



St George Girls High School

***Assessment
Information***

Year 7

2017

This booklet outlines course outcomes, syllabus components and weightings and an overview of the assessment schedule for each Stage 5 course.

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ST GEORGE GIRLS HIGH SCHOOL

Assessment Policy and Procedures Year 7

St George Girls High School is committed to enhancing and encouraging 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 St George Girls High School encourages progressive development of skills and knowledge while ensuring:

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

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- Tests which may take a written, practical and 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 at least **two weeks** 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 at **least TWO weeks 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 their attendance does not fall below 85%.
- familiarise themselves with the school's 'Assessment Booklet' 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 booklet 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 they will be penalised in accordance with this policy.
- maintain the integrity and confidentiality of all assessment tasks.
-

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 you are unable to attend on the day of a task you should:

- contact the school **on the morning the task is scheduled** and inform them of your absence.

Immediately on your 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 you are unable to attend on the day a hand-in task is due you should:

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

Immediately on your 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.

Late submission of a hand-in 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.

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.
- 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 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



ENGLISH

Course Description

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

Task	Task Description	Weighting (%)	Date
1	Feature Article (H)	15	Term 1, Week 9 Monday 20 th March
2	Context Presentation (P)	15	Term 2, Week 5 Monday 22 nd May
3	Creative Reading journal (H)	15	Term 2, Week 5 Monday 22 nd May (<i>hand-in 1</i>) Term 4, Week 5 Monday 6 th November (<i>hand-in 2</i>)
4	Creative writing (H)	20	Term 3, Week 2 Monday 24 th July
5	Short film (H)	15	Term 4, Week 2 Monday 16 th October
6	Play rationale (P)	20	Term 4, Week 5 Monday 6 th November
		100	



GEOGRAPHY

Course Description

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future. Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world. Geographical inquiry involves students acquiring, processing and communicating geographical information. The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments.

Year 7 Geography is broken down into two focus areas:

- **Places and liveability** – Students discuss factors that influence people’s perceptions of the liveability of places.
- **Landscapes and landforms** - Students explore landscapes and landforms using examples from Australia and throughout the world.

The course is semesterised - delivered over a period of two terms before students roll over into the study of History in the subsequent semester.

Task	Task Description	Weighting (%)	Date	
1	Examination (E)	50	Semester 1 Term 1, Week 10 Monday 27 th March (7Geo1) Tuesday, 28 th March (7Geo3) Wednesday, 29 th March (7Geo5)	Semester 2 Term 3, Week 10 Monday 18 th September (7Geo2) Wednesday 20 th September (7Geo4)
2	Group Research and Oral Task (in-class presentation and hand in report) (OP)	50	Semester 1 Term 2, Week 6 Monday 29 th May <i>(continues all week in class)</i>	Semester 2 Term 4, Week 6 Monday 13 th November <i>(continues all week in class)</i>
		100		



HISTORY

Course Description

The Ancient World

Students briefly cover:

- the theory that people moved out of Africa around 60 000 years ago and migrated to other parts of the world including Australia
- the evidence for the emergence and establishment of ancient societies, including art, iconography, writing, tools and pottery
- key features of ancient societies (farming, trade, social classes, religion, rule of law)

There are three (3) Ancient World depth studies, where we ask:

Investigating the Ancient Past, The Mediterranean World, The Asian World

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Task	Task Description	Weighting (%)	Date	
1	Empathy (Hand in) Investigating the Ancient Past	30	Semester 1 Term 1, Week 7 Thursday 9 th March (<i>class 2,4</i>)	Semester 2 Term 3, Week 7 Thursday 31 st August (<i>class 1,3,5</i>)
2	Sources/Skills (In class task) The Mediterranean World	30	Term 2, Week 1 Thursday 27 th April (<i>class 2,4</i>)	Term 3, Week 10 Thursday 21 st September (<i>class 1,3,5</i>)
3	Oral/Research (In class) The Asian World	40	Term 2, Week 4 (<i>all week in class</i>) (<i>class 2,4</i>)	Term 4, Week 4 (<i>all week in class</i>) (<i>class 1,3,5</i>)
		100		



LANGUAGES

Course Description

The Year 7 Languages program introduces students to the basic skills of language learning and offers a 'taste' of the three languages offered at St George Girls High School: French, Japanese and Latin. Students study each language in a rotation of approximately 13 weeks. The Semester 1 Report includes only the results for the first language studied; the Semester 2 Report includes both the remaining languages.

- In the **French course**, students are introduced to French language and culture, learning to exchange personal details and communicate using basic language and vocabulary.
- In the **Japanese course**, students explore the Japanese writing system through the identification of different scripts and the introduction to hiragana and kanji scripts. They learn to communicate, exchanging personal details. The course also explores customs and culture, both traditional and popular, of Japanese society.
- The **Latin course** introduces students to the history, culture and mythology of the Romans through the family of Caecilius – a real Roman who lived in the ancient city of Pompeii 2,000 years ago. Students learn the basic vocabulary and grammar needed to read and write simple Latin sentences, and gain an appreciation for how Latin has influenced and enriched the English language.

Task	Task Description	Weighting (%)	Date
1	French <ul style="list-style-type: none">• Understands and responds to texts containing familiar French language.• Writes using familiar French expressions and sentences.	33.3	<i>The order and dates of tasks will vary according to students' class; students will be given specific dates at the start of each rotation. Test 1 Term 2 week 2 Test 2 Term 3 week 5 Test 3 Term 4 week 6</i>
2	Japanese <ul style="list-style-type: none">• Understands and responds to texts containing familiar Japanese language.• Writes using familiar Japanese expressions and script.	33.3	
3	Latin <ul style="list-style-type: none">• Reads and writes simple Latin sentences.• Demonstrates an understanding of Roman history and culture.	33.3	
		100	



MATHEMATICS

Course Description

Mathematics is a mandatory course across Years 7 – 10. Students are provided with the skills and knowledge to become effective problem solvers. The aim of Mathematics in Year 7 is to develop:

- ♣ an **increasingly sophisticated** understanding of mathematics concepts and fluency with mathematical processes, and the ability to pose and solve problems and reasons in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- ♣ confident, creative users and communicators of mathematics while making connections between the areas of mathematics and other disciplines.

Task	Task Description	Weighting	Date
1	Maths Assignment (H)	10	Term 1, Week 11 Tuesday 4 th April (Class 7M2,7M4) Wednesday 5 th April (Classes 7M1) Friday 7 th April (Classes 7M3, 7M5)
2	Common Test 1 (E)	25	Term 2, Week 5 Tuesday 23 rd May (Class 7M2,7M4) Wednesday 24 th May (Classes 7M1) Friday 26 th May (Classes 7M3, 7M5)
3	Bookwork	5	Throughout Term 2
4	Common Test 2 (E)	25	Term 3, Week 5 Tuesday 15 th August (Class 7M2,7M4) Wednesday 16 th August (Classes 7M1) Friday 18 th August (Classes 7M3, 7M5)
5	Common Test 3 (E)	30	Term 4, Week 5 Tuesday 7 th November (Class 7M2,7M4) Wednesday 8 th November (Classes 7M1) Friday 10 th November (Classes 7M3, 7M5)
6	Bookwork	5	Throughout Term 4
		100	



MUSIC

Course Description

Music is an art-form which pervades society and is integral to all world cultures. It has the capacity to cross cultural and societal boundaries. At a personal level music allows for the expression of emotion and imagination, the intellect and the exploration of values. As a social activity, it enables the sharing of ideas, feelings and experiences. The nature of musical study fosters the capacity of students to manage their own learning, engage in problem-solving, work collaboratively and participate in activity that reflects the real world practice of performers, composers and audiences.

The Concepts of Music are studied through a variety of activities in Performance, Composition and Listening across a broad spectrum of genres and styles including: Australian Music, Popular & Rock Music, Jazz, Music of a Culture, and Art Music 1600 to Present day.

Task	Task Description	Weighting (%)	Date
1	Soundscape Improvisation PBL (P+H)	10	Term 1, Weeks 7-8 Monday 6 th March <i>(continues in class until Friday 17th March)</i>
2	Individual Performance Progress – Keyboard & Guitar Skills (P)	20	Terms 1 & 2 <i>(ongoing in class)</i>
3	Written listening topic test (E)	10	Term 2, Week 4 <i>(refer to calendar for class dates)</i>
4	Acid Music Remix (H)	15	Term 2, Week 8 Tuesday 13 th June <i>(all week in class)</i>
5	Carnival of the Animals Composition (P)	10	Term 3, Week 5 Monday 14 th August <i>(all week in class)</i>
6	Individual Performance Progress – Keyboard & Guitar Skills (P)	20	Terms 3 & 4 <i>(ongoing in class)</i>
7	Written listening topic test (E)	15	Term 4, Week 6 <i>(refer to calendar for class dates)</i>
		100	



PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

Course Description

PDHPE in Year 7 explores the nature of health and the interaction of cognitive, physical, social, emotional and spiritual components. Emphasis is placed upon health issues of significance to students, namely mental health and healthy food habits.

A positive sense of self is fundamental to an individual's health and wellbeing. In PDHPE students examine the factors that contribute to and shape the development of a sense of self, and how it might vary in different contexts. Students look at specific factors that can have significant influence on a sense of self during adolescence including the impact of body image, views of what it means to be female or male, and physical, social and emotional changes. Finally in Year 7 students explore the qualities of caring and respectful relationships, and how they can be developed and maintained in a variety of contexts in their lives. They investigate important concepts such as rights and responsibilities in relationships, recognising abuse, power in relationships and protective strategies.

In practical studies, students develop an understanding of the features of movement composition as they engage in a variety of planned and improvised movement experiences. They compose movement using the elements of composition to achieve specific purposes and performance goals. Students learn to appreciate the potential that movement offers in relation to personal growth and development as they interact with others, communicate, make decisions and solve problems in movement contexts.

Task	Task Description	Weighting (%)	Date
1	All About Me Poster (H)	20	Term 1, Week 6 <i>(refer to calendar for class dates)</i>
2	Practical Movement reflection (P)	20	Term 2, Week 6 <i>(during the week)</i>
3	Growth and development topic test (E)	20	Term 3, Week 9 <i>(refer to calendar for class dates)</i>
4	Creative Dance group task (P)	20	Term 3 <i>(In class completion- by end of term)</i>
5	Cyber bullying Critique (E)	20	Term 4, Week 3 <i>(refer to calendar for class dates)</i>
		100	



SCIENCE

Course Description

Within the NSW Science Curriculum for Years 7 to 10 students learn to use scientific inquiry. This is achieved with a focus on practical experiences and the skills that are required throughout the inquiry process. Students identify questions and problems that can be tested or researched scientifically. They then process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, drawing relevant, evidence-based conclusions. Further analysis involves reflecting on the methods and strategies used and identifying how the quality of data obtained could be improved. Student's ideas, methods and findings are communicated to a given audience using appropriate scientific language, representations and text types, with information sources acknowledged using a recognised method. By engaging in scientific inquiry, students develop their knowledge of scientific ideas and concepts, as well as the nature, development and importance of scientific evidence. They explain how scientific knowledge changes as new discoveries and technological developments are made available, appreciating that new evidence leads to an improved understanding of the world.

Task	Task Description	Weighting %	Date
1	Topic Task 1 (assessing knowledge and skills from topic 1) (E)	15	Term 1, Week 7 Monday 6 th March
2	Mid Year Exam (assessing knowledge and skills covered so far) (E)	35	Term 2, Weeks 3-4 Friday 12 th May (classes L,S,E) Monday 15 th May (classes T,A)
3	Topic Task 2 (assessing knowledge and skills from topic 3) (E)	10	Term 3, Week 7 Monday 28 th August
4	Practical Exam (assessing practical and processing skills) (P)	15	Term 3, Week 10 Monday 18 th September
5	End of Year Exam (assessing knowledge and skills covered this year) (E)	25	Term 4, Weeks 3-4 Friday 27 th October (classes L,S,E) Monday 30 th October (classes T,A)
		100	



TECHNOLOGY MANDATORY

Course Description

Studying Technology (Mandatory), gives students the opportunity to develop their abilities in order to design, produce and evaluate quality solutions that respond to identified opportunities and needs. It enables students to justify solutions and to responsibly, safely and creatively use and select materials, tools and techniques.

Thinking skills are developed experientially through the Technology (Mandatory) course as students design and make. Students will learn to meet the requirements of an identified need through a design brief. The use of reflective, flexible and creative thinking skills are encouraged to build understanding of underlying principles that can be transferred to different project settings and applications. Students are led through practical experience, to develop, select and apply technological skills involved in designing and producing. Students build upon their capacity to solve problems and generate ideas through the use of new conceptual approaches, models, drawings and information and communication technologies, and the ability to develop, produce and implement quality solutions are keys to technological competence. Students will be prepared for lifelong learning and career opportunities in the study of design and related fields. They will be given further opportunity to develop an inspired interest in developing innovative solutions, an appreciation of, and satisfaction in producing products and projects of enduring functional quality.

Students will cover the following three units of work throughout the course of the year;

Area of Study	Design Specialisation	Technologies	Unit of Work
Built Environments	Interior Design	Textiles	'My Bedroom Make-over'
Products	Food Design	Food	'Eat Healthy, Be Healthy'
Information and Communications	Communication Systems Design	Information/ Media	'Digital Discovery'

Task	Task Description	Weighting	Date
1	Design Challenge (H)	15	Term 1, Week 5 Thursday 23 rd February
2	Practical Project 1 (P+H)	35	Term 2, Weeks 3 & 4 (see calendar for class dates)
3	Practical Project 2 (P+H)	35	Term 3, Weeks 4, 5, 7 & 8 (see calendar for class dates)
4	Australian Innovation Research Task (R)	15	Term 4, Week 4 (see calendar for class dates)
		100	

- Please note that the food rotation will have two separate due dates over two weeks, as it is a practical assessment



VISUAL ARTS

Course Description

Students are provided with opportunities to explore the conventions, strategies and procedures of making artworks in a range of 2D, 3D and 4D forms. They learn about making decisions, as well as courses of action and intentions in managing their practice from a specific frame or point of view. In critical and historical studies, students are provided with opportunities to investigate how and why artists make artworks, and how and why art historians and critics write about artworks.

Task	Task Description	Weighting (%)	Date
1	Portrait Paintings, mixed media and related drawings (H) Portraits through Time Historical Assignment (H)	30	Term 1, Week 10 Friday 31 st March
2	Animals in Art, Living Things- Ceramic sculpture (H) Animals in Art Critical Assignment (H)	30	Term 2, Week 9 Friday 23 rd June
3	Wearable design Careers in Art Research Assignment (H)	30	Term 3, Week 9 Friday 15 th September
4	World of Nature – Printmaking (H)	10	Term 4, Week 5 Friday 10 th November
		100	

Year 7, 2017

Assessment Booklet



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

Student's Name: (Please print) Roll:.....

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 Treacy
(Year 7 Deputy Principal)**