

0400398465 Oxley High School

## Middle School Assessment Booklet Yr 7



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*The information presented in this handbook was accurate at the time of printing.*

## **What is meant by Assessment**

Assessment is the measurement of actual student's performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

## **The Purpose of Assessment**

Assessments are intended to provide an indication of a student's attainment that is based on:

- a wider coverage of the syllabus than can be measured by the external examination, and
- measures and observations obtained through the course rather than at a single examination.

## **Reporting Results**

During the course, the school will provide information to students which will show their achievements relative to each other. This will occur in the form of school reports and parent/teacher conversations.

## **Middle School requirements 7-9**

It is expected that the students':

- Attendance, conduct and progress will be satisfactory
- Will complete the subject requirements of each course including any necessary oral, aural, practical or field work
- Make a genuine attempt to achieve

## **Rationale**

The School's policy aims to provide a fair system for all students.

It is designed to:

- Promote and protect the best interests of all students.
- Familiarise middle school students with some of the expectations and skills required by senior students

## **Student Responsibilities**

The Middle School Assessment Program contributes to a student's final grade for each subject. Some tasks will be performed at school and others will be submitted as hand in tasks.

Students are required to:

- Be prepared for assessment tasks
- Comply with due dates and assessment procedures
- Do their personal best in each subject.

## **Absence due to illness on the day of a task, including an exam**

If you are absent on the day of a task due to illness, you are required to:

- Hand in or complete your task as soon as possible upon returning to school.
- Provide your teacher with a note from a parent/guardian outlining the reason why the task was not completed or submitted by the due date.

## **Illness during a task**

In the unlikely event that you are taken ill during a task, you must notify your teacher immediately.

- Students taken ill during a task may negotiate with your teacher regarding an alternate plan.

## Submission of hand-in tasks

Students are required to:

- Hand in tasks to the class teacher on or before the due date.
- If students are going to be absent for an extended period they are expected to renegotiate the due date with their teacher prior to leaving.

## Problems with Computers

It is every student's responsibility to ensure that work prepared on a computer is regularly backed up and saved either onto a hard copy or a CD/flash drive, so work is not lost.

- If your computer or printer malfunctions and you cannot print a final version of your work, you are required to hand in the CD/flash drive or working drafts printed during the preparation of the task.
- The printing of assessment tasks should not be left to the last minute. "Computer problems" WILL NOT be accepted as an excuse.
- In the event that you cannot print the task, you can email your work to either your teacher or the school's email address –
- [oxley-h.school@det.nsw.edu.au](mailto:oxley-h.school@det.nsw.edu.au). You should label this clearly. e.g. Email for Mr. Smith – Year 7, Assignment 3.

## Late Submission of Tasks

If a task is missed or submitted late without an acceptable note from home, the task will be penalised for each day late at ten percent (10%) of the final mark, including weekends. Discipline Policy will be followed.

## Examinations

Examinations may be part of the Middle School Assessment program and exactly the same rules and regulations apply as for the other Assessment Tasks.

- Complete your task as soon as possible upon returning to school.
- Provide your teacher a note from parent/guardian outlining the reason why you were absent on the day.

## Disciplinary Issues

### a. Plagiarism

Plagiarism refers to any attempt by a student to improve their assessment by any means which does not give a true reflection of their own work or their own learning.

Examples of plagiarism would include:

- submitting work prepared by another person
- submitting downloaded text from the internet

### b. Exam Conditions

Not following exam conditions impacts on everyone's learning. This will result in disciplinary action.

Examples would include:

- copying or cheating during a test
- deliberately disturbing other students during a test.
- communicating with other students during a test.
- writing (before or after instructed not to do so) during a test

## **Consequences**

Appropriate action will be taken at the discretion of the faculty Head Teacher.

### **Warning procedures:**

In the Middle School a communication scheme exists to ensure that both students and parents receive ample advice in relation to student progress. In most cases, the normal school reporting process is sufficient. However, when progress is causing concern, the class teacher may telephone the student's parents or issue a faculty letter via the Head Teacher.

### **Assessment Information**

Students will receive all FORMAL assessment information on YELLOW paper. This will outline the task to be submitted and all relevant information. For parents, assessment tasks are easy to identify due to the colour coding of all formal assessment items.

# YEAR 7 MUSIC

## Board-Developed Course

### Course Completion Requirements

Students will be deemed as having satisfied requirements in this course when they have-

- Successfully completed all assigned work
- Attempted all assessment tasks to a satisfactory standard
- Demonstrated commitment to and participate effectively in the classroom

## Assessment Task Schedule

#	Type	Description	Date	Weighting
1	In Class and Hand In	<p><b>Semester 1/ Semester 2</b></p> <p><b>Performance (20%)</b></p> <p>Students will be assessed on the performance of a piece that has been studied during the term</p> <p><b>Musicology/Composition (30%)</b></p> <p>Students will submit a composition and respond to a written theory based assessment.</p> <p>4.1  4.4  4.5  4.10</p>	<p>Term 1 Week 10, 2025</p> <p>Term 3 Week 10, 2025</p>	50%
2	In Class and Hand In	<p><b>Semester 1/ Semester 2</b></p> <p><b>Performance (20%)</b></p> <p>Students will be assessed on the performance of a piece that has been studied during the term</p> <p><b>Musicology/ Listening (30%)</b></p> <p>Students will complete a written paper including responses to aural questions and theoretical knowledge of musical concepts.</p> <p>4.3  4.7  4.8</p>	<p>Term 2 Week 4, 2025</p> <p>Term 4 Week 4, 2025</p>	50%

# YEAR 7 VISUAL ARTS

## Board-Developed Course

### Course Completion Requirements

Students will be deemed as having satisfied requirements in this course when they have-

- Successfully completed all assigned work
- Attempted all assessment tasks to a satisfactory standard
- Demonstrated commitment to and participate effectively in the classroom

### Assessment Task Schedule

#	Type	Description	Date	Weighting
1	Hand In	<b>Semester 1 / Semester 2</b>  Artist Research Submission (50%)  4.7   4.8  4.9  4.10	Term 1, Week 10, 2025         Term 3, Week 10, 2025	50%
2	Hand In	<b>Semester 1 / Semester 2</b>  Artwork and Visual Arts Process Diary Submission  4.1  4.2  4.3  4.4  4.5  4.6	Term 2, Week 3, 2025         Term 4, Week 3, 2025	50%

\*All Stage 4 students will complete an End of Semester Examination. This will not contribute to their overall Assessment.

# YEAR 7 ENGLISH

## Board-Developed Course

### Course Completion Requirements

Students will be deemed as having satisfied requirements in this course when they have-

- Successfully completed all assigned work
- Attempted all assessment tasks to a satisfactory standard
- Demonstrated commitment to and participate effectively in the classroom

## Assessment Task Schedule

#	Type	Description	Date	Weighting
1	In Class	<b>Reading Test</b>  EN4-RVL-01, EN4-URA-01	Term 1 Week 6	20%
2	Hand In	<b>Seeing Through a Text-Creative</b>  Students will compose two creative pieces manipulating language to change the purpose and meaning.  EN4-URB-01, EN4-ECA-01, EN4-ECB-01	Term 1, Week 10 Thursday 3rd April, 2025	20%
3	Hand In	<b>Close Study of Text – Extended Response</b>  Students compose an extended response demonstrating understanding of the ideas and techniques used in the chosen text for study.  EN4-ECA-01, EN4-URA-01, EN4-URB-01	Term 2, Week 9 Thursday 25th June 2025	20%
4	Hand In	<b>The Hero's Journey- Multimodal</b>  Students are to represent their understanding of character archetypes in the hero's journey from their chosen film.  EN4-URA-01, EN4-URB-01, EN4-ECA-01	Term 3, Week 8 Thursday 18th September 2025	20%
5	In Class	<b>Reading Test</b>  EN4-RVL-01, EN4-URA-01	Term 4, Week 6	20%

**NOTE:** Other **class- based** assessments will take place at times to be announced by your English teacher.

# YEAR 7 GEOGRAPHY

## Board-Developed Course

### Course Completion Requirements

Students will be deemed as having satisfied requirements in this course when they have-

- Successfully completed all assigned work
- Attempted all assessment tasks to a satisfactory standard
- Demonstrated commitment to and participate effectively in the classroom

## Assessment Task Schedule

#	Type	Description	Date	Weighting
1	Hand In Geographical skill/long response	Students develop a field sketch and write a long response on values of landscapes.  <i>GE4-1, GE4-2, GE4-4, GE4-7, GE4-8</i>	Term 1, Week 9, 2025	50%
2	In Class Geography Examination	Students complete an in class test based on concepts covered over the past two units of study.  <i>GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8</i>	Term 2, Week 3, 2025	50%

# YEAR 7 HISTORY

## Board-Developed Course

### Course Completion Requirements

Students will be deemed as having satisfied requirements in this course when they have-

- Successfully completed all assigned work
- Attempted all assessment tasks to a satisfactory standard
- Demonstrated commitment to and participate effectively in the classroom

## Assessment Task Schedule

#	Type	Description	Date	Weighting
1	In Class Examination	Skills test - Investigating the Ancient Past	Term 3, Week 8, 2025	50%
2	Hand In Comprehension ALARM Task	The three-part take-home task includes comprehension questions, source analysis, and a structured ALARM response.	Term 4, Week 4, 2025	50%



# YEAR 7 MATHEMATICS

## Board-Developed Course

### Course Completion Requirements

Students will be deemed as having satisfied requirements in this course when they have-

- Successfully completed all assigned work
- Attempted all assessment tasks to a satisfactory standard
- Demonstrated commitment to and participate effectively in the classroom

## Assessment Task Schedule

#	Type	Description	Date	Weighting
1	In Class	<b>Assessment 1 - Topic Test</b>  Computation with Positive Integers  MAO-WM-01, MA4-INT-C-01,	Term 1, Week 6, 2025	20%
2	In Class	<b>Assessment 2 - Topic Test</b>  Number properties and patterns, Algebraic Techniques  MAO-WM-01, MA4-IND-C-01, MA4-LIN-C-01, MA4-ALG-C-01	Term 2 Week 4, 2025	30%
3	Hand in	<b>Assessment 3 – Angle City</b>  Angle Relationships and Geometrical Figures  MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-01	Term 3 Week 10, 2025	25%
4	In Class	<b>Assessment 4 - Yearly Exam</b>  Length, perimeter, area, volume, capacity, mass, temperature, any Year 7 topic  Outcomes  MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01 plus any of the aforementioned topics	Term 4 Week 5, 2025	25%

# YEAR 7 PERSONAL HEALTH DEVELOPMENTAL HEALTH & PHYSICAL EDUCATION

Board-Developed Course

## Course Completion Requirements

Students will be deemed as having satisfied requirements in this course when they have-

- Successfully completed all assigned work
- Attempted all assessment tasks to a satisfactory standard
- Demonstrated commitment to and participate effectively in the classroom

## Assessment Task Schedule

#	Type	Description	Date	Weighting
1	In Class	You Me and Others	Term 1, Week 11 Friday 11 <sup>th</sup> April 2025	25%
2	Practical	Semester 1 Practical Mark	Term 2, Week 5 Friday 30 <sup>th</sup> May 2025	25%
3	In Class	Living Safely Task	Term 3, Week 8 Friday 12 <sup>th</sup> September 2025	25%
4	Practical	Semester 2 Practical Mark	Term 4, Week 4 Friday 7 <sup>th</sup> November 2025	25%

# YEAR 7 SCIENCE

## Board-Developed Course

### Course Completion Requirements

Students will be deemed as having satisfied requirements in this course when they have-

- Successfully completed all assigned work
- Attempted all assessment tasks to a satisfactory standard
- Demonstrated commitment to and participate effectively in the classroom

## Assessment Task Schedule

#	Type	Description	Date	Weighting
1	In Class/Hand in	Depth Study Inquiry Question SC4-WS1,SC4-WS2,SC4-WS3, SC4-WS4,SC4-WS5,SC4-WS6	Term1 Week 10-11	25%
2	In Class	Half Yearly Examination SC4-FOR1,SC4-WS5,SC4-WS6, SC4-WS7	Term 2, Week 5, 2025	25%
3	Hand In	Cells Assessment Task SC4-CLS1,SC4-WS1,SC4-WS4, SC4-WS8	Term 3, Week 7 Wednesday 3rd, September 2025	25%
4	In Class	Yearly Examination SC4-SOL1,SC4-WS3,SC4-WS4, SC4-WS7	Term 4, Week 4, 2025	25%

# YEAR 7 TECHNOLOGY MANDATORY

## Board-Developed Course

### Course Completion Requirements

Students will be deemed as having satisfied requirements in this course when they have-

- Successfully completed all assigned work
- Attempted all assessment tasks to a satisfactory standard
- Demonstrated commitment to and participate effectively in the classroom

### Assessment Task Schedule

#	Type	Description	Date	Weighting
1	In Class & Hand In	<b>Project and Portfolio Section</b> Students are assessed on their ability to communicate a section of the design process related to their project being produced in the focus area for the term. TE4-SAF-10   TE4-DP-01   TE4-PDP-01   TE4-MS-C-01   TE4-PPM-01   TE4-DES-01   TE4-DIG-01   TE4-DIG-02	Term 1, Week 11  Wednesday 9th April 2025	25%
2	In Class & Hand In	<b>Project and Portfolio Section</b> Students are assessed on their ability to communicate a section of the design process related to their project being produced in the focus area for the term. TE4-SAF-10   TE4-DP-01   TE4-PDP-01   TE4-MS-C-01   TE4-PPM-01   TE4-DES-01   TE4-DIG-01   TE4-DIG-02	Term 2, Week 8  Friday 20th June 2025	25%
3	In Class & Hand In	<b>Project and Portfolio Section</b> Students are assessed on their ability to communicate a section of the design process related to their project being produced in the focus area for the term. TE4-SAF-10   TE4-DP-01   TE4-PDP-01   TE4-MS-C-01   TE4-PPM-01   TE4-DES-01   TE4-DIG-01   TE4-DIG-02	Term 3, Week 10  Wednesday 24th September 2025	25%
4	In Class & Hand In	<b>Project and Portfolio Section</b> Students are assessed on their ability to communicate a section of the design process related to their project being produced in the focus area for the term. TE4-SAF-10   TE4-DP-01   TE4-PDP-01   TE4-MS-C-01   TE4-PPM-01   TE4-DES-01   TE4-DIG-01   TE4-DIG-02	Term 4, Week 8  Friday 5th December 2025	25%



# Oxley High School

## JUNIOR ASSESSMENT DRAFTING POLICY

At Oxley High School, we strongly encourage you to ask your class teacher and others for help with assessments. However, there are some guidelines you need to follow.

### **For Assessments:**

- You can only show any teacher a maximum of ONE draft of an assessment task (this does not include what is shown/discussed in class time). This does include full and partial drafts.
- You cannot give multiple teachers a draft each: it is ONE draft total to ANY teacher.
- You cannot give a teacher a draft of an assessment less than 48 hours before it is due. Otherwise, we will not be able to get it back to you with time to edit it before it is submitted.
- Teachers are only allowed to give general feedback on assessment tasks. This is to make sure it is fair to all.  
Where possible, teachers will give drafts back within 48 hours.
- Teachers cannot 'rewrite' sections of a task for you.
- Teachers will not be able to guarantee a mark that you will receive for a completed task. They can only give advice on how to improve from the draft you have shown them.
- Even if you seek advice you need to be aware that it will not guarantee your finished task is 'perfect'.
- Be aware that teachers cannot be expected to check their emails outside of school hours. Do not send an email outside of these times and expect an immediate response.

*Any Questions or Concerns?  
Please speak to the Faculty Head Teacher*

# Assessment Glossary

**Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.**

**Account** Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse** Identify components and the relationship between them; draw out and relate implications

**Apply** Use, utilise, employ in a particular situation

**Appreciate** Make a judgement about the value of

**Assess** Make a judgement of value, quality, outcomes, results or size

**Calculate** Ascertain/determine from given facts, figures or information

**Clarify** Make clear or plain

**Classify** Arrange or include in classes/categories

**Compare** Show how things are similar or different

**Construct** Make; build; put together items or arguments

**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)

**Deduce** Draw conclusions

**Define** State meaning and identify essential qualities

**Demonstrate** Show by example

**Describe** Provide characteristics and features

**Discuss** Identify issues and provide points for and/or against

**Distinguish** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate** Make a judgement based on criteria; determine the value of

**Examine** Inquire into

**Explain** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract** Choose relevant and/or appropriate details

**Extrapolate** Infer from what is known

**Identify** Recognise and name

**Interpret** Draw meaning from

**Investigate** Plan, inquire into and draw conclusions about

**Justify** Support an argument or conclusion

**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

**Recall** Present remembered ideas, facts or experiences

**Recommend** Provide reasons in favour

**Recount** Retell a series of events

**Summarise** Express, concisely, the relevant details

**Synthesise** Putting together various elements to make a whole

