

**St Paul's**  
Catholic College



**Stage 4**

**Year 7**

***Assessment Policy  
and  
Schedules***

**2020**

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Dear Students and Parents,

Every student at St Paul's receives an assessment overview for the year. This takes the form of an outline for each course, together with an assessment grid and assessment procedures.

These assessment overviews are designed for you to:

- **know** what assessments you will have, and
- **learn** how to plan for your assessments so that you can perform **better** in them. Please keep in mind that dates will, at times, be changed and students will be notified by the class teacher.

**You need to be aware of three important aspects of assessments:**

1. If you are **absent** from an assessment task or are away when it should be handed in, on the day you return to school you need to **bring a letter or email** your Tutor Group teacher explaining the reason for the absence. On the day of your return you will be required to undertake or submit the task. Marks will be awarded as normal provided the explanation for the absence is satisfactory. Estimates are only given in exceptional circumstances. Parents should **telephone or email the school** if a student is away when a task is scheduled and arrange for a message to be passed onto the relevant Leader of Pedagogy.
2. If you have a good reason for not having time to complete an assessment task (eg you have been ill for a week), you can **apply for an extension** by a written parental request presented to the Leader of Pedagogy. It is usually anticipated that this is clearly done in advance of the due date.
3. If you are absent without explanation or fail to submit a task on time without an adequate explanation, you will be penalised according to the following scale:

<b>Task Submitted</b>	<b>Penalty</b>
1 Day Late	20% of total possible mark
2 Days Late	40% of total possible mark
3 Days Late	Zero Mark Awarded

Please remember that all tasks still **must be submitted** regardless of penalties to fulfil NSW Education Standards Authority (NESA) expectations. Students who fail to submit **tasks** will be required to attend school after hours to complete outstanding assessment work.

All assessment task notifications **will be available to view on the school Student Portal via MNConnect. Assessment Handbooks can also be viewed on the St Paul's Catholic College website.**

It is vitally important that you realise managing assessment is complex, but we are training students to be proactive in the management and organisation of their school responsibilities.

I hope this information allows you to be a far better prepared student in 2019.

Every success,



Mr Graeme Selmes  
Principal

# The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers should consider all evidence gathered and should **not** be limited to a set number of children allocated to each grade within their class or school.

With this in mind, our approach to assessment is continuous throughout the year as students develop their skills and knowledge related to course outcomes. These learning tasks will not only allow for assessment AS and FOR learning but will assist teachers in allocating the **Performance Profiles** that appear on the School Report. More information about assessment as and assessment for learning can be found at: [Assessment FOR and AS](#)

## Awarding Grades

Students will be awarded a grade for each course they are enrolled in. Teachers will award grades based on the collection of evidence of student learning throughout the year. This means students are not just restricted to formal assessment tasks as opportunities to show teachers what they know and can do. Students are encouraged to show their best effort in all learning opportunities as all learning can contribute towards the allocation of a grade. As teachers gather evidence of student learning, the performance of students will be compared to the common grade scale which is applied to each course. More information about the common grade scale can be found at: [The Common Grade Scale](#)

## Performance Profiles

In each course, there will be a series of profiles that reflect a range of skills, knowledge, values and attitudes. These profiles are intended to provide a specific overview within each course. Each student, apart from statistical data, will receive this additional evaluation. The combination of profiles, data and personal comment will ideally create a complete profile of where a student is at, with regard to their course.

## Subject Assessment Procedures

Each subject area determines its individual assessment procedure with consideration to the following:

- Assessment is continuous/progressive.
- Assessment is relative to a pre-determined standard.
- Assessment may be comprised of a variety of research tasks, tests, speeches, presentations, group tasks etc, throughout a semester.
- Final Grades appearing on reports will reflect student achievements in assessments relative to standards as outlined by the NSW Education Standards Authority (NESA).

# Plagiarism

## Do not Plagiarise

Plagiarism is the use of another person's words or ideas, without stating where they came from. It is a form of **theft**.

**Plagiarism is dishonest, unfair to you and others and is illegal under the Copyright Act, 1963.**

There are two types of plagiarism:

1. **Deliberate Plagiarism** - this involves buying or stealing an essay, hiring someone to write it for you or copying from any other source without citing it.
2. **Accidental Plagiarism** – using some else's ideas without referring to them or using "notes" that are really "quotes".

### **Always cite the following:**

Internet sites, magazines and newspapers, books, pamphlets, music, TV and movies, personal interviews, maps and other students' work.

### **To avoid plagiarism:**

- Write new information in point form
- Identify the source you are using **immediately**
- Record the author, title, publication details or web site
- Use your own words
- Put quotation marks around direct sources – note the page

**For assistance with bibliographies please see the Librarian.**

**IF YOU PLAGIARISE ALL OF THE TASK YOU WILL NOT BE AWARDED ANY MARKS**

## Non-Submission of an Assessment Task

If you have legitimate reasons for non-submission then the following options may be exercised:

- a) Bring a note from your parent/guardian on the day of your return and give to your Tutor Group teacher  
or
- b) Apply for an extension if there is a valid reason that you cannot do the task on time. This must be done before the due date.

It is not satisfactory to miss an assessment task and be content just to receive a **Zero '0'**. You must hand in the task anyway, within (3) days to receive a reduced mark.

If you fail to complete a task the following procedure will apply:

**Written warning letter is sent home to say you did not complete the task by the due date.**



**The letter tells you that the task needs to be submitted by the following Tuesday.**



**If you still do not hand in the task you will automatically be placed on afternoon detention.**



**During the detention (which is different to normal afternoon detention) you will be given time to complete the outstanding task or some part of it.**

You need to submit Assessment Tasks, even if you receive a **Zero (0)**, as you still need to meet the course outcomes to fulfil the expectations of the NSW Education Standards Authority.

# Reports

Students will be issued with **three reports during Year 7**. They are as follows:

- **Term 1 Interim Report** will be a brief reflection on the student's progress to date and their Approaches to Learning.
- **Term 2 Report** will be more comprehensive, summative report of Semester One, providing both feedback and direction for Semester Two.
- **Term 4 Report** will provide each student with a summation of their approaches to learning throughout the academic year and an Overall Grade relating to achievement of Course Outcomes.

# English

Stage 4 – Year 7

## Course Overview

Year 7 English is programmed to provide experiences and skill development for students in the language modes of reading, writing, speaking, listening, viewing and representing.

Students engage with a variety of texts including film and other visual plus multi-media material to complete both responding and composing tasks.

Ongoing class-based formative and two across-the-form summative tasks form the assessment process as outlined below. Classes are streamed into three ability bands.

Students who present with special needs as a result of their primary school performance, Term 1 classwork or assessment task results are referred to the school's Learning Support Faculty.

## Assessment Overview

Task	Timing
1. Unit 1: "Read a Book"  Part A (20%): Comprehension Part B (20%): Analytical paragraphs (in class task)	Term 1, Week 10
2. Unit 3: "Food For Thought"  Part A (40%): Multimodal Social justice focus (submission task)  Part B (20%): Reflection (in class task)	Term 3, Week 10

# HSIE – Human Society and its Environment

Stage 4 – Year 7

## Course Overview

### History

The aim of History is to enable students to acquire the knowledge and understanding, historical skills, values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world. History will be studied in Semester One.

### Topics

- Investigating the Past
- Ancient Egypt
- Ancient China

### Geography

The aim of Geography is to enable students to acquire the knowledge and understanding, skills, values and attitudes essential to an appreciation of geographical phenomena and to prepare students for informed and active citizenship in a changing world. Geography will be studied in Semester Two.

### Topics

- Landscapes and Landforms
- Place and Liveability

## Assessment Overview

### Semester 1 - History

Task	Timing
1. Literacy Task	Term 1, Week 8
2. Skills-based Activity	Term 2, Week 5

### Semester 2 - Geography

Task	Timing
1. Literacy Task	Term 3, Week 9
2. Skills-based Activity	Term 4, Week 3

# Languages

Stage 4 – Year 7

## French and German

### Course Overview

The aim of studying French or German is to develop an interest in the language and culture of France or Germany. Students will learn to read, write and interact in a range of topics using simple expressions. The ability to communicate in French or German provides incentives for travel and for more meaningful interactions with speakers of French or German. It will also develop an awareness of their own language and have an impact on their literacy skills. Students will also have opportunities to explore the history and culture of France or Germany, including music, food and festivals.

### Topics

#### Topics include:

- Greetings and Conversation
- The culture of France or Germany
- Family
- Schooling
- Food and Drinks
- Leisure and Sports
- Around Town and Directions
- Christmas celebrations

### Assessment Overview

Task	Timing
1. Reading and Writing Exam	Term 2, Week 6
2. Restaurant Role Play	Term 3, Week 9

# Mathematics

Stage 4 – Year 7

## Course Overview

### *Grading of Classes:*

All students follow a common course for Year 7 and 8. Grading occurs during the course of Year 8.

### *Equipment:*

Students will need a calculator, geometry set and ruler and a separate workbook for Mathematics.

The NSW Education Standards Authority (NESA) has a list of scientific calculators approved for use by students. Staff will only support students in their use of Casio fx or Sharp EL calculators from the NESA's list. All other brands may not be suitable and staff will not be able to show students their functions. Please note that the use of mobile phones as calculators is not permitted by NESA.

## Assessment

There will be common ongoing assessment for student learning throughout the year. Students are encouraged to be diligent learners and complete all set work.

## Assessment Overview

Task	Timing
1. Examination	Term 2, Week 5
2. Assignment	Term 3, Week 5
3. Examination	Term 4, Week 6

# Music

Stage 4 – Year 7

## Course Overview

In this course students will further develop the skills already learned in primary school. Performing, Composing and Listening are the three main learning areas. Students will develop some practical skills as well as the knowledge needed to understand many different styles of music. Students will study Music as a semester long course, completing the course in either Semester One or Two.

## Topics

Topics include:

- Introduction to Music
- Spooky Music

## Assessment Overview

Task	Timing
1. Performance	Term 1, Week 8
2. Listening	Term 2, Week 6

# PDHPE

Stage 4 – Year 7

## Course Overview

The Year 7 PDHPE Course contains modules across three areas of study:

- Health, Wellbeing and Relationships
- Movement, Skill and Performance
- Healthy, Safe and Active Lifestyles

## Assessment Overview

Task	Timing
1. Task 1 — Get Moving (Assignment)	Term 1, Week 10 (Submission)
2. Task 2 — Practical Skills Test (Individual Skills Test)	Term 4, Week 5 (In class)

# Religious Studies

Stage 4 — Year 7

## Course Overview

The Year 7 course strives to help students be global citizens, who can gain an understanding and respect for the place of religion in our world. Students will gain skills in investigating, analysing and communicating through various mediums.

Students will study and deepen their understanding in the following units:

- Faith, Story, Witness
- Catholic Beliefs
- Hebrew Scriptures
- Knowing Jesus
- Church History 1

## Assessment Overview

Task	Timing
1. CSO Multiple Choice Test	Week 10, Term 1
2. Catholic Beliefs Portfolio	Week 6, Term 2
3. Knowing Jesus Digital Task	Week 3, Term 4

# Science

Stage 4 – Year 7

## Course Overview

Year 7 Science introduces the students to the study of Science and how it relates to the world around us.

The topics that they will study in year 7 are:

Introduction to Science, Classification, Cells, Mixtures, The Human Body, Forces and Our Natural Resources

## Assessment Overview

Task	Timing
1. Task 1- Skills based assessment task	Term 1, Week 9 in class
2. Formal Examination	Term 4, Week 6 in class

# Technology (Mandatory)

Stage 4 – Year 7

## Course Overview

This course enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluation solutions to identifies needs and opportunities.

Unit of work could include:

- Food Technologies and Agriculture Technologies
- Digital Technologies
- Engineered Systems
- Material Technologies

## Assessment of Learning

Student achievement in this course will be determined through the development of a design folio to document evidence of application of the design process.

Students will undertake a range of practical experiences to develop skills and confidence in the use of a range of tools machinery and devices.

Teachers will use evidence of student learning to assess student achievement against learning goals and standards. This evidence will provide a description of student achievement for reporting.

# Visual Arts

Stage 4 – Year 7

## Course Overview

The aim of Visual Art is to develop the students' conceptual, critical and practical skills. We do this throughout the stage by investigating the Frames, Conceptual Framework and artists practice, developing the students understanding by applying them to artmaking and art critical and historical activities. Students will develop knowledge that will help them examine and understand the world around them, and skills that they will be able to apply to a range of subjects and potential employment in the future.

## Topics

### Topics include:

- Can't believe it's art.
- Portraiture

## Assessment Overview

Task	Timing
1. Art Critical and Historical - writing	Term 1, Week 9 Term 3, Week 9
2. Artmaking - portrait	Term 2, Week 6 Term 4, Week 6