



Year 7 Assessment Handbook

2021

Assessment Schedules for each subject
Assessment Policy and Procedures
Student agreement contract
Assessment forms
Assessment Calendars

A copy of this handbook is located on the school's website

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Faculty Head Teachers

For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher:

English	Mr M Bianca
Mathematics	Mr J Fang
Science	Ms A Galagher
HSIE	Ms G Sansom
CAPA	Mr J Harris
PDHPE	Mr A Johnson
TAS	Ms L Molina
EAL/D	Ms V Veljkovic
LOTE/Administration	Ms K Bentley
Secondary Studies	Ms M Hayes
Student Engagement	Ms Z Siddiqi
Enrichment	Ms K Lightfoot
Teaching And Learning	Ms C Weber
Writing	Ms S Frame
Welfare	Ms C Picone
SEU	Ms M Bianca

Executive and Welfare Support Staff

These are some staff students and parents may approach for support with assessment issues:

PRINCIPAL:	Mr C Borg
DEPUTY PRINCIPALS:	Ms D Knapman
	Mr K Erickson (Yrs 7, 10)
	Ms D Clarke (Yrs 8, 11)
	Ms K O'Sullivan (Yrs 9,12)

YEAR ADVISERS AND ASSISTANT YEAR ADVISERS:

	YEAR ADVISER	ASSISTANT YEAR ADVISER
Yr 7	Ms K Marinkovic – TAS Staffroom	Mr A Singh – TAS Staffroom
Yr 8	Ms A Saliba – PE Staffroom	Ms C Stibbard – X Block
Yr 9	Mr H Mgbemene – HSIE Staffroom	Ms A Do – HSIE Staffroom
Yr 10	Ms K Weldon –PE Staffroom	Mr J Dela Cruz - CAPA Staffroom
Yr 11	Ms R Lee – English Staffroom	Ms N Ponce – SEU Staffroom
Yr 12	Ms J Pasalic – EALD Staffroom	Ms A Kezic – PE Staffroom

Staff members may be contacted at school via the school reception on 02 9727 2111. We advise parents to make an appointment to speak at length with the staff member concerned in order to facilitate effective and valuable communication and so that mutually beneficial outcomes may be reached

Introduction

This document has been developed to make clear the procedures, expectations and rules about assessment at Fairfield High School. It also outlines what students will study in each subject throughout the year and how students will be assessed.

The first section contains Fairfield High School's Assessment Policy and the second section provides the assessment schedules for each subject.

Assessment tasks are used to determine the grades that students achieve in Semester 1 and Semester 2 Reports. Other assessment measures will also be used to assist teachers in determining the grade that best describes student achievement in that subject.

At times, due to a variety of circumstances, dates may differ from those printed on the calendar. If the task dates do change, the teachers will notify students in writing when they issue the assessment task notification. Any changes will often be within a week or two of the original date on the calendar.

It is the student's responsibility to be alert to the notification of tasks and be aware when there are assessment tasks coming up. Students must satisfactorily complete all assessment tasks prior to being able to progress to the following year.

Satisfactory Completion of a Course

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has:

- followed the course developed or endorsed by NESAs
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes

Factors which may prevent satisfactory completion of a course include:

- excessive rate of absence or lateness to school or classes
- poor achievement in class tests and assessments due to lack of application and effort
- poor classroom behaviour that inhibits learning
- failure to complete classwork and homework
- failure to submit assessment tasks
- proven cases of plagiarism, copying or cheating

Syllabus and Outcomes

What is a syllabus?

A syllabus is a document developed by The NSW Education Standards Authority (NESA) (previously BOSTES) which lists all the knowledge and skills that students must achieve in each subject. The direct internet link to the syllabus documents is: <http://syllabus.nesa.nsw.edu.au/> Each subject's syllabus has a number of Learning Outcomes that must be achieved in order for students to complete the course requirements as set by NESA.

What is a learning outcome?

Learning outcomes are the skills or knowledge students should know as a result of being taught a unit of work. The purpose of assessment is to measure how much students have learned at a given point in time towards those outcomes. Teachers devise assessment programs which measure student learning towards the outcomes at different times throughout the year.

In this handbook, each faculty has published an **Assessment Schedule** for each subject indicating:

- the topics students will be studying each semester.
- the assessment tasks which will take place throughout the year.
- when each task will take place.

Homework

Homework plays an integral part in the overall *Assessment for Learning* as it assists in helping students to achieve all learning outcomes. It is also reported on in all student's academic reports

At Fairfield High School, there is an expectation that students will:

- be given suitable homework tasks.
- complete these tasks ON TIME, to the best of student's ability.
- be provided with appropriate feedback.

Some examples of homework include:

- Practical tasks
- Cooperative Learning/ Group tasks
- Creative responses
- Extension and Consolidation exercises
- Worksheets
- Reading and responding activities
- Surveys/ Questionnaires
- Writing essays / Extended responses
- Research tasks
- ICT tasks

Bookwork Standards

All subject books will have these Bookwork Standards glued inside the front cover. Students are expected to follow these and staff will be checking books regularly. Academic reports will include feedback on Bookwork each semester. This is an example of an informal assessment strategy to determine student progress.



Bookwork Standards

- ✓ Only subject work is to be in the subject book
- ✓ Subject books are to be brought to every lesson
- ✓ Recommend all books to be covered in contact
- ✓ Name, class and subject to be written on front cover
- ✓ Graffiti is not to be in any part of the book
- ✓ Bookwork Standards are to be glued inside front cover
- ✓ All pages are to have a ruled margin
- ✓ Dates are to be written at the start of each lesson's work
- ✓ Headings need to be clearly visible
- ✓ All worksheets are to be glued in
- ✓ Pages are not to be left blank between work
- ✓ Pages are not to be ripped out of the book
- ✓ Books are to be submitted for marking when teacher asks
- ✓ Teachers will check for organisation accuracy and completion of work

Bookwork Standards Marking Criteria



Scale	Sample Guide	Marks
C Consistently	All (or most) work is attempted to the best of the student's ability Evidence student is striving for correct spelling, punctuation, and accuracy All pages have ruled margins, clear headings, dates, worksheets glued in Book clearly labelled with name, subject and course No graffiti anywhere in or on the book No other subject information is in the book Book looks clean and organised, with no blank pages	10 - 8
S Sometimes	Evidence of student completing tasks, some are incomplete or inaccurate Some evidence of care taken with spelling, punctuation and accurate work Some graffiti throughout and on the book Most pages have ruled margins, clear headings, dates Some worksheets missing or not glued in Some pages ripped or missing	7 - 5
R Rarely	Most tasks are incomplete, inaccurate or missing Messy, incomplete, inaccurate work, with little attention to detail Lots of graffiti throughout and on the book Very little evidence of ruled margins, clear headings, dates Very few worksheets glued in or all worksheets are missing Evidence the book is used for more than one subject Many pages ripped or missing	4 - 0

Teacher Signature:

Date:

Bookmark: /10

What is Assessment?

Assessment means all the things that teachers use to measure student success as a learner.

There are two types of assessment:

Assessment FOR Learning (*informal assessment*):

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement informally as they complete their work using a whole range of strategies including self-assessment and peer-assessment.

Assessment OF Learning (*formal assessment*):

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the conclusion of a unit of work, a term, a semester, a school year or a stage. The information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

Examples of assessment activities (for both formal and informal tasks)

- Topic test
- Project
- Presentation
- Research assignment
- Portfolio
- Rich task
- Practical task
- Formal Examination
- Essay
- Model
- Observation of student learning
- Classroom activities and participation
- Homework assignments
- Mini test / Quiz
- Group and pair work
- Peer assessment
- Experiment
- Bookwork – will be included in the Semester 1 & 2 reports in the Commitment to Learning section
- Speech
- Performance

ASSESSMENT POLICY and PROCEDURES for Year 7

a) Assessment Task Notifications:

Assessment task notifications will be issued to students **AT LEAST 2 SCHOOL WEEKS** before an Assessment Task is due (other than formal examinations).

The assessment task notification will outline:

- the syllabus outcomes the task is measuring
- how much the task is worth as a percentage (weighting %)
- instructions on how to complete the task
- marking criteria

Students **must** sign the teacher's *Assessment Task Form: Student Register* as proof they received the assessment notification.

b) Weighting of Tasks:

Each task is worth a percentage towards student's total grade. This is called 'Weighting'. Teachers will use the assessment marks achieved throughout the course to determine each student's final overall grade.

c) Dates and Timing of Assessment Tasks:

Assessments may not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify students in writing via the notification. Sometimes, more than one task will be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Start tasks early to ensure completion by the due date.

d) Assessment Task Progress Checks:

Assessment Task Progress Check dates will be given to students, where relevant. These are dates to check on student progress in completing the task. Students need to note the progress check dates and show the progress to their teacher by these dates.

e) Applying for an Extension:

If something serious or unexpected happens while a student is working on an assessment task, preventing a student from completing the task by the due date, then the student should see the Head Teacher to ask for an *Assessment Task Form: Extension Request* as soon as possible. Students must provide the reasons for the extension, get the form signed by a parent/guardian and then return it to the Head Teacher.

Computer issues and technical problems are **NOT** valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that computer equipment is reliable and that an electronic version of the task is saved safely.

Extensions will only be considered **before** the due date. Students should not ask for an extension on the day a task is due. Extensions will not be provided if this process isn't followed.

Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher.

Every assessment task submitted must have the official *Assessment Task Form: Cover Sheet* attached to the front.

When student submits a task, the teacher may have an *Assessment Task Form: Student Register* for each student to sign as proof their task was submitted. Teachers keep this and file it in a faculty central location at the conclusion of the task.

It is best practice for students to keep either a photocopy or an electronic copy of the task.

It is also best practice for students to keep all notes and drafts until after they receive their marked assessment task back, as staff may ask to see these in the event of possible plagiarism.

All assessment tasks need to be submitted in the format required by the teacher. Students may be required to submit written tasks electronically via the Turn It In website. The task sheet will inform students as to how each task is to be submitted.

An electronic assessment task is ONLY considered submitted if:

1. The assessment task is readily identifiable.
2. It is readable and free of any sort of corruption or virus
3. It is written in applications to which school staff have ready access, and in a format which school computers can read (eg. Word, Excel, Publisher, PowerPoint and Adobe pdf)

Late Submission or Failure to Submit or Make a Serious Attempt at an Assessment Task

Assessment tasks not handed in by the due date (without extension or acceptable explanation), will have marks deducted as follows.

- 20% of the total mark (what the task is marked out of) for each day the task is late.

A 'day' means any day of the week, including Saturdays and Sundays. A assessment task due on Friday but handed in on the following Monday would be three (3) days late, attracting a 60% penalty

If a student fails to complete or submit an assessment task by the due date, or fails to make a serious attempt, the classroom teacher will inform the student's parents/guardians, by phone of the penalty involved. The student may be asked to attend the Homework Centre on Tuesday, Wednesday and Thursday afternoons to complete the task. All tasks must be completed in order for a student to meet course outcomes in that course, even the task is worth zero marks.

Failure to make a serious attempt at an assessment task will lead to either a reduction in marks or a zero mark and parents will be notified via letter or phone.

f) Appeals Relating to Assessment Tasks

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

g) Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is "dishonest behavior by a student that gives them an unfair advantage over others".

MALPRACTICE includes:

- Plagiarism (copying someone else's work and claiming that it is your work).
- Collusion (allowing someone to copy your work).
- Using materials from books, journals, CDs or the internet without acknowledging the source.)
- Submitting work that has a large contribution from another person that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic device into an assessment or examination, whether or not they are used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher. The matter will be investigated and a zero mark will be awarded.

School Strategies to avoid Malpractice:

- Teachers instruct you on good and ethical practices of research.
- Teachers provide you examples on how to effectively reference books and websites.
- Signage in appropriate areas, including the Library, explaining aspects of good practice.

h) Consistency of Marking

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

i) Grades

For **Progress and Final Reports**, Head Teachers and Classroom Teachers issue a grade to reflect the student's academic achievement in each course.

Teachers use Course Performance Descriptors in each course to determine the grade range that best describes a student's achievement.

The RoSA Grades allocated are as follows:

Grade Indicative Marks	Common Grade Scale
A 100-85	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 84-70	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 69-50	The student has a sound knowledge and understanding of the main areas of content and have achieved an adequate level of competence in the processes and skills.
D 49-21	The student has a basic knowledge and understanding of the content and have achieved a limited level of competence in the processes and skills.
E 20-0	The student has an elementary knowledge and understanding in few areas of the content and have achieved very limited competence in some of the processes and skills.

j) Formal School Reports

The school formally reports on student progress twice each year: Semester 1 Report (issued at the end of Term 2) and a Semester 2 Report (issued at the end of the year).

These reports will provide information about student progress within each course.

Grades A to E will be issued to accurately reflect student achievement in each subject

Disability Provisions

Students may be granted disability provisions if they have:

- visual or auditory difficulties
- learning difficulties
- fine motor skills difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on student ability to complete assessment tasks
- psychological difficulties
- a PLASP (Personalised Learning and Support Plan)

Student parents/guardians must provide documentation and inform the school of student's disability.

Where a student has an illness or personal circumstance which may affect school assessments or examinations, students may ask for appropriate special provisions. When teachers think a student may need additional support for in-class assessments or formal examinations, a referral via *Sentral – Wellbeing – New Incident – Referral for Support* may be made to the Head Teacher Welfare.

The Head Teacher Welfare will coordinate any special provisions, including the provision of appropriate support via the Learning and Support Team. These may include:

- large print examinations
- provision of a writer or reader
- separate supervision
- modification of the task
- permission to use a computer for writing (in exceptional circumstances)

To ensure that we support students as best we can, the following procedures should be followed:

1. Students are to notify their teacher as soon as they receive their assessment notification if they have an issue that requires special provisions. It will be the responsibility of the teacher to liaise with the Head Teacher to provide students with adequate support and provisions. The Head Teacher may liaise with Head Teacher Welfare for further guidance and support. The LaST team may assist with the provision of special provisions
2. If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and students will be closely supervised. Students may not use functions such as spelling or grammar checking, or other functions which may give students an advantage over candidates sitting a pen and paper examination. Students may not format their work beyond simple paragraphing. A computer calculator is not an approved calculator for Examinations. Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.



Assessment Task Form: Cover Sheet

Name:	Class:
Teacher:	Topic:
Assessment Task Title:	
Date Due:	Date Submitted:

My signature below is my commitment that:

- this assessment task is all my own work and is a result of my personal study, research and knowledge
- I have not copied (plagiarised), in part, or in whole, the work of other students, authors or internet sources
- I have acknowledged all the material and sources used in the preparation of this assessment task
- It is my responsibility to keep a copy of my assessment task to keep the receipt below
- I understand that zero marks will be awarded in the sections identified as not complying with these guidelines

Student Signature:

ASSESSMENT TASK FEEDBACK

(to be filled in by teacher before returning to student)

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Teacher Signature:	Assessment Mark/Grade:	
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Assessment Task Form: Extension Request

This form is to be completed and signed by a parent/guardian
An extension can only be granted if a student has a satisfactory reason.
Application must be made to the subject Head Teacher before the task due date.

Name:	Year:
Course:	Date Due:
Assessment Task Title:	
Class Teacher:	
Reason for extension request:	
Student Signature:	Date:
Parent Signature:	Date:
Head Teacher Decision – Extension Granted?	New Due Date: (if approved)
Head Teacher signature:	Date:

The Head Teacher will give this slip back to the student with the decision recorded on it

EXTENSION REQUEST – DECISION <i>(to be filled in by Head Teacher before returning to student)</i>	
Student Name:	Year:
Extension granted: YES NO	New Due Date:



Assessment Task Form: Illness/Misadventure

This form is to be completed and signed by a parent/guardian
An extension can only be granted if a student has a satisfactory reason.
Application must be made to the subject Head Teacher before the task due date.

Name:	Year:
Course:	Date Due:
Assessment Task Title:	
Class Teacher:	
Reason for illness/Misadventure:	
Medical Certificate attached? YES NO	Other documentation attached? YES NO
Parent statement attached? ? YES NO	Teacher statement attached? YES NO
Student Signature:	Date:
Parent Signature:	Date:
Class Teacher Signature:	Date:
Head Teacher Decision:	
Head Teacher signature:	Date:

The Head Teacher will give this slip back to the student with the decision recorded on it

ILLNESS/MISADVENTURE - DECISION <i>(to be filled in by Head Teacher before returning to student)</i>	
Student Name:	Year:
Head Teacher Decision:	
Head Teacher Signature:	Date:



Assessment Task Form: Appeal

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally and there is no need for an *Assessment Task Form: Appeal* to be submitted. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

Submit this form to the relevant Deputy Principal, with a copy of the assessment task attached

Name:	Year:
Course:	Date Due:
Assessment Task Title:	
Class Teacher:	
Reason for Assessment Task Appeal:	
Student Signature:	Date:
Parent Signature:	Date:

*The Deputy Principal will give this slip back to the student with the decision recorded on it
The Deputy Principal will also inform the Head Teacher and note the decision on Sentral*

APPEAL – DECISION <i>(Student should keep this safe as evidence of outcome of the appeal)</i>	
Student Name:	Year:
Deputy Principal Decision:	
Deputy Principal Signature:	Date:



Assessment Task Form: Student Register

Subject:	Assessment Name:	Assessment No:
Due Date:		Weighting (%):
Teacher:		

I hereby acknowledge receiving / submitting the assessment task described above.

Class	PRINT NAME	Assessment Task Received		Assessment Task Submitted	
		Signature	Date	Signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
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19					
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21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

When the Assessment Task has been marked and returned - this sheet is to be given to your HT for central filing





Assessment Schedules

For

Year 7 Courses

2021

These are issued to students by their course teachers. Students sign to acknowledge receipt of the assessment Schedules.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

STUDENT INSTRUCTIONS

- * Ensure you have collected all Assessment Schedules for your courses from your class teachers.
- * **Assessment Calendar:** Check the assessment calendar on next pages and highlight the assessment tasks.
- * Keep Assessment Handbook for future reference.
- * Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate.



Assessment Task Calendar

Term 1 - 2021

Week	Dates	Course	Task
1A	28/01/2021 – 29/01/2021		
2B	01/02/2021 – 05/02/2021	Literacy	PAT Writing
		Numeracy	PAT Test
3A	08/02/2021 – 12/02/2021	Numeracy	PAT Test
4B	15/02/2021 – 19/02/2021		
5A	22/03/2020 – 26/02/2020	Science	Secondary Sources
6B	01/03/2021 – 05/03/2021	Geography	Landscapes & Landforms Report
		History	Investigating the Ancient Past – Topic Test
		Personal Development, Health & Physical Education	Presentation – Unit 1 Looking in the Mirror
7A	08/03/2021 – 12/03/2021		
8B	15/03/2021 – 19/03/2021	Music	Soundscape Composition
		Visual Arts	Art making Task 1
9A	22/03/2021 – 26/03/2021		
10B	29/03/2021 – 01/04/2021	English	My Place - Conceptual
		Mathematics	Rich Learning Assignment
		Technology Mandatory	Timber Box



Assessment Task Calendar

Term 2 – 2021

Week	Dates	Course	Task
1A	19/04/2021 -23/04/2021		
2B	26/04/2021 – 30/04/2021	Mathematics	Completed Modules
		Music	Piano Ensemble
		Numeracy	Mini Class Test
		Visual Arts	Critical Task
3A	03/05/2021 – 07/05/2021	Geography	Landscapes & Landforms – Topic Test
		History	The Mediterranean World – Source Analysis
4B	10/05/2021 – 14/05/2021	Personal Development, Health & Physical Education	Looking in the mirror & weighing up my life Unit 1 & 2
5A	17/05/2021 – 21/05/2021		
6B	24/05/2021 – 28/05/2021		
7A	31/05/2021 – 04/06/2021		
8B	07/06/2021 – 11/06/2021	English	Examining Short Stores – Prose Fiction
		Science	NAPLAN style assessment
9A	15/06/2021 – 18/06/2021	Literacy	Persuasive Response & Editing
10B	21/06/2021 – 25/06/2021	Technology Mandatory	Digital Technologies



Assessment Task Calendar

Term 3 - 2021

Week	Dates	Course	Task
1A	12/07/2021 - 16/07/2021		
2B	19/07/2021 – 23/07/2021		
3A	26/07/2021 – 30/07/2021		
4B	02/08/2021 – 06/08/2021	Mathematics	Rich Learning Assignment
		Visual Arts	Art making Task 2
5A	09/08/2021 – 13/08/2021	History	The Asian World – Research/PPT
6B	16/08/2021 – 20/08/2021	Science	Practical
		Science	Practical Examination
7A	23/08/2021 – 27/08/2021	Geography	Place & Liveability Pamphlet
8B	30/08/2021 – 03/09/2021		
9A	06/09/2021 – 10/09/2021	English	Exploring Horror through drama
		Literacy	Creative Response & Reflection
		Music	Ukulele Performance
10B	13/09/2021 – 17/09/2021	Numeracy	Class Test
		Technology Mandatory	Food & Agriculture



Assessment Task Calendar

Term 4– 2021

Week	Dates	Course	Task
1A	05/10/2021 -08/10/2021		
2B	11/10/2021 – 15/10/2021		
3A	18/10/21 – 22/10/2021	Geography	Place & Liveability – Topic Test
		History	The Mediterranean World – Video Analysis
		Music	Listening Test
		Numeracy	PAT Test 2
4B	25/10/2021 – 29/10/2021	Literacy	PAT Writing
		Mathematics	Completed Modules
		Visual Arts	Yearly Examination
5A	1/11/2021 – 5/11/2021	Personal Development, Health & Physical Education	Yearly Examination
6B	8/11/2021 – 12/11/2021	English	Investigating Sustainability (non-fiction, documentaries)
		Science	Yearly Examination
7A	15/11/2021 – 19/11/2021		
8B	22/11/2021 – 26/11/2021		
9A	29/11/201 – 3/1/22021		
10B	6/12/2021 – 10/12/2021	Technology Mandatory	Bottle Rocket
11A	13/12/201 -15/12/2021		

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	My Place (conceptual)	Examining Short Stories (Prose Fiction)	Exploring horror through drama (drama)	Investigating Sustainability (non fiction, documentaries)
Outcomes:	EN4-1A, EN4-2A, EN4-4B, EN4-7D, EN,4-8D	EN4-2A, EN4-4B, EN4-6C, EN4-9E	EN4-1A,EN4-3B, EN4-4B, EN4-5B	EN4-2A, EN4-3B, EN4-4B, EN4-7D
Timing:	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9	Term 4 Week 6
SYLLABUS COMPONENTS:				
Fiction -Australian literature - Picture books -Intercultural experiences	20%	20%		
Prose Fiction -Multimedia -Digital stories	20%	20%		
- Drama -Dracula or Frankenstein in play script form	30%		30%	
Non Fiction -Articles -Documentaries	30%			30%
	100%	20%	20%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Speech and Visual poster (presentation)	20	EN4-1A, EN4-2A, EN4-4B, EN4-7D, EN,4-8D	Autobiographical poster and speech
2	Prose fiction (Digital Stories)	20	EN4-2A, EN4-4B, EN4-6C, EN4-9E	Digital short story and justification
3	Drama Script	30	EN4-1A,EN4-3B, EN4-4B, EN4-5B	Script writing and reflection
4	Non Fiction	30	EN4-2A, EN4-3B, EN4-4B, EN4-7D	Feature Article

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Landscapes and Landforms Report	Landscapes and Landforms Topic Test	Place and Liveability Pamphlet	Place and Liveability Topic Test
	Outcomes:	GE 4-4, GE 4-5	GE 4-2, GE 4-3	GE 4-1, GE 4-7	GE 4-6, GE 4-8
	Timing:	Term 1 Week 6	Term 2 Week 3	Term 3 Week 7	Term 4 Week 3
Acquiring geographical information	30%	5%	5%	10%	10%
Processing geographical information	40%	10%	10%	10%	10%
Communicating geographical information	30%	5%	5%	10%	10%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Landscapes And Landforms Report	20%	GE 4-4, GE 4-5	Students are to write a 1000 word report on a specific place/community based on the unit of study Landscapes and Landforms.
2	Landscapes And Landforms Topic Test	20%	GE 4-2, GE 4-3	Set of multiple choice, short and long response questions from the Unit of study on Landscape and Landforms.
3	Place And Liveability Pamphlet	30%	GE 4-1, GE 4-7	Students to create a pamphlet of their most desired place to live in based on the unit of study Place and Liveability.
4	Place And Liveability Topic Test	30%	GE 4-6, GE 4-8	The yearly topic test (assessing students' knowledge and understanding of outcomes studied) about Place and Liveability.

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Investigating the Ancient Past Topic Test	The Mediterranean World Source Analysis	The Asian World Research/PPT	The Mediterranean World Video Analysis
Outcomes:	HT4-1, HT4-5, HT4-8	HT4-3	HT4-2, HT4-10	HT4-6, HT4-9
Timing:	Term 1 Week 6	Term 2 Week 3	Term 3 Week 5	Term 4 Week 3
SYLLABUS COMPONENTS:				
Comprehension: chronology, terms and concepts. Analysis and use of sources	25%	5%	5%	10%
Perspectives & interpretations. Empathetic understanding	25%	5%	10%	5%
Research	25%	5%	10%	10%
Explanation and communication	25%	5%	10%	5%
	100%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Investigating the Ancient Past Topic Test	20%	HT4-1, HT 4-5, HT4-8	In class topic test - covering Investigating the Ancient Past. Multiple choice questions, Source work analysis, mapping skills, numeracy and Literacy activities.
2	The Mediterranean World Source analysis	20%	HT4-3	Source based task – analysing sources
3	The Asian World Research /PPT	30%	HT4-2, HT4-10	Research Assignment – PowerPoint on Ancient China
4	The Mediterranean World Video Analysis	30%	HT4-6, HT4-9	Analyse a Video and answer a series of questions

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	PAT Writing	Persuasive Response & Editing	Creative Response & Reflection	PAT Writing
	Outcomes:	UnT8, CrT8	CrT8, CrT9, CrT11, LiS7	CrT6, CrT7, CrT8, UnT6	CrT8, CrT9
	Timing:	Term 1 Week 2	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
Speaking & Listening	20%		10%	10%	
Reading & Viewing	20%	10%			10%
Writing	60%	10%	10%	20%	20%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	PAT Writing	20	UnT8, CrT8	PAT – ACER Progressive Assessment eWrite Test. Complete online.
2	Persuasive Response & Editing	20	CrT8, CrT9, CrT11, LiS7	<p>In Class Response – Students will:</p> <ul style="list-style-type: none"> View a clip and plan a response using provided scaffold Formulate a persuasive response in the form of a letter <p>Edit the response indicating correct use of sentence types, spelling, grammar and punctuation</p>
3	Creative Response & Reflection	30	CrT6, CrT7, CrT8, UnT6	<p>In Class Response – Students will:</p> <ul style="list-style-type: none"> Select a visual stimulus and plan a response using provided scaffold <ul style="list-style-type: none"> Formulate a 1-2 page creative response <p>Reflect upon their response by using the NAPLAN marking criteria to formulate a written reflection</p>
4	PAT Writing	30	CrT8, CrT9	PAT – ACER Progressive Assessment eWrite Test. Complete online. Students complete the same test as the beginning of the year so results can be compared.

SYLLABUS COMPONENTS:

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<i>Task:</i>	Rich Learning Assignment	Completed Modules	Rich Learning Assignment	Completed Modules
<i>Outcomes:</i>	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-12MG, MA4-15MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-10NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA10NA, MA4-17MG, MA418MG, MA4-19SP
<i>Timing:</i>	Term 1 Week 10	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4
Understanding, fluency and communication	50%	10	10	15
Problem-solving and reasoning	50%	10	10	15
	100%	20%	20%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Rich Learning Assignment	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP	A rich learning task based on current topics. Students will have the opportunity to take home the task as well as complete some of the task in class with teacher support.
2	Completed Modules	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-12MG, MA4-15MG	The semester's work in Mathspace modules will be analysed and students will be awarded a mark based on growth and accuracy.
3	Rich Learning Assignment	30%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-10NA	A rich learning task based on current topics. Students will have the opportunity to take home the task as well as complete some of the task in class with teacher support.
4	Completed Modules	30%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA10NA, MA4-17MG, MA418MG, MA4-19SP, MA4-21P	The semester's work in Mathspace modules will be analysed and students will be awarded a mark based on growth and accuracy.

		Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS COMPONENTS:		Task:	Soundscape Composition	Piano Ensemble	Ukulele Performance	Listening Test
		Outcomes:	4.4, 4.5, 4.6	4.1, 4.3, 4.5	4.1, 4.2, 4.3	4.7, 4.8, 4.9, 4.10
		Timing:	Term 1 Week 8	Term 2 Week 2	Term 3 Week 9	Term 4 Week 3
Performing	40%		10%	30%		
Composing	30%	20%	10%			
Listening	30%					30%
	100%	20%	20%	30%	30%	

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Soundscape Composition	20%	4.4, 4.5, 4.6	Students to create and perform a short story and soundscape to accompany it, using a number of different technologies and instruments.
2	Piano Ensemble	20%	4.1, 4.3, 4.5	Students to compose a short piece of music using treble and bass clefs and perform this on the piano.
3	Ukulele Performance	30%	4.1, 4.2, 4.3	Students will perform a song on the ukulele learnt in class.
4	Listening Test	30%	4.7, 4.8, 4.9, 4.10	Students to undertake an aural examination focusing on the concepts of music.



Numeracy

Year 7 Assessment Outline 2021

		Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS COMPONENTS:		Task:	PAT Test	Mini Class Test	Class Test	PAT Test 2
		Outcomes:	FA1	FA1	FA2	FA2, FA3
		Timing:	Term 1 Week 2 & 3	Term 2 Week 2	Term 3 Week 10	Term 4 Week 3
Understanding, skills and techniques	50%	10%	10%	15%	15%	
Reasoning and communication	50%	10%	10%	15%	15%	
	100%	20%	20%	30%	30%	

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	PAT Test	20%	FA1, FA2	Online PAT Test in Mathematics
2	Mini Class Test	20%	FA1, FA2	Students complete a summary set of arithmetic and multiplicative questions
3	Class Test	30%	FA1, FA2	Students complete a deep set of arithmetic and multiplicative questions, communicating their strategies.
4	PAT Test 2	30%	FA1, FA2	Re sitting of Online PAT Test in Mathematics



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Year 7 Assessment Outline 2021

SYLLABUS COMPONENTS:

SELF MANAGEMENT SKILLS (Strengthening personal identity, Self-Awareness, Emotion and stress management, decision making and problem solving, help seeking)
INTERPERSONAL SKILLS (Communication, collaboration, inclusion and relationship building, empathy building, leadership and advocacy, social awareness)
MOVEMENT SKILLS (Fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Presentation Unit 1: Looking in the Mirror	Looking in the mirror and Weighing up my life Unit 1 & 2	PE Observations Peer & Teacher	Yearly Examination Unit 3 & 4
Outcomes:	PD4-9, PD4-1	PD4-10, PD4-7, PD4-8	PD4-4, PD4-5, PD4-11	PD4.6, PD4-2, PD4-3
Timing:	Term 1 Week 6	Term 2 Week 4	On-Going	Term 4 Week 3
	30%	15%	5%	10%
	30%	5%	5%	10%
	40%	10%	30%	
	100%	20%	20%	40%
				20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Presentation	20%	PD4-9, PD4-1	Unit 1: Looking in the mirror. Students create a presentation on the topics below. Presentation may take the form of a speech, group work, peer assessment, role play, video or power point Part A: A sense of self Part B: Adolescence and change
2	Looking in the mirror and Weighing up my life Unit 1 & 2	20%	PD4-10, PD4-7, PD4-8	Unit 1 & 2: Looking in the mirror & Weighing up my life. The task takes the form of a written test following the topics below; Part A: Unit 1, Looking in the mirror Part B: Unit 2, Assess and access health information, products and services Part C: Unit 2, Nature of health, Factors that affect health, Food habits, M.H.
3	PE Observations	40%	PD4-4, PD4-5, PD4-11	Student technique and motor skills are both teacher and peer assessed throughout the units of Net/Barrier Games, Athletics, Dance and Strike and Field Games. Students will both provide and receive formal feedback and reflect upon the skills of themselves and others.
4	Yearly Examination	20%	PD4.6, PD4-2, PD4-3	Unit 3 & 4: Stop, Revive, Survive & Connect and Respect The task takes the form of a written test following the topics as below; Part A: Unit 3 Stop, revive, survive, Road Safety Part B: Unit 3 Stop, revive, survive Personal safety Part C: Unit 4, Connect & Respect, communication/relationships/bullying

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Secondary Sources	NAPLAN-style assessment	Practical Examination	Yearly Examination
	Outcomes:	WS7.1, WS9, SC4-12ES	SC4-16CW, literacy	SC4-10PW, WS6, literacy	SC4-14LW, WS8
	Timing:	Term 1 Week 5	Term 2 Week 8	Term 3 Week 6	Term 4 Week 6
Develop knowledge, understanding of and skills in applying the processes of Working Scientifically	60%	15%		25%	20%
Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.	40%	5%	20%	5%	10%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Secondary Sources	20%	WS7.1, WS9, SC4-12ES	A secondary sources research and presentation task
2	NAPLAN – style assessment	20%	SC4-16CW	A NAPLAN-style written examination assessing scientific literacy and knowledge and understanding outcomes
3	Practical Examination	30%	SC4-10PW, WS6, literacy	A series of practical tasks to assess working scientifically skills and scientific literacy
4	Yearly Examination (PAT)	30%	SC4-14LW, WS8	An online examination assessing knowledge and understanding outcomes and working scientifically skills

Technology Mandatory

Year 7 Assessment Outline 2021

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	TIMBER BOX	DIGITAL TECHNOLOGIES	FOOD AND AGRICULTURE	BOTTLE ROCKET
	Outcomes:	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS
	Timing:	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 10
SYLLABUS COMPONENTS:					
Skills	40%	10%	5%	20%	5%
Knowledge And Understanding	40%	10%	5%	15%	10%
Values And Attitudes	20%	5%	5%	5%	5%
	100%	25%	15%	40%	20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	TIMBER BOX	25%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	Follow plans to construct a timber box and design a custom backboard for the box to suit a need. Students develop a folio to match the practical project that demonstrates each step of the process.
2	DIGITAL TECHNOLOGIES	15%	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	Students design and make a custom video game using Game Maker software. Students develop a digital folio to match the practical project that demonstrates each step of the process.
3	FOOD AND AGRICULTURE	40%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS	Students follow recipes to make a range of health dishes while learning about how the food is grown/produced. Students develop a digital folio to demonstrate their learning along the way.
4	BOTTLE ROCKET	20%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	Students design and construct a rocket out of recycled materials and test the rocket while learning about Engineering principles and how they relate to the project. Students develop a folio to match the practical project that demonstrates each step of the process.

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Art making Task 1	Critical Task	Art Making Task 2	Yearly Examination
	Outcomes:	4.1, 4.2, 4.3	4.7, 4.8, 4.9	4.4, 4.5, 4.6	4.9, 4.10
	Timing:	Term 1 Week 8	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4
Knowledge, Understanding and Skills – Art Making	70%	30%		40%	
Critically and Historically Interpret Art	30%		10%		20%
	100%	30%	10%	40%	20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Art making Task 1	30%	4.1, 4.2, 4.3	Students will explore a range of wet and dry media in the creation of artworks including printmaking.
2	Critical task	10%	4.7, 4.8, 4.9	Critical analysis of a contemporary artist.
3	Art Making Task 2	40%	4.4, 4.5, 4.6	Exploring a range of 2D and 3D art materials in the creation of artworks.
4	Yearly Examination	20%	4.9, 4.10	Yearly Examination – Historical Task.



Assessment Policy Handbook

Student Acknowledgement

I have received a copy of the Fairfield High School's Student Assessment Policy Handbook, and understand that:

- All assessment tasks must be completed by the due date
- Assessment Tasks AND all classwork and homework to assess student academic progress
- Attendance in all classes is expected to be over 85% in order to meet all course outcomes satisfactorily
- All work that is submitted is original and not copied or plagiarised from other sources
- Failure to submit a task on time will result in a letter home
- All tasks MUST be submitted, even if it is after the due date
- A student signature is required when a task is issued by the teacher
- A student signature is required when a task is submitted to the teacher
- Assessment tasks need to be uploaded to Turn It In website, when directed by teacher
- If an assessment task is late or missed due to illness, the task must be submitted on the first day back at school after the illness, with a doctor's certificate attached
- There is a Misadventure Form that needs to be filled in if asking for special consideration when a task is late
- For students in Years 7 – 9, a Level Green letter will go home advising parents of a missed assessment task
- For students in Years 10 – 12, a N Award warning letter will go home advising parents of a missed assessment task
- Students may be required to attend to the Homework Centre (Tues, Wed or Thurs) or lunch detentions until an outstanding task is submitted
- Computer and/or printer problems is not a satisfactory reason for failing to submit an assessment task, so ensure tasks are backed up and saved in appropriate locations
- If there are any problems or issues in relation to completing assessment tasks, liaise with teacher or head teacher as soon as possible

Tear off this slip and return to Year Adviser (who will give this to the Head Teacher Secondary Studies for filing)

I understand and accept the conditions and guidelines set out in this Assessment Policy Handbook

Student Name:			
Year Group:		Date Booklet Received:	
Student signature:			