



# **HOMEBUSH BOYS HIGH SCHOOL**

**YEAR 7**

**ASSESSMENT INFORMATION**

**2020**

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# ASSESSMENT POLICY STAGE 4

## Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for Years 7 and 8 - Stage 4. Please read this policy carefully and make sure you understand it.

## What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Each student is awarded an assessment mark and that represents a measure of the student's achievement relative to other students. The assessment mark is derived from the results of a number of assessment tasks, as outlined in the schedules published in this booklet.

The purpose of assessment is to improve student learning. It gives the student the opportunity to demonstrate her learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

### Informal Assessment

- Class Projects, Class Assignments
- Classroom activities
- Homework assignments
- Mini-tests, Quizzes
- Group and pair work
- Book mark

### Formal Assessment

- Projects
- Presentations
- Research assignments
- End of unit tests
- Half Yearly and Yearly Examinations
- Assessment tasks

## NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

## **The following principles apply to all assessment tasks in Year 7 and 8.**

- Students will be given advance notice in writing (approximately 2 weeks) of the exact date for completing or submitting a task. Students will sign a roll to indicate they have received an assessment task notification.
- Students must submit their assessment tasks to their class teacher by the due date. If the teacher is absent, the task must be submitted to the Head Teacher.
- Students must submit their tasks when they are due. It is important to meet the deadlines for tasks, otherwise they may have a zero mark awarded and a letter sent home informing their parents.
- If a student cannot submit a task for a reason beyond their control, they must submit a "Assessment Task Illness/Misadventure Application". This must be completed and handed to the class teacher with the relevant documents. The Head Teacher will decide on the appropriate course of action.

### **Absence on the Day of an Assessment Task**

If a student is absent on the day of an assessment task:

- The student or his parent must telephone the school and inform the class teacher.
- A doctor's certificate is required if the absence is on medical grounds. Medical Certificates must:
  - i. include the day of the missed task;
  - ii. show the length of time the student will be unfit for school;
  - iii. be produced immediately on return to school.
- A deduction of 10% per day (including weekends) will apply for an assessment task submitted late without an acceptable reason up to 3 days. Tasks submitted more than 3 days late will receive a zero.
- A student who does not attend all lessons on the day of an assessment task will not have the assessment task mark counted unless there are extenuating circumstances. Technology malfunction will not be accepted as a reason for late submission of a task. Work can be submitted electronically in consultation with the teacher.
- If the student does not make application to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be awarded and a letter sent home to inform parents.

### **Absence due to Foreseen Circumstances, School Business or Approved Leave**

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, work placement, student leadership events or approved leave. If this occurs, it is the student's responsibility to immediately contact the Head Teacher of the course concerned before the date of the task. In doing so you are required to submit a School Business or Approved Leave Application requesting the opportunity to negotiate alternative arrangements to complete the task.

**If an assessment task is not submitted or completed because of foreseen circumstances, and no attempt was made prior to the date of the task to negotiate alternative arrangements with the Head Teacher through the submission of an application, penalties will be applied or a zero mark may be awarded.**

The outcome of your School Business or Approved Leave Application will be decided by the Head Teacher after considering the information provided.



The possible outcomes of your application include:

- Original task to be completed at or by a negotiated time.
- Alternative task to be completed at or by a negotiated time.

**NOTE:** Where the student submits the task or the application after the due date, refer to the **Absence on the Day of an Assessment Task** section above.

### **Assessment Task Illness/Misadventure Application**

To apply for an exemption the student must fill out an Illness/Misadventure Application Form. This must be submitted to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task.

A. If the Assessment Task Illness/Misadventure Application is **accepted**, then the teacher of that course will:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

B. If the Assessment Task Illness/Misadventure Application is **not accepted**, the student will be awarded a zero mark and a letter will be sent home to inform parents. Is this as well as an 'N award' letter?

Students may appeal against the Head Teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination**.

### **The Principal may:**

- Reject the appeal and order the zero mark to stand
- Grant a limited extension
- Order that a substitute task be performed or
- Award an estimate.

### **Plagiarism**

Plagiarism is submitting work that is someone else's work or ideas, words, expressions, arguments, drawings, graphics, maps, video programs or digital files. Plagiarism also includes summaries of someone else's work and paraphrasing of information without acknowledging the author. Plagiarism is dishonest, unethical and not permitted by NESAs. Work which is not a student's own work will not be accepted. Plagiarism of any form will result in the student being awarded a zero mark and a letter sent home informing their parents.

### **Non-Serious Attempts**

A non-serious attempt includes: inappropriate language and answers and minimal effort in completing the assessment task.

A non-serious attempt at an assessment task may lead to the student being awarded a zero mark and a letter sent home informing parents. The Head Teacher, in consultation with the teachers involved, will determine whether an attempt is non-serious and if so, it will count as a non-attempt. If this is the case, the student will be awarded a zero mark and a letter sent home to inform their parents.

### **Cheating**

Cheating is any attempt to gain an unfair advantage over other students or to complete a task in a dishonest way. If this is the case, the student will be awarded a zero mark and a letter sent home to inform their parents.

### **Disrupting a Test or Examination**

Any student causing a disruption in a test or examination will be awarded a zero mark and a letter sent home to inform their parents.

# ASSESSMENT TASK ILLNESS / MISADVENTURE APPLICATION



To be completed by a student who was / is unable to attend / submit an assessment task on the due date.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

Assessment Task Missed: \_\_\_\_\_ Task Date: \_\_\_\_\_

Task missed due to illness: (Attach Doctor's Certificate to this form.)

Task missed through other reason: (State reason and attach any supporting evidence.)

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FACULTY SECTION – to be completed by the Deputy Principal

Illness/Misadventure application form received by: \_\_\_\_\_ Date: \_\_\_\_\_

Did student inform the school of absence on the day of the task? Yes / No

Was application lodged the next day the student was in attendance at school? Yes / No

Teacher's name: \_\_\_\_\_

Head Teacher's comment \_\_\_\_\_

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject? Yes / No

If yes, please comment: \_\_\_\_\_

Head Teacher's Signature \_\_\_\_\_

Deputy Principal's recommendations: Accepted / Rejected

New task                  Estimated mark                  Zero Award                  Referred to Review Panel \_\_\_\_\_

Principal's Use: Application is: Accepted / Rejected

Comment: \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent / Guardian Comment: \_\_\_\_\_

Parent / Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_



# ENGLISH

## COURSE DESCRIPTION

The English Faculty's assessment program is comprised of three across-year formal assessment tasks – two in Semester One and one in Semester Two. The Half-Yearly Report mark will be made up by one assessment task and a class mark. **The Half-Yearly Report will include a class rank only.**

The mark in the Yearly Report will be made up of all three assessment tasks. The Year rank and grade for Semester 2 will be based on the three assessment tasks only. As well, please note the first 28 students in the assessment rank make up the targeted 'A' class in the following year.

## ASSESSMENT SCHEDULE

TASK		COMPONENT/DESCRIPTION	WEIGHT	DUE
<b>SEMESTER ONE</b>				
<b>1.</b>	Reading/ Writing Assessment Task	Students will respond to a range of texts to test students' ability to read for literal and inferential meaning. They will also compose a piece of writing based on the introductory unit "Growing Up"	25%	<b>Term 1</b> Week 8
<b>2.</b>	Writing Assessment Task	Students will compose a poetry anthology on a given theme and complete an in class reflection test	25%	<b>Term 2</b> Week 7
<b>3.</b>	In – class ongoing assessment	This mark will be made up of class and homework tasks and presentations.	10%	<b>Term 2</b> Week 8
<b>SEMESTER TWO</b>				
<b>4.</b>	Multi-modal presentation (speaking/ representation)	Students construct a fantasy world and deliver a multi-modal presentation to the class.	30%	<b>Term 3</b> Week 9
<b>5.</b>	In – class ongoing assessment	This mark will be made up of class and homework tasks and presentations.	10%	<b>Term 4</b> Week 10

Students who are absent from the assessment MUST see the Head Teacher of English with a doctor's certificate the next day they are at school.

Late submission will result in a 10% deduction per day late, 20% for the weekend. After five days, a mark of zero will be awarded and a letter sent home.

\*Due to new tasks, proposed timing is subject to change.

# GEOGRAPHY

## COURSE DESCRIPTION

Year 7 Geography involves the examination of landscapes and landforms using examples from Australia and throughout the world. Students explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. They will also discuss factors that influence people's perceptions of the livability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities.

## ASSESSMENT SCHEDULE

TASK	COMPONENT	WEIGHT	DUE	
<b>SEMESTER ONE</b>				
1.	Liveable City Model	Place and Liveability	40%	<b>Term 1</b> Week 8
2.	Course Content & Skills Test	Geographical skills and course content	40%	<b>Term 2</b> Week 6
3.	In – class ongoing assessments	This mark will be made up of at least two class based tasks such as class and homework tasks, research report, ICT reports and group presentations.	20%	Ongoing throughout the semester
		TOTAL	100%	
<b>SEMESTER TWO</b>				
1.	Liveable City Model	Place and Liveability	40%	<b>Term 3</b> Week 7
2.	Course Content & Skills Test	Geographical skills and course content	40%	<b>Term 3</b> Week 10
3.	In – class ongoing assessments	This mark will be made up of at least two class based tasks such as class and homework tasks, research report, ICT reports and group presentations.	20%	Ongoing throughout the semester
		TOTAL	100%	

Students study Geography for one semester only. If a student is absent on the date of the assessment task, he must bring a note to explain his absence, and submit his task on the first day he returns to school. If a student is absent from doing the task due to an illness, he must obtain a doctor's certificate which he must present to his teacher or Head Teacher on his first day back at school. Late submission will result in a 10% deduction for every weekday and 20% for the weekend.





# HISTORY

## COURSE DESCRIPTION

History is a disciplined process of inquiry into the past that allows students to locate themselves in the broad continuum of human experience. It enables students to appreciate the human endeavours and achievements of the past, both for their own intrinsic interest and for their legacy to later generations.

History provides opportunities for students to explore human actions in a range of historical contexts and encourages them to develop understanding of motivation, causation, consequences and empathy. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT.	DUE
<b>SEMESTER ONE</b>				
1.	Historical inquiry: research	<ul style="list-style-type: none"> <li>Historical Mystery</li> </ul>	35%	<b>Term 1</b> Week 6
2.	Semester 1 test	<ul style="list-style-type: none"> <li>Discovering History</li> <li>Ancient Human Remains</li> </ul>	35%	<b>Term 2</b> Week 3
4.	In-class ongoing assessment	Two class - based tasks from: <ul style="list-style-type: none"> <li>ICT activity</li> <li>Group work/orals</li> <li>Bookwork</li> <li>Class task</li> </ul>	30%	Up to: <b>Term 2</b> Week 4
<b>TOTAL:</b>			<b>100%</b>	
<b>SEMESTER TWO</b>				
1.	Historical inquiry: research	<ul style="list-style-type: none"> <li>Historical Mystery</li> </ul>	35%	<b>Term 3</b> Week 5
2.	Semester 1 test	<ul style="list-style-type: none"> <li>Discovering History</li> <li>Ancient Human Remains</li> </ul>	35%	<b>Term 4</b> Week 2
4.	In-class ongoing assessment	Two class based tasks from: <ul style="list-style-type: none"> <li>ICT activity</li> <li>Group work/orals</li> <li>Bookwork</li> <li>Class task</li> </ul>	30%	Up to: <b>Term 4</b> Week 3
<b>TOTAL:</b>			<b>100%</b>	

# MATHEMATICS

## COURSE DESCRIPTION

The study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems, calculate accurately both mentally and in written form and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic form. The Half-Yearly report mark will be made up of Task 1, Task 2 and the semester 1 class mark. The Yearly report mark will be made up of all the tasks for the year.

**Common tasks** should only include work covered by all classes involved.

**Class-mark** is a measure of class-work within a particular class. It includes: class tasks, exercise book, Mathematics and a measure of class involvement.

**Report cards** will indicate a mark and position within the year.

**Working Mathematically** is a mathematics project that all students do.

The content strands are Number, Patterns and Algebra, Data, Measurement, Space and Geometry.

## ASSESSMENT SCHEDULE

SEMESTER ONE				
1.	Task 1	Written Test	40%	<b>Term 1</b> Week 7
2.	Task 2	Written Test	40%	<b>Term 2</b> Week 4
3.	Class Mark	Mathletics Exercise book/Effort	10%  10%	End of <b>Term 2</b> <b>Term 2</b> Week 4
		<b>TOTAL</b>	<b>100%</b>	

SEMESTER TWO				
	TASK	COMPONENT	WEIGHT.	DUE
1.	Task 3	Written Test	35%	<b>Term 3</b> Week 3
		Working mathematically	10%	<b>Term 3</b> Week 9
2.	Task 4	Written Test	45%	<b>Term 4</b> Week 3
3.	Class Mark	Mathletics Exercise book/Effort	5% 5%	<b>Term 4</b> Week 3
		<b>TOTAL</b>	<b>100%</b>	

Students will receive written notification of the details of each task.



# MUSIC

## COURSE DESCRIPTION

The Year 7 course in Music aims to further develop the technical skills in the listening, composing and playing of different styles of music. It provides students with the opportunity to build an understanding of the role of music in a variety of cultures, and also covers the history of music from traditional, modern and contemporary periods.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
<b>SEMESTER ONE</b>				
<b>1.</b>	Composition	Creation and recorded performance of Score	15%	<b>Term 1</b> Week 10
<b>2.</b>	Aural & Theory Test	Analysis of Music Concepts & Music Theory	15%	<b>Term 2</b> Week 4
<b>3.</b>	Performance	Combined Weight for all performances pieces learnt in class.	15%	Ongoing
<b>4.</b>	In-class ongoing Assessment	Music Learning Journal includes: Bookmark (Classwork) Homework Tasks	5%	Ongoing Submit <b>Term 2</b> Week 4
<b>SEMESTER TWO</b>				
<b>5.</b>	Aural & Theory Test	Analysis of Music Concepts & Music Theory	15%	<b>Term 3</b> Week 9
<b>6.</b>	Performance	Combined Weight for all performances pieces learnt in class.	15%	Ongoing
<b>7.</b>	Composition	Create a simple piece Using composition software	15%	<b>Term 4</b> Week 3
<b>8.</b>	In-class ongoing Assessment	Music Learning Goals Journal includes: Bookmark Homework Tasks	5%	Ongoing Submit <b>Term 4</b> Week 3

Written feedback including marking criteria for each assessment task will be provided. The Half-Yearly report includes tasks 1-4. Marks are cumulative for the Yearly Report.

# PDHPE

## COURSE DESCRIPTION

In Personal Development, Health and Physical Education students cover the following units; Healthy Lifestyle, Bullying, Resilience and Relationships, Changes and Challenges and Inclusivity and Diversity. Students analyse health issues that impact on young people, learn how to access and assess health information, develop an understanding of inclusivity and diversity as well as explore positive relationships and strategies that enhance their ability to cope and feel supported. In practical lessons, students engage in Invasion Games, Net and Court, Target Games and Striking and Fielding units and learn tactical awareness, strategies, analysis of movement and the value of physical activity. Students are assessed on both theory and practical outcomes.

## ASSESSMENT SCHEDULE

Assessment Component	Weighting	TASK 1 Ongoing Practical Assessment	TASK 2 Healthy Lifestyle Written Assessment	TASK 3 Topic Test	TASK 4 Movement Routine Assessment
		Term 1 (Practical Lessons)	Term 1 Week 8	Term 3 Week 9	Term 3 Week 8-10
Self and relationships	15			15%	
Individual and Community Health	35		25%	10%	
Movement Skill and Performance	35	20%			15%
Lifelong Physical Activity	15	5%			10%
Total	100	25%	25%	25%	25%
Outcomes		4.10	4.7 4.8	4.1 4.3 4.9	4.11

Outcome descriptions will be outlined in detail on each assessment task.



# SCIENCE

## COURSE DESCRIPTION

The study of science develops student's scientific knowledge and understanding, skills and values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences.

## REPORTING CYCLE

**Half Yearly Report:** Due – Term 2, Week 5. Includes - Task I and Half Yearly Examination (Semester Class Mark and Class Rank).

**Yearly Report:** Due – Term 4, Week 3. Includes Tasks 1,2 and 3. Report is based on 50% Semester One and 50% Semester Two. Yearly Report will include Mark, Year Rank and Grade (A-E).

## ASSESSMENT SCHEDULE

TASK	COMPONENT/DESCRIPTION	WEIGHT.	DUE
<b>SEMESTER ONE</b>			
1.	Practical/Skills on topic Working Scientifically	Chapter 1 - Working Scientifically (6 weeks) Chapter 7 - Forces (5 weeks)	25%  <b>Term 1</b> Week 9
2.	Half Yearly Examination	Chapter 2 – Properties of substances (5 weeks) Chapter 4 – Mixtures (5 weeks)  <b>Topics for the Exam (Working Scientifically, Forces and Properties of Substances and Mixtures)</b>	20%  <b>Term 2</b> Week 3
	Worksheet/note book completion Spelling and sentence usage	Class Activities - To be reported as outcome but not assessed  Literacy Focus	Nil  A minimum of ONE per Term
<b>SEMESTER TWO</b>			
3.	Research and Communication – Oral presentation and adaptations project	Chapter 6 - Classification (5weeks) Chapter 5 - Habitats and Interactions (5 weeks)	25%  <b>Term 3</b> Week 8
4.	Yearly Examination (Mixtures, Classification and Habitats)	Chapter 3 - Earth Resources (4 weeks) Chapter 8 - Earth in Space (5 weeks)	30%  <b>Term 4</b> Week 1

# TECHNOLOGY

## COURSE DESCRIPTION

An introductory to Technology Unit will be studied by each student for the first four weeks of the course. The Unit aims to provide essential background knowledge in design process and Folio documentation to successfully complete the course and includes general safety instructions in practical classrooms. The students then study three design specialisation areas, rotating every cycle to undertake a different area of specialisation. The cycle change dates for 2019 are as follows:

- Cycle 1 – Week 1, Term 1 to Week 4, Term 2 (15 weeks)
- Cycle 2 – Week 5, Term 2 to Week 8, Term 3 (14 weeks)
- Cycle 3 – Week 9, Term 3 to Week 10, Term 4 (12 weeks)

## ASSESSMENT SCHEDULE

### ROTATION 1

TASK	COMPONENT/DESCRIPTION	WEIGHT	DUE
1.	Mandatory Introductory Unit - Complete activity handbook on design process and general safety.	20%	Term 1 Week 6
<b>ROTATION 1 SPECIALISATION AREA</b>			
2.	Research Assignment and oral task	10%	Term 1 Week 10
3.	Design Folio	20%	Term 2 Week 3
4.	Practical Project	50%	Term 2 Week 3

### ROTATION 2

TASK	COMPONENT/DESCRIPTION	WEIGHT	DUE
5.	<b>Mandatory Writing Task Unit</b> – Complete activity handbook and writing tasks.	20%	Term 2 Week 9
<b>ROTATION 2 SPECIALISATION AREA</b>			
6.	Research Assignment and oral task	10%	Term 3 Week 3
7.	Design Folio	20%	Term 3 Week 7
8.	Practical Project	50%	Term 3 Week 7

### ROTATION 3

TASK	COMPONENT/DESCRIPTION	WEIGHT	DUE
<b>ROTATION 3 SPECIALISATION AREA</b>			
9.	Research Assignment and oral task	10%	Term 4 Week 3
10.	Design Folio	20%	Term 4 Week 7
11.	Practical Project	50%	Term 4 Week 7

Students will be assessed during their initial cycle on the design specialisation area they are undertaking. This will be reported in Half-Yearly Report. A mark out of 100 will be awarded and calculated as per the assessment schedule for Rotation 1. Ranks will be based on class group. Yearly School report will be based on the assessment carried out in second rotation cycle and include 80 % from total of Rotation 2 marks as well as 20% marks from rotation 3. The teacher assessing Rotation 2 will be responsible for the completion of Yearly Reports. Ranks will be based on whole Year cohort group and include an overall achievement grade (A – E). All reports will have an overall Effort (1-5) as well.



# VISUAL ARTS

## COURSE DESCRIPTION

The Year 7 course in Visual Arts fosters interest and enjoyment in artmaking and the studying of art. It provides students with the opportunity to develop their practical skills in a range of expressive forms and also build an understanding of historical and critical study in the art world.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
<b>SEMESTER ONE</b>				
<b>1.</b>	Critical / Historical Study	Research task of selected artists / artworks. -	20%	<b>Term 1</b> Week 10
<b>2.</b>	Artmaking	Practical work includes: - Lead up drawings, designs Key artwork	20% 50%	<b>Term 2</b> Week 3
<b>3.</b>	Ongoing Assessment	Visual Arts Process Diary Worksheets / Homework	5% 5%	Throughout Semester
<b>TOTAL</b>			<b>100%</b>	
<b>SEMESTER TWO</b>				
<b>1.</b>	Critical / Historical Study	Research task of selected artists / artworks. -	20%	<b>Term 3</b> Week 8
<b>2.</b>	Artmaking	Practical work includes: - Lead up drawings, designs Key artwork	20% 50%	<b>Term 4</b> Week 2
<b>3.</b>	Ongoing Assessment	Visual Arts Process Diary Worksheets / Homework	5% 5%	Throughout Semester
<b>TOTAL</b>			<b>100%</b>	

Task description and marking criteria for each assessment task will be provided in the Assessment Notification.

## ASSESSMENT CALENDAR TERM 1

WEEK DUE	SUBJECT	ASSESSMENT TASK	WEIGHT %
Ongoing	ENGLISH	In-class ongoing assessments	10
Ongoing	GEOGRAPHY	In-class ongoing assessments	20
Ongoing	HISTORY	In class assessment (T1 & T2)	30
Ongoing	MUSIC	Performance	15
Ongoing	MUSIC	In-class ongoing Assessment (Due T2W4)	5
Ongoing	PDHPE	Practical Assessment	25
Ongoing	VISUAL ARTS	Process Diary: class work	10
6	HISTORY	Historical inquiry: Research	35
6	TECHNOLOGY	Mandatory Introductory Unit	20
7	MATHEMATICS	Written Test	30
8	ENGLISH	Reading/Writing Assessment Task	25
8	GEOGRAPHY	Liveable City Model	40
8	PDHPE	Written Assessment Task	25
9	SCIENCE	Practical Skills	25
10	MUSIC	Composition	20
10	TECHNOLOGY	Research Assignment and Oral Task	10
10	VISUAL ARTS	Critical/Historical Study: Research Task	20

## ASSESSMENT CALENDAR TERM 2

WEEK DUE	SUBJECT	ASSESSMENT TASK	WEIGHT %
Ongoing	ENGLISH	In-class ongoing assessments	10
Ongoing	GEOGRAPHY	In-class ongoing assessments	20
2	MATHEMATICS	Written Test	40
2	MATHEMATICS	Effort and Exercise Book	15
2	MATHEMATICS	Mathletics	15
3	HISTORY	Test: Discovering History/Ancient Human Remains	35
3	SCIENCE	Half-Yearly Examination	20
3	TECHNOLOGY	Design Folio	20
3	TECHNOLOGY	Practical Project	50
3	VISUAL ARTS	Artemaking	20+50
4	MUSIC	Performance	15
4	MUSIC	Aural & Theory Test	15
6	GEOGRAPHY	Course Content & Skills Test	40
7	ENGLISH	Writing Assessment Task	25
9	TECHNOLOGY	Mandatory Writing Task Unit	20





## ASSESSMENT CALENDAR TERM 3

WEEK DUE	SUBJECT	ASSESSMENT TASK	WEIGHT %
Ongoing	ENGLISH	In-class ongoing assessments	10
Ongoing	GEOGRAPHY	In-class ongoing assessments	20
Ongoing	HISTORY	In-class assessment (T3 & T4)	30
Ongoing	MUSIC	In-class ongoing Assessment (Due T4W4)	5
Ongoing	MUSIC	Performance	15
Ongoing	VISUAL ARTS	Process Diary: class work	10
3	MATHEMATICS	Written Test	30
3	TECHNOLOGY	Research Assignment and Oral Task	10
5	HISTORY	Historical inquiry: Research	35
7	GEOGRAPHY	Liveable city model	40
7	TECHNOLOGY	Design Folio	20
7	TECHNOLOGY	Practical Project	50
8	SCIENCE	Research and Communication	25
8	VISUAL ARTS	Critical/Historical Study: Research Task	20
9	ENGLISH	Multi-modal Presentation	30
9	MUSIC	Aural and Theory Tests	15
9	PDHPE	Topic Tests	25
10	GEOGRAPHY	In-class ongoing Assessment	20
10	MATHEMATICS	Working mathematically	10
8,9,10	PDHPE	Movement Routine	25

## ASSESSMENT CALENDAR TERM 4

WEEK DUE	SUBJECT	ASSESSMENT TASK	WEIGHT %
Ongoing	ENGLISH	In-class ongoing assessments	10
Ongoing	GEOGRAPHY	In-class ongoing assessments	20
Ongoing	MUSIC	In-class ongoing assessment	5
1	MATHEMATICS	Written Test	40
1	SCIENCE	Yearly Examination	30
2	HISTORY	Test: Discovering History/Ancient Human Remains	35
2	VISUAL ARTS	Artmaking	20+50
3	MUSIC	Composition	15
3	TECHNOLOGY	Research Assignment & Oral Task	10
8	TECHNOLOGY	Design Folio	20
8	TECHNOLOGY	Practical Project	50

# ASSESSMENT PLANNER 2020

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
WK 1				
WK 2				
WK 3				
WK 4				
WK 5				
WK 6				
WK 7				
WK 8				
WK 9				
WK 10				
WK 11				