeks 1-5 <u>Dancing</u> Weeks 6-10	<u>Team Games</u> Weeks1-10
<u>Description of task</u>	Working Together – In Class - Ongoing <i>Informal assessment of application to teamwork and initiative activities throughout the unit.</i> Fit for Fun – In Class - Ongoing <i>Informal assessment of application to various fitness activities throughout the unit.</i>	Athletics – In Class - Ongoing <i>Informal assessment of application to various athletic disciplines throughout the unit.</i> Fully Mad Skills 1 – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the FUNDAMENTAL MOVEMENT SKILL studied in this unit.</i>	Fully Mad Skills 2 – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the SECOND FUNDAMENTAL MOVEMENT SKILL studied in this unit.</i> Dance – In Class - <i>Creation and performance of Group Dance routine that encompasses various elements of composition.</i>	Team Games – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the THREE Different GAMES studied in this unit.</i>
<u>Outcomes</u>	PD4-4, PD4-5, PD4-10 & PD4-11	PD4-4 & PD4-11	PD4-4, PD4-10 & PD4-11	PD4-5 & PD4-10
<u>Date</u>	Ongoing throughout the term	Ongoing throughout the term	Ongoing throughout the term Dance performance Wk9/10.	Ongoing throughout the term

Science : Year 7

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>		<u>Term 3</u>		<u>Term 4</u>	
<u>Topic</u>	Investigating Science – <i>Working Scientifically</i>	Chemistry – <i>Matter</i>	Biology - <i>Classification</i>	Physics – <i>Forces</i>	Chemistry – <i>Mixtures</i>	Biology – <i>Cells</i>	Earth & Environmental Science – <i>Solar System</i>
<u>Description of task</u>	Working Scientifically Practical Test	Matter Communication Task Semester Test 1		Forces Practical Test	Mixtures Communication Task Semester Test 2		
<u>Outcomes</u>	SC4-4WS – 9WS	SC4 -16CW (CW1)	SC4- 14LW (LW1)	SC4-10PW (PW1)(PW2)	SC4-17CW (CW3)	SC4-14LW (LW2, LW3 a,c,d)	SC4-12ES (ES2)
<u>Date</u>	Term 1 Week 6-11	Term 2 Week 1-5		Term 3 Week 1-5	Term 3 Week 6-10	Term 4	

Technology Mandatory : Year 7

<u>Rotation</u>	<u>Term 1: Rotation 1</u>	<u>Term 2: Rotation 2</u>	<u>Term 3: Rotation 3</u>	<u>Term 4: Rotation 4</u>
<u>Topic</u>	Throughout Stage 4 the students will rotate through eight technologies. These include. Agriculture Technologies Digital Technologies 1 Digital Technologies 2 Engineered Systems Food Technologies Material Technologies: Metal Material Technologies: Timber Material Technologies: Textiles	Throughout Stage 4 the students will rotate through eight technologies. These include. Agriculture Technologies Digital Technologies 1 Digital Technologies 2 Engineered Systems Food Technologies Material Technologies: Metal Material Technologies: Timber Material Technologies: Textiles	Throughout Stage 4 the students will rotate through eight technologies. These include. Agriculture Technologies Digital Technologies 1 Digital Technologies 2 Engineered Systems Food Technologies Material Technologies: Metal Material Technologies: Timber Material Technologies: Textiles	Throughout Stage 4 the students will rotate through eight technologies. These include. Agriculture Technologies Digital Technologies 1 Digital Technologies 2 Engineered Systems Food Technologies Material Technologies: Metal Material Technologies: Timber Material Technologies: Textiles
<u>Description of task</u>	The students will complete a practical project and design folio that corresponds with the technology they are undertaking. All students will complete a Work Health and Safety quiz at the beginning of each technology rotation	The students will complete a practical project and design folio that corresponds with the technology they are undertaking. All students will complete a Work Health and Safety quiz at the beginning of each technology rotation	The students will complete a practical project and design folio that corresponds with the technology they are undertaking. All students will complete a Work Health and Safety quiz at the beginning of each technology rotation	The students will complete a practical project and design folio that corresponds with the technology they are undertaking. All students will complete a Work Health and Safety quiz at the beginning of each technology rotation
<u>Outcomes</u>	Design and Production Skills TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP Knowledge and Understanding TE4-5DP, TE4-6DP, TE4-7DP, TE4-8DP, TE4-9DP, TE4-10DP	Design and Production Skills TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP Knowledge and Understanding TE4-5DP, TE4-6DP, TE4-7DP, TE4-8DP, TE4-9DP, TE4-10DP	Design and Production Skills TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP Knowledge and Understanding TE4-5DP, TE4-6DP, TE4-7DP, TE4-8DP, TE4-9DP, TE4-10DP	Design and Production Skills TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP Knowledge and Understanding TE4-5DP, TE4-6DP, TE4-7DP, TE4-8DP, TE4-9DP, TE4-10DP
<u>Date</u>	Work Health and Safety: Term 1, Week 1-2 The students complete their assessment task throughout the term. The final project and folio are due the last week of their rotation. Term 1, Week 10	Work Health and Safety: Term 2, Week 1-2 The students complete their assessment task throughout the term. The final project and folio are due the last week of their rotation. Term 2, Week 10	Work Health and Safety: Term 3, Week 1-2 The students complete their assessment task throughout the term. The final project and folio are due the last week of their rotation. Term 3, Week 10	Work Health and Safety: Term 4, Week 1-2 The students complete their assessment task throughout the term. The final project and folio are due the last week of their rotation. Term 4, Week 10

Visual Arts : Year 7

<u>Rotation</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	“Behind Me	“Inside Egypt”	“ Mandala Magic”	“The Power Of Line”
<u>Description of task</u>	A2 Selfie drawing + Colour Theory + VAPD	Ceramic Canopic Jar + 2 Postcards + VAPD	Digital tasks + collaborative mandala +VAPD	3 Indigenous scratchfoam prints + digital myth + VAPD
<u>Outcomes</u>	4.1 / 4.3 / 4.6 / 4.7 / 4.9	4.1 / 4.3 / 4.5 / 4.6, /4.7 / 4.9	4.1 / 4.6/ 4.7	4.1 /4.2/ 4.4/ 4.5/ 4.6 / 4.7/ 4.9
<u>Date</u>	<u>Week 10, Term 1</u>	<u>Week 10, Term 2</u>	<u>Week 10, Term 3</u>	<u>Week 9, Term 4</u>



Year 7, 2021

Assessment Booklet

I have received the Year 7 Assessment Booklet and understand my responsibilities as a student in regards to assessment procedures at Dapto High School.

Student's Name: (Please print)

Roll Class:.....

Student's Signature:

Date:

I have sighted the Year 7 Assessment Booklet including the Assessment Calendar overview.

Parent/Carer's Signature:

Date:

**Please sign and return this page to Mr
Moore (Year 7 Deputy Principal)**