



IRFAN COLLEGE

RECORD of SCHOOL ACHIEVEMENT (RoSA)

AND

ASSESSMENT POLICY

YEAR 7

Contents

Record of School Achievement (RoSA)	4
Rationale	4
Eligibility requirements for the award of the Record of School Achievement	4
Mandatory Course Requirements for Year 10 RoSA Eligibility	4
Elective Courses completed in Year 9	5
Requirements for the Completion of Stage 5 Course	5
Confirmation of entry	5
Amendment to student entry	5
The Common Grade Scale Describes Performance at Each of Five Grade Levels	5
What are Course Performance Descriptors?	6
Stage 5 Grading	6
Determining Stage 5 Grades	6
Confidentiality of grades	6
Disability provisions	6
Attendance in relation to satisfactory completion of a Stage 5 course	7
Procedures for dealing with absences in Years 7–10	7
Absence through illness and/or physical injury	7
Absence on holidays	7
Absences without satisfactory explanation	7
Non – completion of Stage 5 Course – ‘N’ Determination	7
N’ determinations – Warnings of non-completion of course requirements	8
‘N’ determinations – eligibility for Record of School Achievement	8
Record of School Achievement – Year 10 leavers, arrivals and transfers	8
School leavers	8
Year 10 students who transfer to another school	8
Year 10 students who arrive from interstate or overseas	8
RoSA Credentials	9

Assessment Policy	10
Rationale	10
The assessment procedure	10
Different Types of Assessments.....	11
School Responsibilities.....	12
Parent/Caregiver Responsibilities.....	12
Student Responsibilities.....	13
The Assessment Program and Course Schedules	13
Number of Tasks	13
Timing of Assessment Tasks.....	13
Assessment Task Notifications.....	13
‘All My Own Work’ - Copying and Plagiarism:	13
Malpractice	14
Consequences of Malpractice.....	14
Penalty for Late Submission of Assessment Tasks.....	15
Extension for submission of tasks.....	15
Technology Issues:	15
Records	16
Feedback	16
Stage 4 and 5 Assessments – areas, tasks, and programs (Refer to the Assessment Schedule).....	16
A GLOSSARY OF KEY WORDS.....	17
APPLICATION FOR EXTENSION.....	19
ASSESSMENT TASK MISSED.....	20
ASSESSMENT TASK NOTIFICATION	21
ILLNESS/ACCIDENT/MISADVENTURE FORM	22

Record of School Achievement (RoSA)

Rationale

The Record of School Achievement (RoSA) is a credential that shows a student's school achievement from Year 10 up to the HSC. It provides students with a profile of their achievement in relation to Course Performance Descriptors in each subject they study. Students who leave school at the end of Year 10 or before completing their HSC are awarded the Record of School Achievement from the NSW Education Standards Authority (NESA). Students who require a copy of their results before leaving school will be able to access an e-record of their results in Students Online.

Students are generally eligible for the RoSA after four years of secondary school. RoSA is a cumulative credential – that is, it grows as student's achievements are added.

Eligibility requirements for the award of the Record of School Achievement

To qualify for the award of the Record of School Achievement (RoSA), a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the NESA curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister for Education or NESA;
- completed Year 10;
- attended school until the final day of Year 10 as determined by Department of Education and Communities

Students will be warned by the Principal or his delegate if they are in danger of not satisfactorily completing mandatory requirements. The warning letter is given by the Principal or his delegate in enough time for students to meet the requirements.

If a student fails to meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a RoSA in that year.

School leavers who are not eligible for the RoSA will receive a Transcript of Study showing all grades awarded, including 'N' determinations for mandatory courses studied in Stage 5.

Mandatory Course Requirements for Year 10 RoSA Eligibility

Students must satisfactorily complete the following courses as stated by the NSW Education Standards Authority (NESA) in order to be eligible for a RoSA.

- English Mandatory (400 hours Years 7–10)
- Mathematics Mandatory (400 hours Years 7–10)
- Science Mandatory (400 hours Years 7–10)
- Geography Mandatory (200 hours Years 7–10)
- History Mandatory (200 hours Years 7–10)
- Personal Development Health and Physical Education Mandatory (300 hours)
- Creative Arts Mandatory Visual Arts and Music (100 hours in each subject completed by the end of Year 10 but preferably Years 7 and 8)
- Languages Mandatory one language to be studied over one continuous 12 month period (100 hours between Years 7–10 but preferably in Years 7–8)

- Technology Mandatory Technology (200 hours Years 7 and 8 only) Elective Courses offered at our school Commerce, Information and Software Technology and Arabic

Elective Courses completed in Year 9

Where schools program 100-hour elective courses to be completed in Year 9, the students should be entered for the course(s) in the year in which they are expected to complete the course(s). However, in some cases students may begin a 200- hour course in Year 9, but withdraw from the course at the end of Year 9, having completed 100 hours of the course. These students are entitled to have the 100-hour course credentialed.

Requirements for the Completion of Stage 5 Course

A student is considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESAS;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

Confirmation of entry

A confirmation of Entry is submitted via Schools Online as soon as entries are completed. Each Confirmation of Entry is signed by the student and retained at the school until March of the following year.

Amendment to student entry

Amendments are made via Schools Online as required. When an amendment is made, a new Confirmation of Entry must be produced, signed by the student and retained at the school.

The Common Grade Scale Describes Performance at Each of Five Grade Levels

A	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	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	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Grades A - E will be awarded in all board-developed courses based on performance descriptors issued by the Board of Studies.

What are Course Performance Descriptors?

A set of Course Performance Descriptors is an assessment and reporting tool to assist teachers across the state in making sound and consistent judgements about overall student achievement at the end of a course.

Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement and are used by teachers to award grades to students based on descriptions of typical achievement from elementary to excellent.

Course Performance Descriptors describe the main features of typical students' performances at the end of the course. The Areas for Assessment consist of the knowledge and skills objectives from the syllabus.

Subject-specific Course Performance Descriptors (for more information please go to <http://arc.bostes.nsw.edu.au/go/9-10/stage-5-grading/cpds/index>)

Stage 5 Grading

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the students achievement in any 100 hour or 200 hour course completed in Stage 5 (Years 9 -10).

In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

Determining Stage 5 Grades

During the course teachers collect information on the achievement of each student using a range of formal and informal tasks. To allocate a grade to a student at the end of the course, teachers make an 'on-balance professional judgement' as to which grade descriptor best describes the achievement of a students' overall performance by the end of the course.

To ensure consistency across all schools in NSW, teachers are expected to moderate their judgements of student's work by comparing work samples for their students with samples aligned to grades A to E. These are available for a selection of courses on the Assessment Resource Centre (ARC) website.

For more information go to - <http://arc.boardofstudies.nsw.edu.au/go/sc/student-work-samples/>

Confidentiality of grades

Grades will not be disclosed to students until the date determined by the BOSTES. Principal and only his delegate have the excess to the students' grades.

Disability provisions

The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require the BOSTES to ensure that students with a disability are able to access and respond to an examination. The NESAs may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. Reading the examination questions; and/or
2. Communicating his or her responses.

Principal has the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations.

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, establishment of a special test centre, small group supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

Attendance in relation to satisfactory completion of a Stage 5 course

The Principal will determine an appropriate level of attendance, which will allow each student to achieve the outcomes of each course being studied. Exceptions may be made in the case of severe illness or similar situations (in consultation with the Principal). The Principal may determine that, as a result of absence, a course completion criterion has not been met. It is the responsibility of any student whose attendance is called into question to prove that they are meeting all of the requirements for their course.

Procedures for dealing with absences in Years 7–10

Absence through illness and/or physical injury

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence. In cases of illness or misadventure which affect handing in of tasks, it is the responsibility of the student to inform the school. A doctor's certificate is usually required even if the absence is only for one day. A substitute task may be set. School work may be undertaken while at home or in hospital. The Principal or his delegate may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Absence on holidays

It may be possible for compensatory assignments to be negotiated, completed and posted back to school by students who are absent on holidays. In this way, the Principal or his delegate may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course. Some students may be judged able to catch up missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

Absences without satisfactory explanation

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. Warning letters to the student/parent would be given by the Principal or his delegate and would set out the steps necessary for the student to satisfactorily complete the course(s).

Non – completion of Stage 5 Course – ‘N’ Determination

Students will be provided with written warnings if their progress in a particular course is unsatisfactory. Parents/caregivers will be informed by the Principal or his delegate of what is required for the student to satisfactorily complete the course. Students who have not complied with the course completion criteria and who have received at least two warnings can be regarded as not having satisfactorily completed the course at the time of finalising the grades.

N' determinations – Warnings of non-completion of course requirements

If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, the Principal or his delegate will:

1. advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
2. advise the parent or guardian in writing (if the student is under the age of 18);
3. request from the student/parent/guardian a written acknowledgement of the warning;
4. issue at least one follow-up warning letter if the first letter is not effective; and
5. retain copies of all relevant documents. It is strongly recommended that written warnings are issued as soon as possible and regularly where required.

'N' determinations – eligibility for Record of School Achievement

A student who is given an 'N' determination in a Stage 5 mandatory course will not be eligible for a Record of School Achievement. Transcripts of Study will list the mandatory course(s) in which an 'N' determination has been awarded in Stage 5.

Record of School Achievement – Year 10 leavers, arrivals and transfers

The Principal or his delegate will immediately notify the NESA via Schools Online of Record of School Achievement students who have left school; or transferred to another school; or transferred from another school; or arrived from interstate or overseas.

School leavers

Students who leave school at or after the completion of Year 10 will receive either a Record of School Achievement or, if not eligible for the Record of School Achievement, a Transcript of Study. Students who leave school prior to the completion of Year 10 are not entitled to a credential from the NESA. The Principal or his delegate will notify the Board, via Schools Online, of students leaving school at or after the completion of Year 10, giving the date that the student left or will leave school. The NESA will then issue the credentials to which the student is entitled.

Year 10 students who transfer to another school

In the case of students who are transferring from one NSW school to another, the new school must, via Schools Online, reactivate the student's entry for the Record of School Achievement, confirm the program of study undertaken by the student at the previous school, and confirm the NESA student number. Students transferring from another NSW school retain the student number allocated by the Board from the previous school's entry record.

If the transfer happens before the end of Term 2, Year 10, the new school must submit the grades. The new school if need be would consult the previous school about the validity of the grades.

If the transfer takes effect in Terms 3 or 4, Year 10, the previous school is responsible for submitting grades.

If a student is unable to meet all mandatory requirements over Years 7–10 because of a change of school, the Principal may deem that they have been met.

Year 10 students who arrive from interstate or overseas

Where the Principal determines that a student arriving from interstate or overseas could meet the eligibility requirements for the Record of School Achievement, the student should be entered for the Record of School Achievement via Schools Online.

RoSA Credentials

Students who have satisfactorily met all the requirements for the RoSA will receive the following information on their RoSA:

- All the courses completed and the indicative duration of the course (100 hours or 200 hours for Stage 5);
- achievement in the course, generally reported as a grade, awarded by the student's school in accordance with the NESA statewide standards.

For more information go to- <http://www.boardofstudies.nsw.edu.au/rosa/credentials.html>

Assessment Policy

Rationale

Assessment is an integral part of teaching and learning. Effective assessment assists student learning and forms the basis for planning future learning activities. At Irfan College, effective assessment encourages, assists and enhances the learning of all students, and is inclusive of race, culture, class, gender, disability and enhances the relationship between teacher and student and the relationships among students. At Irfan College, effective assessment is ensured to give feedback to students on their progress, help students monitor and improve their learning, provide information for teachers about the student's strengths and weaknesses as well as provide information to parents.

It is mandatory for all students in Years 7 and 8 to study courses in each of the key learning areas. Students must complete the mandatory curriculum requirements for Years 7-8 in each key learning area. This includes:

- completing all assessment tasks
- completing all homework tasks
- completing all class work
- participating in class activities
- participating in practical activities and excursions
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course

The assessment procedure

The assessment procedure at Irfan College aims to:

- be linked very closely to effective teaching and learning strategies, with assessment outcomes forming an integral part of individual diagnosis;
- ensure close linkages with preceding and succeeding phases of learning;
- include a variety of techniques to demonstrate the full range of knowledge, skills and attitudes that have been developed;
- be explicitly and usefully linked to the world of work, at the upper secondary level, through a range of practical learning experiences and competency-based methods;
- relate directly to students' achievements, based on the learning outcomes across the full range of areas of the curriculum;
- feature methods which encourage personal growth and cooperative attitudes and allow for balanced judgments of student strengths and limitations;
- provide increasing opportunities for students to take responsibility for their learning, including peer and self-assessment;
- provide students with clear levels of achievement which focus on valuing the actual work done by the student, and reflect judgments on the quality of the work that has been completed;
- provide justice and fairness for all students by ensuring that the criteria for successful completion of assessment tasks are clearly communicated.
- Feedback should be given to students for all summative assessments. Student should be given the opportunity to ask questions and be informed of areas needing improvement.

Different Types of Assessments

Formative assessment

The ongoing monitoring of student learning behaviours during the everyday classroom program, e.g. anecdotal records, work samples, observation of practical activities, criteria checklists, notes on student's reading, discussions during reading and writing, group work.

Summative assessment

Summative assessments given to students are to evaluate student learning. These assessments include: final projects, major assessment tasks, tests. Summative assessment is when measuring student achievement against the standard of pre-determined criteria or objectives. It begins with detailing the expected outcomes of the course or unit of work. The indicators of these outcomes- the knowledge, skills and attitudes- are then set down in some detail and communicated to the students. The assessment process then involves determining whether or not the student has reached these pre-set objectives. Reporting is based on the criteria themselves, e.g. Marie Clay's Observation Survey (Reading Recovery), Diagnostic Inventory or Basic skills. Teachers must cross mark with their colleagues with the same year level at least once a term to ensure consistency with marking.

Norm-referenced assessment

Comparing the achievement of one student with that of the other students in a particular group, such as the class, year level within a school. It is a comparative assessment methods and provides a mechanism for sorting and ranking students according to their performance on given tasks, e.g. graded tests, assignments, Learning Assessment Project (LAP).

Criterion-referenced assessment

Measuring student achievement against the standard of pre-determined criteria or objectives. It begins with detailing the expected outcomes of the course or unit of work. The indicators of these outcomes- the knowledge, skills and attitudes- are then set down in some detail and communicated to the students. The assessment process then involves determining whether or not the student has reached these pre-set objectives. Reporting is based on the criteria themselves, e.g. Marie Clay's Observation Survey (Reading Recovery), Diagnostic Inventory or Basic skills.

Self and peer assessment

Procedures which enable students to develop an understanding of how they learn. By reflecting on their own achievements and those of their classmates, they are able to set realistic learning goals for themselves. Such reflective forms of assessment also contribute to the development of classrooms as collaborative learning communities, e.g. work folios, learning logs, group work notes, journals, personal reports, self assessment sheets, peer assessment proformas, sharing time etc.

Anecdotal records

Teachers anecdotal notes should be apparent in their record keeping. It is encouraged that teachers make comments on the below throughout the year:

- Class work
- Student's classroom
- Attitude to learning and school
- Test marks and results
- Changes in student's work and behaviour

- Anything else you think is important to add that will assist you in further planning and even assist next year's teacher.

School Responsibilities

Every school has to develop an assessment program for each course. At Irfan College we will:

- set tasks which will be used to measure student performance in each component of every course.
- specify values for each of these tasks.
- inform students of the requirements for each course.
- keep records of each student's performance on each task.
- provide students with feedback on their progress.
- provide at least two weeks' notice in writing of the due date of each individual assessment task outline.
- inform students of their right to request a review of their ranking within each course.
- provide details of an assessment task at least two weeks prior to the due date.
- publish a calendar of assessment tasks early in the year. Teachers who wish to vary this schedule will firstly gain the approval of all Head Teachers, and then provide students with a written notice of the details of the assessment task at least two weeks prior to the new due date.
- provide a marking rubric for every assessment task issued, detailing the expectations for grades ranging between an A and E.
- notify parents/caregivers in writing of failure to submit/or complete an assessment task.
- present all assessment tasks on the school Assessment Task Cover Sheet, detailing – subject details
 - due date
 - outcomes to be assessed
 - task description

Parent/Caregiver Responsibilities

As partners in the implementation of the school's educational policies and practices regarding assessment tasks, parents/caregiver can participate and help by:

- encouraging their children to complete assessment tasks by working on the tasks over a period of time.
- providing a study place which: can be used regularly, is quiet, is well lit and comfortable.
- taking an active interest in their child's study. Supporting them by discussing work,
- encouraging them if they become discouraged and directing them to seek help from their teachers if they are having difficulties.
- ensuring that their child has a healthy balance between school work and recreation.
- helping their child to become well organised in their approach to study.
- checking student diaries for task due dates.
- ensuring their children have access to reference materials, including a dictionary, thesaurus and the internet.

Student Responsibilities

Assessment tasks form the basis for outcomes reported on in student reports issued each semester. Students at Irfan College are required to:

- complete all tasks listed in the assessment schedule for each subject.
- submit assigned tasks, even if they are late.
- follow set procedures if they are absent from school when a task is due.
- complete all class and course work with diligence and sustained effort.
- follow set procedures if an extension is required.
- record due dates in student diaries.
- seek help from the teacher if they don't understand the task.

The Assessment Program and Course Schedules

The Assessment Program ensures that students are informed well in advance of their course program/s as well as their course assessment schedule. It will provide students with the general nature and timing of formal tasks. Students are issued with the assessment program at the commencement of the Stage 5 course. It is recommended that students use it to plan their study schedules.

Number of Tasks

NESA recommends that 3-5 formal tasks is sufficient for a 100 hour course. Each course will have an assessment schedule based on Stage 5 course/syllabus requirements.

Timing of Assessment Tasks

Assessment schedules for each course set out the approximate timing of each task, that is, the week it is due.

It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Assessment Program and/or Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or subject Head Teacher.

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 notification will outline:

- the syllabus outcomes the task is measuring.
- how much the task is worth.
- description of the task.
- instructions on how to complete the task.
- marking criteria and guidelines.

'All My Own Work' - Copying and Plagiarism:

All work submitted by a student for an assessment task must be completed by the student. Plagiarism includes copying large sections from a book/source without acknowledging the author. If in any doubt about how to acknowledge information, ideas or the actual words taken from a book/source, students should seek the assistance of the class teacher. It is highly recommended that drafts/evidence and preparation be sighted throughout the process and that students keep drafts/records, notes/evidence of process work for submission if required by the teacher. In cases

where there is doubt regarding the authenticity of work submitted, the assessment task may be given a 'non attempt'.

We expect that students practice the principles of good scholarship which involves:

- Being honest and ethical about what is your own work and what is not;
- Acknowledging where you got the work from that is not your own;
- Listing the sources of your information correctly and citing each source;
- Using your own words; and
- Working independently.

All work that is not the student's own work must be acknowledged. Each course will have different requirements for referencing work. The basic principles for referencing work are:

- Quoted passages should be placed in quotation marks and their source referenced within the text (giving author, date and page number);
- Using the ideas of others should be acknowledged in Italics, with the title, author, source; Paraphrasing the words/sentences of others should also be presented in Italics, with the title, author, source; and
- A list of references at the end of work (eg, essays, research papers, assignments, projects, extended responses etc) lists all the work of others used. (eg, Title, Author and Page).

Guide to Bibliographies and Referencing – Harvard

Malpractice

Malpractice can include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work that another person, such as a parent, friend, tutor or subject expert, has contributed to substantially;
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- cheating in a school based task, such as a test or exam. Cheating in the external examination;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- faking an illness or injury to prevent the completion or submission of work; and/or
- assisting another student to engage in malpractice.

Consequences of Malpractice

Proven malpractice will limit a student's results for a task and may jeopardise their satisfactory completion of the RoSA and may jeopardise entry into the Preliminary.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for part or all of the assessment task;
- A 'N' Warning letter sent to the student

Penalty for Late Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process. Printer/computer failure is not an acceptable reason for late submission of work. Assessment tasks must be submitted on the due date as specified by the Subject Teacher. Submission after this time will incur a late penalty.

Completion/collection of work missed by students due to absence from a class for any reason is the responsibility of the student. Teachers will make every effort to assist students. Students may submit a task after the due date but a penalty will apply to any mark awarded. There will be a 10% deduction per day from the total value awarded to the task for each day that it is late. After five days lateness, a zero mark will be given. Weekends count as two days. **After 5 days, the task will no longer be accepted for assessment, but must still be submitted for subject completion.** Oral tasks do not have any provision for late presentation.

- 1 Day Late - 10%
- 2 Days Late -20%
- 3 Days Late – 30%
- 4 Days Late – 40%
- 5 Days Late – 50%
- More Than 5 days – 0%

An assessment due on Friday but handed in on the following Monday would be three (3) days late.

For example, if an assessment is out of 20, 2 marks will be deducted each day that it is late. Your assessment will be marked first and then the marks you have lost will be deducted. If you score 12 out of 20 but handed it in one day late, your score will be adjusted to 10 out of 20.

Extension for submission of tasks

Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, teachers will make their judgement on the evidence available. Extensions may be given at the discretion of teachers in cases of illness or significant personal problems. If students do not apply and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

When student leave clashes with an assessment task Students should discuss how a request for leave may impact assessment tasks with their subject teacher TWO WEEKS PRIOR TO THE LEAVE. All assessments due during the period of leave must be completed prior to the leave commencing. Students who do not make arrangements with their subject teacher and faculty head teacher, two weeks prior to the leave and who do not complete the required assessment prior to taking leave may be penalised for non-completion and therefore receive a mark of zero or be penalised for late submission of a task in accordance with the Irfan College assessment policy. Students and families must manage leave requests in consultation with subject teachers and school Principal or (delegate)

Technology Issues:

Failure of equipment (e.g. computers, printers) will not be accepted as a reason for not handing in a task. It is the responsibility of all students to make drafts and copies of all work throughout the process. These need to be provided to the teacher if they are unable to provide the finished copy of the task.

Records

Records relating to achievement in assessment tasks will be maintained in the individual teacher's mark book, in the electronic Mark Book section of the Student Administration System and in the form of the student's work.

Feedback

Feedback to students on assessment tasks may take the form of marks, grades or comments (alone or in combination). Any queries arising from feedback should be dealt with as promptly as possible.

Student Reports

Students will receive two reports throughout the year. A half yearly report issued Semester One, Term Two and a yearly report issued in Semester Two, Term Four.

Interim reports are issued at the end of a year to inform parents of general progress towards outcomes between formal reporting periods. These will be issued in Term One and Term Three and can be used as a starting point for discussions at parent-teacher meetings.

There are two parent-teacher meetings throughout the year. These provide opportunities for parents, teachers and students to discuss concrete examples of the student work used to achieve course outcomes.

Appealing an Assessment Task Grade:

A student is able to query a grade for an assessment task within one week of the task being returned. The student must talk to the teacher who marked the task.

It is important to realise a teacher's professional decision to award a particular grade is not grounds for an appeal. Grounds for appeal could include:

- another student's answer was marked correct and the claimant's answer was marked incorrect;
- a discrepancy between the markers written comment and what the response actually contained;
- the marking criteria were not followed.

The teacher who marked the task will discuss the marking of a particular question with the student seeking the variation. After this discussion, the student may feel the need to discuss the situation further with the Coordinator. The decision made by the Coordinator is final.

Stage 4 and 5 Assessments – areas, tasks, and programs (Refer to the Assessment Schedule)

Each course develops an assessment schedule with appropriate weightings for each task. Each course uses a specified method to allocate grades as suggested by the NSW Education Standards Authority.



A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

The following directive terms, grouped in a manner consistent with Bloom’s Taxonomy, help you to identify the level or type of response required for a question or activity and provide a common language and consistent meaning in Australian Curriculum documents. *Reference: Pearson*

Remembering	
Define	State meaning and identify essential qualities
Label	Add annotations to a diagram or drawing
List	Write
Name	Present remembered ideas, facts and experiences
Present	Provide information for consideration
Recall	Present remembered ideas, facts and experiences
Specify	State in detail
State	Provide information without further explanation
Understanding	
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Construct	Make; build; put together items or arguments
Describe	Provide characteristics and features
Determine	Find out the size or extent by measuring, counting or estimating
Discuss	Identify issues and provide points for and/or against
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Gather	Collect items from different sources
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Rank	Place in order of size, age or as instructed
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Applying	
Apply	Use, utilise, employ in a particular situation
Calculate	Ascertain/determine from given facts, figures or information
Demonstrate	Show by example
Examine	Inquire into
Identify	Recognise and name

Analysing	
Analyse	Identify components and the relationship between them; draw out and relate implications
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Contrast	Show how things are different or opposite
Critically analyse/evaluate	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; note differences between
Interpret	Draw meaning from
Evaluating	
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Conclude	Come to a judgement or result based on the reasoning or arguments that you present
Critically analyse/evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	Draw conclusions
Evaluate	Make a judgement based on criteria; determine the value of
Extrapolate	Infer from what is known
Justify	Support an argument or conclusion
Predict	Suggest what may happen based on available information
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Recommend	Provide reasons in favour
Select	Select one or more items, features or objects
Creating	
Construct	Make; build; put together items or arguments
Investigate	Plan, inquire into and draw conclusions about
Synthesise	Put together various elements to make a whole



APPLICATION FOR EXTENSION

Course Name: _____

Student Name: _____ Date: _____

Assessment Task:

Due date: _____

Task title: _____

Reason for application for extension:

Note: Appropriate evidence must accompany this application. (e.g. Note from parent)

Student Signature: _____ Parent Signature: _____

.....

REPLY TO APPLICATION FOR EXTENSION

Course: _____ Student: _____

Task Title: _____

Granted	Refused
New Due date:	Reason

Coordinator's Signature: _____ Date: _____



ASSESSMENT TASK MISSED

Course name: _____

Student Name: _____ Date: _____

Assessment Task: _____ Due Date: _____

Task Title: _____ Date of Absence: _____

Reason for Absence on the Day of Task: _____

Note: Appropriate evidence must accompany this application. (e.g. Note from parent)

Student Signature: _____ Parent Signature: _____

.....

Task Missed Receipt

Course: _____ Student: _____

Task Title: _____

Granted	Refused
New Due date:	Reason

Coordinator's Signature: _____ Date: _____



ASSESSMENT TASK NOTIFICATION

NAME: _____

CLASS: _____

GENERAL DETAILS:

Task Number:

Total Marks:

Weighting:

Mode: e.g. Written/Oral

Date of Notification :

Date due:

Individual/GroupTask

OUTCOMES TO BE ASSESSED:

--

CONTEXT FOR THE TASK:

--

TASK RUBRIC:

--

TASK DESCRIPTION:

--

MARKING CRITERIA:

--



ILLNESS/ACCIDENT/MISADVENTURE FORM

1. If illness, accident or misadventure prevents a student completing an assessment task on or by the due date and time, the school must be advised immediately.
2. This form must then be completed by the student at least 3 days prior to the due date or as soon as possible after absence.
3. The form, when completed, is to be handed in to the Subject teacher.

NAME OF STUDENT: _____ YEAR: _____

TEACHER: _____ SUBJECT: _____

COURSE: _____ FACULTY: _____

NATURE OF ASSESSMENT TASK: _____

DUE DATE: _____ TIME: _____

NATURE OF REQUEST: _____

SIGNATURE OF STUDENT: _____ DATE: _____

SIGNATURE OF PARENT: _____ DATE: _____

COMMENTS OF TEACHER: _____

TEACHER'S SIGNATURE: _____

COORDINATOR'S DECISION:

- Alternate assessment task to be set
- Extension of time granted until _____ am/pm on _____
- A zero mark is to be recorded
- Documentation required in form of _____
- Other

COORDINATOR'S SIGNATURE _____

PRINCIPAL'S SIGNATURE: _____

YEAR 7 ENGLISH ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type and Weighting	Speech	Mini Newspaper	Half Yearly Examination	In class listening test. (short answer questions and poetry composition)	Yearly Examination
Appropriate Date	Term 1 Week 7	Term 2 Week 6	Term 2 Week 8	Term 3 Week 9	Term 4 Week 8
Outcomes Assessed	EN4-1A EN4-3B EN4-4B EN4-7D	EN4-1A EN4-3B EN4-4B EN4-9E	EN4-1A EN4-3B EN4-4B EN4-6C EN4-7D	EN4-2A EN4-3B EN4-4B EN4-8D	EN4-1A EN4-3B EN4-4B EN4-8D EN4-6C
Topic Focus	Novel Study: Flights of Fantasy	Media: Exposing the News	Novel Study, Media: Exposing the News and Documentary: March of the Penguins	Cultural Poetry	Cultural Poetry and Introduction to Drama
Assessment Instrument	Composing and presenting a speech focusing on themes, language and characters.	Students to work in groups and create a newspaper. They are assessed on three features and the overall layout.	Formal exam; comprehension; short answer; extended response question	Listening Test; Short answer questions; Poetry composition.	Formal exam; comprehension; short answer; extended response question
Assessment Mode	Speaking	Viewing and Representing	Reading and Writing	Listening (15%) and Writing (5%)	Reading and Writing
Weighting	15%	15%	25%	20%	25%

Stage 4 English Outcomes

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

YEAR 7 MATHS ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Assignment 1	Term Test 1	Half Yearly Examination	Term Test 2	Yearly Examination
Approximate Date	Term 1, Week 7	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	Term 4, Week 8
Outcomes Assessed	(Chapter 2) MA4-1WM, MA4-2WM, MA4-3WM,	(Chapter 1 & 3) MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-9NA,	(Chapters 4, 5 and 7) MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-8NA, MA4-11NA, MA4-18MG	(Chapter 6, 8, 9, 10 and 11) MA4-5NA, MA4-6NA, MA4-7NA, MA4-12MG, MA4-13MG, MA4-17MG	(Chapters 12, 13, 14 and 15) MA4-10NA, MA4-11NA, MA4-17MG, MA4-19SP, MA4-20SP, MA4-21SP
Topic Focus/Area of Study	Working Mathematically	Beginnings in Number & Number and Indices	Patterns and Algebra, Angles and Directed numbers and the number plane	Decimals, Fractions, Percentages, 2D and 3D space and Perimeter, area and volume	Probability, Equations, Statistics and Symmetry and Transformations
Weighting	10%	15%	25%	20%	30%

Year 7 | Stage 4 | Syllabus Outcomes

- MA4-1WM: communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- MA4-2WM: applies appropriate mathematical techniques to solve problems
- MA4-3WM: recognises and explains mathematical relationships using reasoning
- MA4-4NA: compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA: operates with fractions, decimals and percentages
- MA4-6NA: solves financial problems involving purchasing goods
- MA4-7NA: operates with ratios and rates, and explores their graphical representation
- MA4-8NA: generalises number properties to operate with algebraic expressions
- MA4-9NA: operates with positive-integer and zero indices of numerical bases
- MA4-10NA: uses algebraic techniques to solve simple linear and quadratic equations
- MA4-11NA: creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4-12MG: calculates the perimeters of plane shapes and the circumferences of circles
- MA4-13MG: uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- MA4-14MG: uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- MA4-15MG: performs calculations of time that involve mixed units, and interprets time zones (Year 8)
- MA4-16MG: applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems (Year 8)
- MA4-17MG: classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
- MA4-18MG: identifies and uses angle relationships, including those related to transversals on sets of parallel lines
- MA4-19SP: collects, represents and interprets single sets of data, using appropriate statistical displays
- MA4-20SP: analyses single sets of data using measures of location, and range
- MA4-21SP: represents probabilities of simple and compound events

YEAR 7 SCIENCE ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4
Task Type	Practical Report and Investigation	Half-Yearly Examination	Model	Yearly Examination
Approximate Date	Term 1, Week 6	Term 2, Weeks 8	Term 3, Week 8	Term 4, Week 8
Outcomes Assessed	WS4, WS5.1-5.3, WS6, WS7.1-7.2, WS8, WS9	CW1, CW3, ES3, ES4, LW4, WS4, WS5.1-5.3, WS6, WS7.1-7.2, WS8, WS9	PW1, PW2, WS4, WS5.1-5.3, WS6, WS7.1-7.2, WS8, WS9	LW1, LW2, LW5, PW1, PW2, ES2, WS4, WS5.1-5.3, WS6, WS7.1-7.2, WS8, WS9
Topic Focus/Area of Study	Working Scientifically	Investigating Science, Properties of Substances, Earth Resources & Mixtures	Forces	Habitats & Interactions, Forces, Classification & Earth and Space
Assessment Instrument	In-class submission	1.5 hours Examination	In-class submission	1.5 hours Examination
Weighting	20%	20%	30%	30%

Stage 4 Science Outcomes

A student:

SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC4-5WS collaboratively and individually produces a plan to investigate questions and problems

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-10PW describes the action of unbalanced forces in everyday situations

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction

SC4-15LW explains how new biological evidence changes people's understanding of the world

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

HISTORY YEAR 7 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4
Task Type and Weighting	In class test (Objective response & short answer questions)	Half Yearly Examination	Historical Research and communication	Yearly Examination
Appropriate Date	Term 1, Week 10	Term 2 Week 8	Term 3 Week 7	Term 4 Week 8
Outcomes Assessed	HT4 -1, HT4-2,, HT4 -4, HT4- 5, HT4-9	HT4 2, HT4 3, HT4 6, HT4 9, HT4 10	HT4 2, HT4 3, HT4 6, HT4 9, HT4 10	HT4 2, HT4 3, HT4 6, HT4 9, HT4 10
Topic Focus	Overview of the Ancient World Investigating History	Overview of the Ancient World Investigating History	Depth Study 2:Mediterranean World: Egypt	Depth Study 2:Mediterranean World: Egypt 3:The Asian World: Ancient China
Assessment Instrument	In Class formal test; Short answer response to source analysis questions	Formal exam; multiple choice; short answer; extended response question	Historical Investigation and Presentation	Formal exam; multiple choice; short answer; extended response question
Weighting	20%	25%	25%	30%

HISTORY YEAR 7 ASSESSMENT GRID

	Task 1	Task 2	Task 3	Task 4	
Task Type	In class test: Source analysis and response to short answer questions	Half Yearly Examination	Historical Research and oral communication	Yearly Examination	
Syllabus content Requirements	HT4 -1, HT4-2,, HT4 -4, HT4- 5, HT4-9	HT4 2, HT4 3, HT4 6, HT4 9, HT4 10	HT4 2, HT4 3, HT4 6, HT4 9, HT4 10	HT4 2, HT4 3, HT4 6, HT4 9, HT4 10	
Appropriate Task Date	Term 1, Week 10	Term 2 Week 8	Term 3 Week 7	Term 4 Week 8	
Outcomes Assessed					
	Task 1	Task 2	Task 3	Task 4	Weight
Knowledge and understanding of course content	5	15	10	15	45
Source- based skills	10			10	20
Historical inquiry and research			10		10
Communication of historical understanding in appropriate forms	5	10	5	5	25
	20%	25%	25%	30%	100%

Outcomes:

HT4-1: describes the nature of history and archaeology and explains their contribution to an understanding of the past

HT4-2: describes major periods of historical time and sequences events, people and societies from the past

HT4-3: describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT4-4: describes and explains the causes and effects of events and developments of past societies over time

HT4-5: identifies the meaning, purpose and context of historical sources

HT4-6: uses evidence from sources to support historical narratives and explanations

HT4-7: identifies and describes different contexts, perspectives and interpretations of the past

HT4-8: locates, selects and organises information from sources to develop an historical inquiry

HT4-9: uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10: selects and uses appropriate oral, written, visual and digital forms

GEOGRAPHY – YEAR 7 ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Task type	Research Report	Half Yearly Examination	Research and Multi Media Presentation	Yearly Examination	
Appropriate Date	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8	Term 4, Week 8	
Outcomes Assessed	GE4-1, GE4-5, GE4-7	GE4-2, GE4-4, GE4-8	GE4-1, GE4-3, GE4-7	GE4-4, GE4-6, GE4-8	
Topic Focus	Landscapes and Land forms	Landscapes and Land forms	Places and Liveability	Places and Liveability	
Assessment Instrument	Research Report	Formal exam – multiple choice, short answers and extended response questions.	Multimedia Presentation	Formal exam – multiple choice, short answers and extended response questions.	
Weighting	25%	25%	20%	30%	100%

OUTCOMES

A student:

- › locates and describes the diverse features and characteristics of a range of places and environments GE4-1
- › describes processes and influences that form and transform places and environments GE4-2
- › explains how interactions and connections between people, places and environments result in change GE4-3
- › examines perspectives of people and organisations on a range of geographical issues GE4-4
- › discusses management of places and environments for their sustainability GE4-5
- › explains differences in human wellbeing GE4-6
- › acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7
- › communicates geographical information using a variety of strategies GE4-8

Related Life Skills outcomes: GELS-1, GELS-2, GELS-4, GELS-5, GELS-7, GELS-8

YEAR 7 GEOGRAPHY

ASSESSMENT GRID

	Task 1	Task 2	Task 3	Task 4	
Task Type	Research Report	Half Yearly Examination	Multimedia Presentation	Yearly Examination	
Syllabus content Requirements	Landscapes and Land forms	Landscapes and Land forms	Places and Liveability	Places and Liveability	
Appropriate Task Date	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8	Term 4, Week 8	
Outcomes Assessed	GE4-1, GE4-5, GE4-7	GE4-2, GE4-4, GE4-8	GE4-1, GE4-3, GE4-7	GE4-4, GE4-6, GE4-8	
Assessment Component	Task 1	Task 2	Task 3	Task 4	Weight
Knowledge and understanding of course content	5	15	10	10	40
Geographical tools and skills	5	5		10	20
Geographical inquiry and research, including fieldwork	10		10		20
Communication of geographical information, ideas and issues in appropriate forms.	5	5		10	20
	25%	25%	20%	30%	100%

YEAR 7 PDHPE ASSESSMENT SCHEDULE

Task	Topic	Outcomes	Nature	Date	Duration	Total
1	Supporting Myself and Others	4.1, 4.2, 4.3, 4.11, 4.12, 4.13, 4.16	Bullying Ad	Term 1, Week 8	In-class submission	20
2	Supporting Myself and Others, Risky Business	4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.12, 4.13, 4.15, 4.16	Half-Yearly Examination	Term 2, Weeks 8	45 minutes	20
3	First Aid	4.7, 4.12, 4.16	Administering First Aid	Term 3, Week 7	In-class submission	15
4	Invasion Games	4.4, 4.5, 4.13, 4.14	Practical Assessment: Soccer	Term 3, Week 9	45 minute game	20
5	Athletics	4.4, 4.5, 4.13, 4.14	Practical Assessment: Fitness Test	Term 4, Week 8	45 minute practical test	25

Stage 4 PDHPE Outcomes

A student:

- 4.1** describes and analyses the influences on a sense of self
- 4.2** identifies and selects strategies that enhance their ability to cope and feel supported
- 4.3** describes the qualities of positive relationships and strategies to address the abuse of power
- 4.4** demonstrates and refines movement skills in a range of contexts and environments
- 4.5** combines the features and elements of movement composition to perform in a range of contexts and environments
- 4.6** describes the nature of health and analyses how health issues may impact on young people
- 4.7** identifies the consequences of risk behaviours and describes strategies to minimise harm
- 4.8** describes how to access and assess health information, products and services
- 4.9** describes the benefits of a balanced lifestyle and participation in physical activity
- 4.10** explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
- 4.11** selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations
- 4.12** assesses risk and social influences and reflects on personal experience to make informed decisions
- 4.13** demonstrates cooperation and support of others in social, recreational and other group contexts
- 4.14** engages successfully in a wide range of movement situations that displays an understanding of how and why people move
- 4.15** devises, applies and monitors plans to achieve short-term and long-term goals

4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them

YEAR 7 TECHNOLOGY ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	Task 5	
Assessment component	Design Process	Food Technology	Half - Yearly Examination	Information Technology	Yearly Examination	
Format	Role of a Designer	Recipe Book	Half Yearly Examination	Brochure design	Yearly Examination	
Due Date	Term 1 Week 7	Term 2 Week 6	Term 2 Week 8	Term 3 Week 9	Term 4 Week 8	
Outcomes	4.1.3, 4.2.2	4.1.1, 4.2.1, 4.3.2, 4.5.1	4.1.1, 4.3.1, 4.3.2	4.2.2, 4.3.1, 4.5.2, 4.6.1	4.2.1, 4.3.1, 4.5.2	
Total	10%	15%	25%	20%	30%	100%

Outcomes:

- 4.1.1 applies design processes that respond to needs and opportunities in each design project
- 4.1.2 describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
- 4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life
- 4.2.1 generates and communicates creative design ideas and solutions
- 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
- 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
- 4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
- 4.4.1 explains the impact of innovation and emerging technologies on society and the environment
- 4.5.1 applies management processes to successfully complete design projects
- 4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project
- 4.6.1 applies appropriate evaluation techniques throughout each design project

4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects

YEAR 7 CREATIVE ARTS ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	
Task Type	Aboriginal Music	Half - Yearly Examination	Papier Mache Mask	Yearly Examination	
Format	Composing and Performing Aboriginal Music	Half Yearly Examination	Making African Mask	Examination	
Due Date	Term 1 Week 6	Term 2 Week 8	Term 3 Week 8	Term 4 Week 8	
Outcomes	4.4,4.8	Visual arts outcomes: 4.7,4.10 Music outcomes: 4.8,4.9,4.10	4.2,4.6,4.8,4.10	Visual arts outcomes: 4.7,4.8,4.9 Music outcomes: 4.5,4.8,4.9,4.10	
Total	20%	30%	20%	30%	100%

Visual Arts Outcomes:

- 4.1 uses a range of strategies to explore different art- making conventions and procedures to make artworks
- 4.2 explores the functions of and relationships between artists- artwork- world- audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 Investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of arts
- 4.8 explore the function of and relationship between artist- artwork- world– audience
- 4.9 Begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognise that art criticism and art history construct meanings

Music Outcomes:

- 4.1 Performs in a range of musical styles demonstrating an understanding of the musical concepts
- 4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 Performs music demonstrating solo and/ or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 Notates compositions using traditional and/ or non- traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores in the music selected for study
- 4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context.

YEAR 7 ARABIC ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Speaking Task	Half Yearly Examination	Reading and Responding	Writing Brochure	Yearly Examination
Approximate Date	Term 1 Week 7	Term 2 Week 8	Ongoing	Term 3 Week 8	Term 4 Week 8
Outcomes Assessed	4.UL.1, 4.UL.2, 4.UL.3, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2
Topic Focus/Area of Study	About Me, About you	About Me, About You Family	House and Home	Eating and Drinking	School Life Leisure
Assessment Instrument	Interview a Family Member (movie maker, video, ICT)	Knowledge and Understanding Comprehension Extended Response	Reading and Responding	Writing– Brochure on Healthy Eating Habits for children between the ages 5 and 7	Knowledge and Understanding Comprehension Extended
Weighting	20%	25%	20%	10%	25%

Stage 4 outcomes

A student:

- 4. UL.1: demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 4. UL.2: demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 4. UL.3: establishes and maintains communication in familiar situations
- 4. UL.4: applies a range of linguistic structures to express own ideas in writing
- 4. MLC.1: demonstrates understanding of the importance of appropriate use of language in diverse contexts
- 4. MLC.2: explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Arabic
- 4. MBC.1: demonstrates understanding of the interdependence of language and culture
- 4. MBC.2: demonstrates knowledge of key features of the culture of Arabic-speaking communities.

**YEAR 7 TURKISH
ASSESSMENT SCHEDULE**

	Task 1	Task 2	Task 3	Task 4	Task 5
Task Type	Speaking Task	Half Yearly Examination	Reading and Responding	Writing Brochure	Yearly Examination
Approximate Date	Term 1 Week 7	Term 2 Week 8	Ongoing	Term 3 Week 8	Term 4 Week 8
Outcomes Assessed	4.UL.1, 4.UL.2, 4.UL.3, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2
Topic Focus/Area of Study	About Me, About you (benim hakkımda senin hakkında)	About Me, About You Family (benim hakkımda senin hakkında)	House and Home(ev)	Eating and Drinking (Yiyecekler ve içecekler)	School Life Leisure (Okul yaşamı ve boş zaman)
Assessment Instrument	Interview a Family Member (movie maker, video, ICT)	Knowledge and Understanding Comprehension Extended Response	Reading and Responding	Writing– Brochure on Healthy Eating Habits for children between the ages 5 and 7	Knowledge and Understanding Comprehension Extended
Weighting	20%	25%	20%	10%	25%

Stage 4 outcomes

A student:

- 4. UL.1: demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 4. UL.2: demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 4. UL.3: establishes and maintains communication in familiar situations
- 4. UL.4: applies a range of linguistic structures to express own ideas in writing
- 4. MLC.1: demonstrates understanding of the importance of appropriate use of language in diverse contexts
- 4. MLC.2: explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Arabic
- 4. MBC.1: demonstrates understanding of the interdependence of language and culture
- 4. MBC.2: demonstrates knowledge of key features of the culture of Arabic-speaking communities.

**YEAR 7 ISLAMIC STUDIES
ASSESSMENT SCHEDULE**

	Task 1	Task 2
Task Type	Mid-session Assignment	End of Term Examination Term 2 and 4
Approximate Date	Week 6	Week 8
Outcomes Assessed	Able to know and apply the jurisprudence of worship such as wudu and salat	Able to know and apply the jurisprudence of worship such as wudu and salat
Topic Focus/Area of Study	Islamic Law / Fiqh	Islamic Law / Fiqh
Assessment Instrument	Work sample	Examination
Weighting	40%	60%