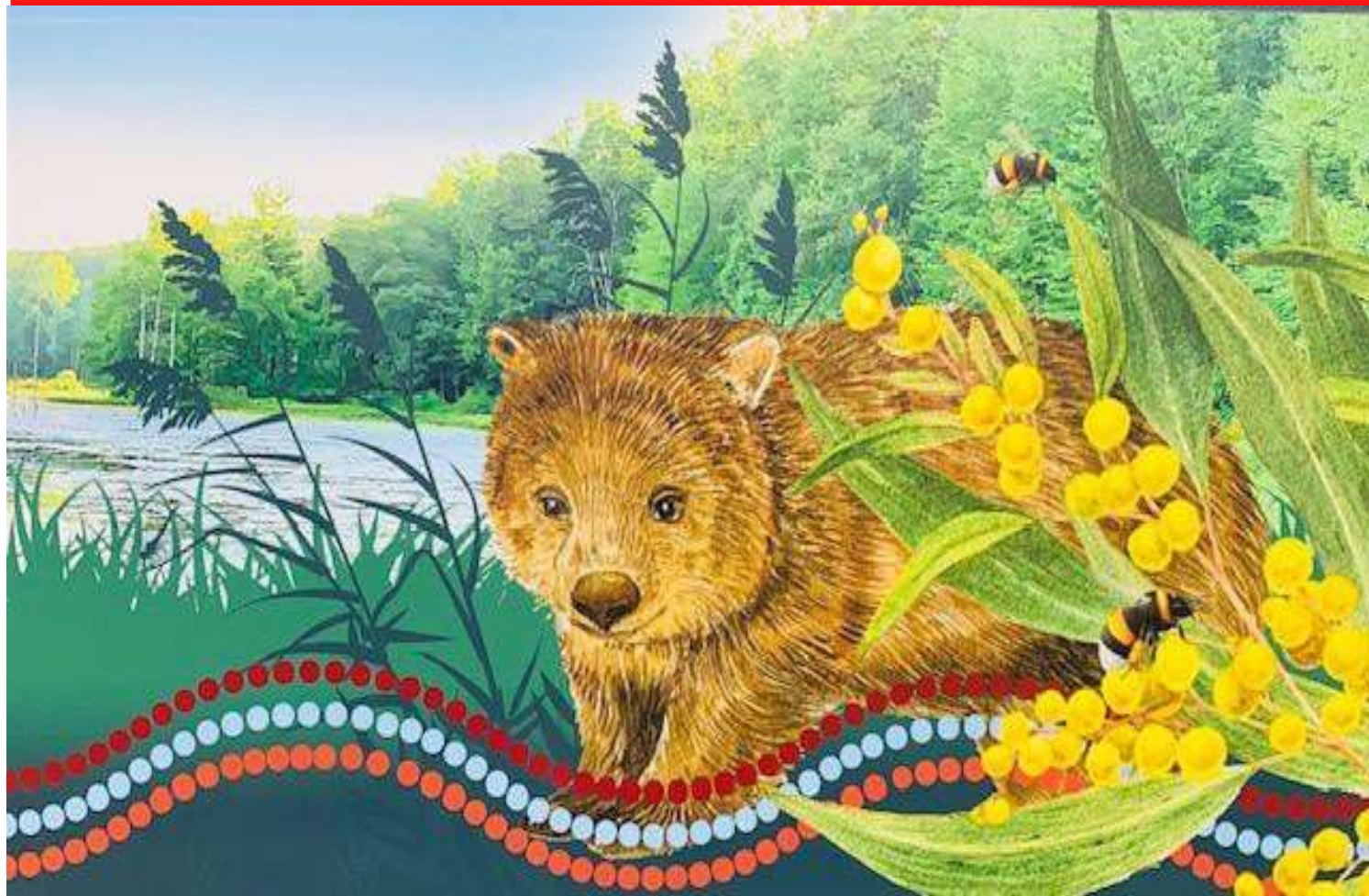




# Lake Munmorah High School

*"Setting the Standard"*



## Year 7 2025

### Assessment Procedures and Assessment Schedules



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# Section 1: Introduction

This document has been developed to make clear the procedures, expectations, and rules about assessment at Lake Munmorah High School.

There are assessment schedules for each subject, including:

- The assessment tasks which will take place throughout the year.
- When each task will take place.
- How much each task is worth.

## **What is Assessment?**

Assessment is how teachers measure your success as a learner.

## **Assessment of Learning**

Assessment of Learning determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting.

## **Assessment for Learning**

Assessment for Learning gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

<b><u>Assessment Of Learning (Formal)</u></b> Assessment that usually occurs at the end of a unit to check your overall understanding	<b><u>Assessment For Learning (Informal)</u></b> Assessment that checks your progress along the way to make sure that you are learning as the teacher moves through the unit of work
<ul style="list-style-type: none"><li>• Assessment Tasks/Unit Tests</li><li>• Projects Research assignments</li><li>• Oral engagement/presentations</li><li>• Practical tasks &amp; artworks</li><li>• Portfolios</li><li>• Practical performances &amp; compositions</li><li>• Formal examinations</li></ul>	<ul style="list-style-type: none"><li>• Observation of student learning</li><li>• Classroom activities</li><li>• Homework assignments</li><li>• Mini tests</li><li>• Group and pair work</li><li>• Experiments/performances</li><li>• Bookwork</li></ul>



# Section 1: Introduction

## **Homework Guidelines**

Homework is a very important part of learning. You are responsible for regularly reviewing and consolidating the work which has been covered in lessons at home. This is complemented by formal work including projects and assessment tasks that are set by the class teacher.

Homework is an important part of the curriculum but varies with different subjects and individual student needs.

Homework will not necessarily be given every night in each subject. It is expected that you develop a pattern of regular revision.

Homework needs to be balanced with family, social and extracurricular activities.

You can help yourself by:

- writing down all details of homework in a school diary
- recording due dates for tasks and major assignments in a diary
- planning your homework task completion appropriately - not leaving work to the last minute
- ensuring your homework is completed to a high standard
- submitting assigned work punctually

## **Expected Student Conduct During Examinations**

Exam conditions shall apply from when the first student enters the classroom until the dismissal of students.

1. NO electronic devices, except approved calculators, are to be used during any examination.
2. Complete silence MUST be adhered to whilst you are in the classroom/hall.
3. You MUST sit facing the front and are NOT to turn around or look at any other paper.
4. You are NOT to communicate with any other student in any way.
5. You must remain for the entire duration of every exam.
6. You MUST obey all reasonable instructions given by supervisors.
7. Borrowing is NOT permitted.
8. All enquiries are to be addressed to classroom teacher by raising your hand and waiting patiently.

If the above examination rules are not followed, a warning will be given. If the inappropriate behaviour continues, you will be given a zero mark and removed from the classroom/hall and referred to the Head Teacher.

If you are absent from an examination, you MUST provide a satisfactory reason (e.g. a Doctor's Certificate for illness) immediately upon returning to school to the Head Teacher.

If a satisfactory reason is not provided, you will receive a zero mark for this assessment.



# Section 1: Introduction

## **Procedure for Missed or Late Submission of Assessment Task**

When an assessment task is during class time, you must attend school for all lessons on that day. (i.e. a student cannot miss lessons to prepare for their assessment task).

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

Students who are absent from school on the due date of an assessment task must contact the school to explain the absence. Students must also complete an illness/misadventure form that is to be submitted on the student's first day back at school.

### **OTHER CIRCUMSTANCES RELATING TO ILLNESS OR MISADVENTURE**

When you present for an examination or assessment task while ill or fall ill during the examination or assessment task, you may make a claim for misadventure. You must obtain a Doctor's Certificate, covering the day of the assessment. This should be submitted to the Head Teacher on the day of your return to school.

## **Electronic or Online Submission of Assessment Tasks**

You are not to assume that you may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher or Teacher may allow you to submit electronically and/or via an online learning platform.

Teachers may also require you to hand in a printed copy of the task. Any such instructions will be made clear to you on the assessment task notification.

When this is required or permitted, your task may be submitted on USB or by email. When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.

An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.

The school will not be responsible for not receiving emails; however, it is recommended you maintain a copy of your sent email as verification if a problem arises.





# Section 1: Introduction

## **Alleged Malpractice in Assessment Tasks or Examinations**

Malpractice, or cheating, is defined as “dishonest behaviour by a student that gives them an unfair advantage over others.”

Plagiarism is copying someone else’s work and pretending that it is your own.

Malpractice may include:

- plagiarism (copying someone else’s work in part or in whole, and claiming that it is your work)
- collusion (allowing someone to copy your work)
- forbidden aids (this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used)
- using material directly from books, journals, CDs or the internet or any other source without reference to the source
- building on the ideas of another person without referring to the source

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised, or for the whole ask.

Strategies to assist you:

We attempt to assist you to avoid malpractice by:

1. Classroom and other teachers instructing you in good and ethical practice.
2. Signs being displayed in appropriate areas, including the Resource Centre, explaining aspects of good practice.

## **Procedures For Students to Follow When Involved in Non-School Sport and Other Activities**

Lake Munmorah High School supports students who participate in both school-based and non-school-based sporting and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handling in of assessment tasks since school routines and calendars accommodate and communicate this information in advance.

The following guidelines apply for students who participate in non-school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handling in of assessment tasks:

1. Student provides teacher with at least 2 weeks notice of the activity occurring. This must include a letter from the parent/caregiver that lists the date, timing, event, and location of the activity. Where a student’s ongoing involvement in an activity is unpredictable (e.g. progressing to the next round of a sporting fixture) this must be communicated to the teacher as part of the original request.
2. Teacher informs Head Teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.



# Section 1: Introduction

## **Grades Year 7**

For Semester 1 and Semester 2 Reports, Head Teachers give you a grade to reflect your academic achievement within each course.

### **Meaning of Grades**

The meaning of grades allocated to you is explained as follows:

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





## Section 2: Assessment Schedules

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## 2025 Year 7 Assessment Schedule

# English

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Writing Portfolio	In class Test	Extended Response	Formal Examination	
Topic / Module	Cultural Kaleidoscope	Speak the Speech	Threads of Narrative	Threads of Narrative	
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4	
Outcomes	EN4-RVL-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-URA-01 EN4-URC-01 EN4-ECA-01	EN4-ECA-01 EN4-RVL-01 EN4-URB-01 EN4-URA-01	EN4-ECB-01 EN4-ECA-01	
TOTAL (%)	25	25	25	25	100

Course Outcomes	
EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	examines and explains how texts represent ideas, experiences and values
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistics and stylistics conventions of language to express ideas
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts



## 2025 Year 7 Assessment Schedule

# Geography

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Semester 2			
Task	Task 1	Task 2	Weighting (%)
Task Type	Presentation	Formal Examination	
Topic / Module	Landscapes & Landforms	Landscapes & Landforms Place & Liveability	
Timing	Term 3 Week 10	Term 4 Week 4	
Outcomes	GE4-1 GE4-5 GE4-7 GE4-8	GE4-2 GE4-3 GE4-6 GE4-7 GE4-8	
TOTAL (%)	50	50	

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



## 2025 Year 7 Assessment Schedule

# History

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Semester 1			
Task	Task 1	Task 2	Weighting (%)
Task Type	Exhibition	In class Test	
Topic / Module	Investigating the Ancient Past	Ancient Egypt	
Timing	Term 1 Week 10	Term 2 Week 6	
Outcomes	HT4-1 HT4-5 HT4-8 HT4-10	HT4-2 HT4-3 HT4-6 HT4-9	
TOTAL (%)	50	50	

Course 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
HT4-5	identifies the meaning, purpose and context of historical sources
HT4-6	uses evidence from sources to support historical narratives and explanations
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 to communicate about the past



## 2025 Year 7 Assessment Schedule

# Mathematics

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test with Questions Bank	Test with Summary Sheet	Assignment	Formal Examination	
Topic / Module	Computation with Integers Number Properties and Patterns	Fractions, Decimals and Percentages	Measurement Algebraic Techniques	Measurement Algebraic Techniques Equations	
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 4	
Outcomes	MA4-INT-C-01 MA4-IND-C-01 MA4-LIN-C-01	MA4-FRC-C-01	MA4-LEN-C-01 MA4-ARE-C-01 MA4-VOL-C-01 MA4-ALG-C-01	MA4-LEN-C-01 MA4-ARE-C-01 MA4-VOL-C-01 MA4-ALG-C-01 MA4-EQU-C-01	
TOTAL (%)	20	30	20	30	100

Course Outcomes	
MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$



## 2025 Year 7 Assessment Schedule

# Music

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Composition	Performance	Listening	Multi-Skill Portfolio including performance	
Topic / Module	Concepts of Music	Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries	Australian Music	Music for Entertainment	
Timing	Term 1 Weeks 8/9	Term 2 Weeks 4/5	Term 3 Weeks 6/7	Term 4 Weeks 5/6	
Outcomes	4.4 4.5 4.6 4.11	4.1 4.2 4.3 4.12	4.7 4.8 4.9 4.10	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
TOTAL (%)	25	25	25	25	100

Course Outcomes	
4.1	performs in a range of musical styles demonstrating an understanding of 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 nontraditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of 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 a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



## 2025 Year 7 Assessment Schedule

# PDHPE

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Written Response	Practical	Practical	Formal Examination	
Topic / Module	Ch-Ch-Changes: Personal Identity	International Games	Striking Games	Ch-Ch-Changes: Personal Identity Culture Club Relationships/ Power & I've Got the Power	
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4	
Outcomes	PD4-1 PD4-2	PD4-4 PD4-10	PD4-5 PD4-11	PD4-1 PD4-2 PD4-3 PD4-6 PD4-7	
TOTAL (%)	25	25	25	25	100

Course Outcomes	
PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4.11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences





# 2025 Year 7 Assessment Schedule

## Science

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Scientific Skills	Semester 1 Examination	Depth Study	Formal Examination	
Topic / Module	Working as a Scientist	Working as a Scientist The Particle Model Lithosphere	Forces and Friction	Earth in Space Forces and Friction Forces and Fields Classification	
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 7	Term 4 Week 4	
Outcomes	SC4-6WS SC4-7WS SC4-9WS	SC4-7WS SC4-9WS SC4-16CW SC4-12ES	SC4-4WS SC4-5WS SC4-6WS SC4-7WS	SC4-8WS SC4-14LW SC4-10PW SC4-12ES	
TOTAL (%)	25	25	25	25	100

Course Outcomes	
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
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction



## 2025 Year 7 Assessment Schedule

# Technology Mandatory

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research Task	Folio & Practical	Research Task	Folio & Practical	
Topic / Module	Industry Study	Textiles	Industry Study	Metal & Engineering	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	
Outcomes	TE4-10TS TE4-1DP	TE4-3DP TE4-2DP TE4-9MA	TE4-10TS TE4-8EN	TE4-3DP TE4-2DP TE4-9MA	
TOTAL (%)	15	35	15	35	100

Course Outcomes	
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future



## 2025 Year 7 Assessment Schedule

# Visual Arts

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Portfolio A	Portfolio B	Research A	Portfolio C	
Topic / Module	Practical Portfolio + VAD	Practical Portfolio + VAD	Visual + Verbal	Practical Portfolio + VAD	
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 5	
Outcomes	4.1 4.2 4.3 4.4 4.5 4.6	4.1 4.2 4.3 4.4 4.5 4.6	4.7 4.8 4.9 4.10	4.1 4.2 4.3 4.4 4.5 4.6	
TOTAL (%)	20	25	30	25	100

Course Outcomes	
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	explores the function of and relationships between artist – 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 art
4.8	explores the function of and relationships between the artist – artwork – world – audience
4.9	begins to acknowledge that art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings



## 2025 Year 7 Assessment Schedule

# Assessment Calendar

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				
3				
4		Music Science		<b>FORMAL EXAMINATIONS</b> English Geography Mathematics PDHPE Science
5		English Mathematics PDHPE		Music
6		History Technology Mandatory	Music	
7	PDHPE		Science	
8	Music		PDHPE	
9	English Science Technology Mandatory		English Technology Mandatory	
10	History Mathematics		Geography Mathematics	
11				



## 2025 Year 7 Assessment Schedule

# Assessment Calendar

WEEK	TERM1	TERM2	TERM3	TERM 4
1				
2				
3				
4				<b>FORMAL EXAMINATIONS</b>
5				
6				
7				
8				
9				
10				
11				