



# Prairiewood High School



Year 7 Assessment Schedule 2022

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## **THE PURPOSE OF ASSESSMENT**

Assessment procedures provide an indication of a student's attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle. Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning. Assessment activities may be formal (e.g. semester examinations, common year task, assignment/research tasks) or informal (eg class test, topic test, in class task).

## **THE ASSESSMENT SCHEDULE BOOKLET AND TIME FRAME**

This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings. Use a diary or calendar to record assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

## **ATTENDANCE**

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work / assessment notification has been missed and to catch up with that work.

## **SUBMISSION OF TASKS**

For assessment tasks which are completed outside the classroom, all tasks are to be submitted by the designated day and time (as per teacher notification).

Tasks submitted after the designated time are late unless there are exceptional circumstances. Failure to submit a task by the designated time will result in:

- A mark deduction of 10% per school day may apply to all late tasks
- This penalty will be followed by a formal faculty letter to parents
- All tasks must be submitted, even if the task is awarded 0%.

## **EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION**

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. (See attached)

Students must apply well before the due date of the task. If your extension is not granted, you must submit the task by the due date.

## **PRIOR KNOWLEDGE OF ABSENCE**

Where a student has a clash between an assessment task and another school activity, the student **must** notify the relevant Head Teacher and submit the work before the due date.

## **ABSENCE DUE TO ILLNESS / MISADVENTURE**

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the appropriate Head Teacher). Students are advised to complete all tasks to the best of their ability and advise the school immediately if circumstances will prevent them from doing so.

## **TECHNOLOGY AND ASSESSMENT TASKS**

Technology failure is not, in itself, a valid reason for failure to submit an assessment task. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. To minimise problems in relation to technology, students should adhere to the following protocols

- When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (eg. USB drive)
- When working at school, save the latest version of your work to your personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
- Check the compatibility of your home software with the school's technology
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on an external portable storage media.

## **SPEAKING TASKS**

Students must be ready to present Speaking Assessment Tasks on the specified due date. Students must show their teacher concrete evidence that the task has been completed on time. (eg: palm cards, copy of speech/presentation, etc)

## **ZERO MARKS**

A zero mark will be awarded when a student:

- Does not attempt a task (non-attempt)
- Does not make a serious attempt at the task (non-serious attempt)
- Is found to be involved in malpractice

In such cases, this will be placed in the school records and parent/carer will be notified.

## **MALPRACTICE IN ASSESSMENT TASKS**

Any student found involved in malpractice in completing an assessment task will be awarded a mark of zero for that task. Malpractice includes, but is not limited to:

- Cheating OR Attempting to cheat OR Assisting others to cheat
- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person (eg. parent, subject expert) has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task or exam in any way
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date.

*The decision with regard to malpractice having occurred will be taken by the class teacher in consultation with the appropriate Head Teacher.*

## **NATIONAL ASSESSMENT PROGRAM**

Year 7 students will sit for four external assessment tests as part of NAPLAN (National Assessment Program for Literacy and Numeracy). The purpose of these tests is to assess the literacy and numeracy performance of Year 7 students.

The results of these tests will be reported to schools, students and parents using a common reporting scale with performance bands in reading, writing, language and numeracy.

Students will sit four tests:

- Writing – 42 minutes
- Reading – 65 minutes
- Language Conventions – 45 minutes
- Numeracy – 65 minutes

In 2022, the NAPLAN tests will be online and carried out at school between **10<sup>th</sup>- 20<sup>th</sup> May**.

Specific dates within this window will be published in 2022.

# ENGLISH

YEAR 7	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 2	Term 4 Week 5
Task Type	Reading	Writing	Multimodal	Writing/Reflection
Name of Unit	NA	Interpretations	Patterns	Images (Term 3) Performance (Term 4)
Unit Overview	Students will be assessed on their skills in reading and comprehending unseen texts.	Students will use a novel as a focus for their study of how meaning is created in a substantive text.	Student study the forms and conventions of genre through a core text.	In the Images unit students analyse a variety of visual texts.  In the Performance, students are introduced to stagecraft.
Total Weighting	20%	25%	25%	30%
Outcomes Assessed	EN4: 5C, 6C, 7D	EN4: 2A, 5C, 6C, 9E	EN4: 1A, 3B, 4B	EN4: 1A, 3B, 6C, 7D, 8D

# GEOGRAPHY

YEAR 7	Task 1	Task 2	Task 3
Due Date	Term 2 Week 3	Term 3 Week 4	Term 4 Week 5/6
Task Type	Individual Research Task with Skills Component	Research Based Group Presentation	Yearly Examination
Name of Unit	Landscapes and Landforms	Place & Liveability	All of the previous topics + Water in the world
Unit Overview	Students explore landscapes and landforms using Australian and world features. This knowledge is processed by selecting and using geographical tools for inquiry.	Students learn about factors that influence people's perceptions of the liveability of places.	Water as a resource and the factors influencing water flows and availability of water in different places.  Stage 4 knowledge is processed by selecting and using geographical tools for inquiry.
Total Weighting	30%	30%	40%
Outcomes Assessed	4.1, 4.2, 4.4, 4.5, 4.7, 4.8	4.1, 4.3, 4.6, 4.8	4.1, 4.2, 4.4, 4.5

# MATHEMATICS

YEAR 7		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4
Task Type		In Class Test	In Class Test	Assignment / Investigation	Semester 2 Examination
Name of Unit		Indices, Algebraic Techniques	Angle Relationships, Decimals	Length, Area and Volume	Directed Integers, Properties of Geometrical Figures, Equations, Fractions, Probability, Data and Task 3 topics
Unit Overview		Students will: <ul style="list-style-type: none"> <li>Operate with positive-integer and zero indices of numerical bases</li> <li>Generalise number properties to operate with algebraic expressions.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Identify and use angle relationships</li> <li>Compare, order and operate with decimals.</li> </ul>	Students will complete an assignment where they can apply the following skills: <ul style="list-style-type: none"> <li>Calculate the perimeter of plane shapes</li> <li>Use formulas to calculate the areas of plane shapes</li> <li>Use formulas to calculate the volumes of prisms.</li> </ul> They will investigate real-life situations, problem solve, provide mathematical reasoning and use technology as part of the task.	Students will: <ul style="list-style-type: none"> <li>Compare, order and calculate with integers</li> <li>Classify, describe and use the properties of triangles and quadrilaterals</li> <li>Use algebraic techniques to solve simple equations</li> <li>Compare, order and operate with fractions, decimals and percentages</li> <li>Represent probabilities of simple events</li> <li>Collect, represent and interpret single sets of data</li> <li>Analyse single sets of data using measures of location, and range.</li> </ul>
Knowledge, Skills and Understanding	50%	12.5%	12.5%	10%	15%
Working Mathematically	50%	12.5%	12.5%	10%	15%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA, MA4-8NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-18MG, MA4-5NA	MA4-1WM, MA4-2WM, MA4-12MG, MA4-13MG, MA4-14MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-10NA, MA4-11NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-17MG, MA4-19SP, MA4-20SP, MA4-21SP



# MUSIC

YEAR 7	Task 1	Task 2	Task 3
Due Date	Term 2 Week 2	Term 3 Week 5	Term 4 Week 1
Task Type	Research Assignment and Book Mark	Performance Task on Focus Instrument	Theory Examination
Name of Unit	Australian Music	Concepts of Music – Pitch Focus	The 6 Concepts of Music
Unit Overview	Students are introduced to means of notating music, focusing on note values, metre, and rhythms. Students also look at Australian musicians, both contemporary and indigenous. Students are also assessed on their ongoing work throughout the course.	Students are introduced to note names, melody, harmony, chord patterns and basic score reading. Students will perform selected pieces of music on a focus instrument. Students will be given tuition on the chosen instrument during class.	Students learn to analyse pieces of music using the 6 Concepts of Music. They also learn about simple music theory including notation and Italian terms.
Total Weighting	30% (Research 20%, Book 10%)	40%	30%
Outcomes Assessed	4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.9	4.7, 4.8, 4.9, 4.10

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

YEAR 7	Task 1	Task 2	Task 3
Due Date	Term 2 Week 2	Term 3 Week 2	Term 4 Week 1
Task Type	Practical Task involving a video of composition in movement through group work	Theory Task to incorporate interpersonal skills and inclusivity	Practical and Theory Task documenting and creating a healthy meal
Name of Unit	Skills and Swagger	Choose Kind	Healthy Lifestyle
Unit Overview	Develop confidence in and improving fundamental and expressive movement skills in a range of environments, experiences and contexts.	Develop inclusivity, equality and respect in individual's relationships with the people in their lives and communities.	Focuses on healthy lifestyle practices including nutrition, physical activity and holistic health. The aim is to increase knowledge, skills and attitudes to improve individual health outcomes.
Total Weighting	40%	30%	30%
Outcomes Assessed	Main: 4.4 Contributing: 4.1, 4.5 Skills: 4.10, 4.11	Main: 4.3 Contributing: 4.2 Skills: 4.10, 4.11	Main: 4.6 Contributing: 4.7, 4.8 Skills: 4.9

# SCIENCE

YEAR 7	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1 Week 10	Term 2 Week 4	Term 3 Week 6	Term 4 Week 3/4
Task Type	Skills Assessment	Knowledge Assessment	Practical Task and Secondary Source Investigation	Yearly Examination
Name of Unit	Curiosity, Wonder and Questioning	Cells, Classification and Living Things	Mixtures	Nature of matter, Mixtures, Forces and Earths Resources
Unit Overview	Students learn lab safety, basic laboratory skills as well as basic data analysis.	The building blocks of life and the classification of living things.	The nature of substances and separation techniques.	States of matter, Forces in nature and the importance of renewable and non-renewable resources.
Total Weighting	20%	20%	30%	30%
Outcomes Assessed	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS	SC4-9WS, SC4-14LW, SC4-15LW	SC4-1VA, SC4-2VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS	SC4-5WS, SC4-7WS, SC4-9WS, SC4-10PW, SC4-13ES, SC4-16CW, SC4-17CW

## TECHNOLOGY AND APPLIED SCIENCES (TAS)

YEAR 7	Task 1	Task 2	Task 3
Due Date	Term 2 Week 3	Term 3 Week 6	Term 4 Week 9
Task Type	Project 1	Project 2	Project 3
Name of Unit** Note: Some classes may experience teaching units in reverse order to that shown here	Food Technologies	Digital Technologies	Agriculture Technologies
Unit Overview**	Students develop knowledge and understanding of the production, processes, selection and preparation of food in Australia.	Students are encouraged to recognise and ethically use and design digital systems to solve problems.	Students develop knowledge and understanding of the production, processes, selection and preparation of Agricultural products in Australia.
Total Weighting	33%	34%	33%
Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP + Contextual Outcomes**	TE4-1DP, TE4-2DP, TE4-3DP, 4DP + Contextual Outcomes**	TTE4-3DP, E4-5AG, TE4-6FO, TE4-10TS + Contextual Outcomes**

\* A design and production folio may include ideas, sketches, drawings, experimentation, samples, research, photographs, details or construction and evaluation. These may be presented in a notebook, printed booklet, display folder, digital presentation, online record (blog) or a combination of these to provide evidence of the design and production process.

\*\* Depending upon the Unit of Work chosen the students will experience and be assessed on a number of outcomes from Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies. Due to resource limitations, both units of work will operate at the same with classes divided evenly between each unit. Classes will swap units at the end of Semester 1.

# VISUAL ARTS

YEAR 7	Task 1	Task 2	Task 3
Due Date	Term 2 Week 8	Term 4 Week 6	Term 4 Week 2
Task Type	Practical Task 1 2D Abstract Mixed Media Task	Practical Task 2 3D Clay Task + Photogram Bookmark	Yearly Examination and Submission of VAPD
Name of Unit	<u>INTRODUCTION TO THE ELEMENTS AND PRINCIPLES OF ART</u> 'The Abstracted Environment'	<u>rites, rituals and traditions</u> '3D Clay Unit + B&W Tattoo Design Photogram Bookmark'	<u>CRITICAL / HISTORICAL COMPONENT</u> 'In-Class Formal Written Examination + Submission of Visual Arts Process Diary'
Unit Overview	Students will learn about the Elements of Art, (Colour, Line, Shape, Tone and Texture) to create a series of 2D artworks (15cm x 15cm) that explore a variety of mediums and techniques. Photographs of the school environment will be used as the source and inspiration for designs.	Students will learn about the difference and diversity within various Indigenous and tribal cultures. They will learn about traditional and contemporary Aboriginal art and make a 3D clay object that utilises Indigenous designs. Pacific Islander tattoo designs will be explored to make a tattoo photogram bookmark using traditional wet darkroom photography techniques.	90-minute exam comprising multiple choice, fill in the blanks, short answer and extended responses to assess knowledge of theoretical content explored throughout the year. VAPD to be submitted for marking.
BOW – Art Making	30%	30%	
VAPD – Theory and Art Making			10%
Critical / Historical (Theoretical) Component			30%
Total Weighting	30%	30%	40%
Outcomes Assessed	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10



# PRAIRIEWOOD HIGH SCHOOL

## Years 7 – 10 APPLICATION FOR ASSESSMENT TASK EXTENSION

<b>Student's Name:</b>	
<b>Teacher's Name:</b>	
<b>Subject/Year Group:</b>	
<b>Head Teacher's Name:</b>	
<b>Assessment Piece/Type:</b>	
<b>Reason for Extension:</b> (attach parent letter or supporting evidence if appropriate)	
<b>Original Due Date:</b>	
<b>Date of Application:</b>	
<b>HT Approved:</b>	Yes <input type="checkbox"/> No: <input type="checkbox"/> (If <b>NO</b> provide brief statement in comment section below)
<b>Negotiated New Date:</b>	
<b>Comments/ Notes/ Instructions to Classroom Teacher:</b>	

**Head Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Important Note:** *The submission of this form does not guarantee that an extension will be granted*