

Glendale Technology High School

Junior Assessment Policy and Subject Schedules



Year 7

2020

updated 26.3.20

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Junior Assessment Policy

Student Information

2020

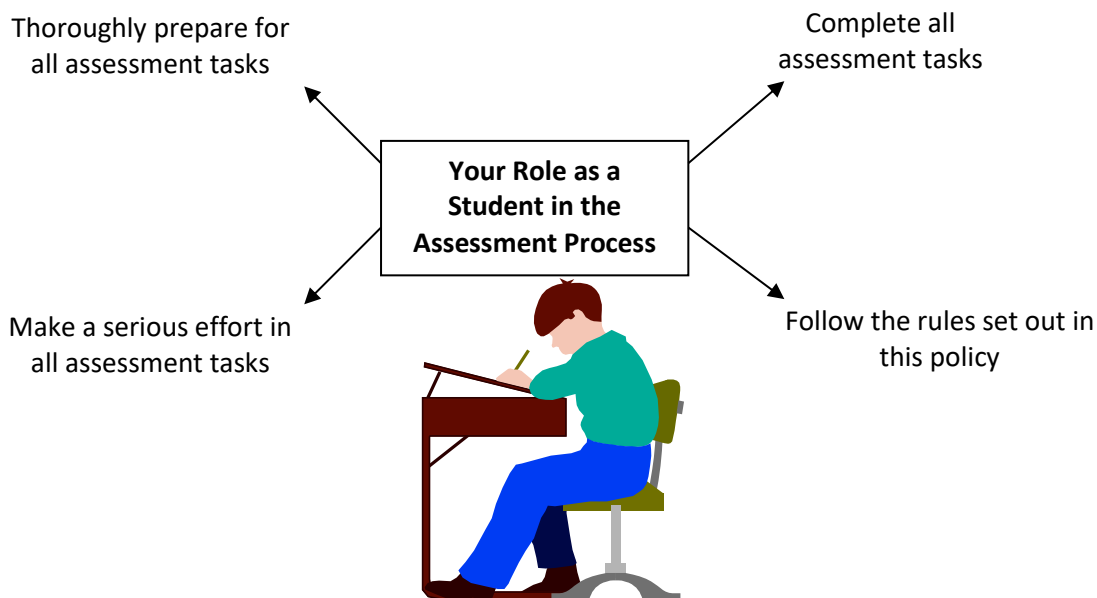
Introduction:

This booklet has been prepared for issue to students in Year 7 at Glendale Technology High School. It is aimed to give students and their parents information on assessment for their courses. The format of this booklet is that of information supported by some commonly asked questions and their answers. **Please keep this booklet for future reference.**

What is Assessment and why is it important?

Assessment is the process by which your teachers gather information about your learning. The types of tasks are outlined on each assessment schedule. The main purpose of assessment is to provide information about your achievement, level of understanding and progress for reporting to you, your parents, employers and the NSW Educational Standards Authority. A critical component of assessment is the feedback provided by your teachers following the completion of a task and/or a section of coursework. Assessment information is also useful for teachers to measure the progress of all students for ongoing teaching and learning.

The the NSW Educational Standards Authority has identified *compulsory components* that must be included in the assessment program of each course, and the proportion of marks to be allocated to each component. These vary from course to course. Assessment tasks are developed by the school to measure student performance in the course components. Some of the components can be tested by a formal examination, so a certain proportion of the assessment can be derived from major exams.



What do I need to do to be a successful student?

Students need to satisfactorily achieve the requirements set by the NSW Educational Standards Authority for all courses. The NSW Educational Standards Authority is the organisation that is responsible for -

- Writing the syllabus for each course.
- Setting the external exams for the HSC.
- Awarding students their Higher School Certificate (at the end of Year 12).
- Awarding of a Record of School Achievement (ROSA) for students who leave before completing their HSC.

To satisfactorily complete each course, students must:

- ✓ **apply** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- ✓ **achieve** some or all of the course outcomes.

In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute to a significant portion of the total course marks.

How will I be assessed?

At the conclusion of each semester you will be awarded a grade based on the assessments undertaken. Your final grade will reflect the results of various assessment tasks. These tasks, which vary from course to course, are learning related activities such as tests, assignments, projects, examinations, essays and practical work units. Your teachers will assess your achievement against standards of performance that are established for each course. You will be awarded a mark that reflects the standard you achieve in each assessment task. You will be aware of the assessment criteria before you attempt a task. You should prepare yourself thoroughly for the task using this information.

What are “Standards”?

A standards-referenced approach for assessing and reporting student achievement is used by schools to provide internal assessment marks. These build on the sound practices currently used at Glendale Technology High School. Standards refer to:

- ✓ The knowledge, skills and understanding expected to be learned by the students. These standards are indicated in the **syllabus** for each course in the aims, objectives, outcomes and content.
- ✓ The levels of achievement of the students in each assessment task – student **performance** as indicated by the knowledge, skills and understandings achieved.

It is not necessary or appropriate to compare the performance of one student to another student in a standards assessment approach. Students are compared to the syllabus standards, with their marks reflecting how well they match the requirements of those standards.

What information will I be told about assessment?

In this booklet, you have been given Assessment Schedules which outline the assessment details for **each of the courses** you are studying. These will inform you;

- WHAT you are being assessed in
- HOW you will be assessed
- WHEN each task will be held
- The relative VALUE of each assessment task.

If an assessment task needs to be rescheduled your teacher will issue you with an amended copy of the Assessment Schedule for that course. You will be given this in class at least two weeks prior to the amended task occurring.

In the administration and management of assessment tasks students will be given:

- sufficient warning for each assessment task, or regarding variations to the assessment program for a course – a minimum of two weeks' notification;
- clear guidelines on assessment tasks when they are set.
- clear and meaningful feedback about your performance on specific tasks;

- information / warnings of school concerns, where you are in danger of not meeting Authority or school requirements in a course, in time for them to address and correct the problem. In addition to Teacher / Head Teacher interviews, letters of concern will be sent home to notify parents / carers when tasks are not completed.
- appropriate consideration / support arrangements when you have raised genuine problems in advance, or when you have provided appropriate proof of valid reasons for the non-attempt or non-submission of a task;
- appropriate provision in course assessment programs for students transferring from other schools / interstate;
- appropriate consideration, should they be granted permission by the Principal to change courses, and the adoption of a revised assessment program; and

How will my final assessment grade be determined?

It is not possible (or fair) to test everything you know in one single examination. Progressive school assessment will give you credit for other tasks you complete throughout the year. The nature and value of tasks will vary between each course. All courses will calculate your final assessment mark based on a wide range of assessment tasks, including exams. All of these tasks are specified in your Assessment Schedules.

Once the assessment within a subject is completed your teachers will award a grade A- E, based on a set of Course Performance Descriptors

What are my responsibilities as a student?

Assessment tasks in class are as important as formal examinations. Students are required to complete all assessment tasks by the due date and to the best of their abilities.

Furthermore, students must:

- make a *serious attempt* at assessment tasks, and avoid any behaviour which disrupts class colleagues during an in-class assessment task;
- approach each assessment task *honestly* and avoid any assessment malpractices (see Procedures relating to malpractice below);
- submit work for assessment directly to the relevant teacher, and ensure receipt is noted. This includes ensuring that the work is submitted in the required form such as typed / written response (already printed), major piece of work or submitted on-line;
- inform their teachers *in advance* if they know they are going to be absent for an assessment task;
- ask their teachers about any assessment tasks which may have been notified during an absence from school;
- provide appropriate documentation that they had a valid reason for the non-attempt or non-submission of a task.

Students are also strongly advised to inform/discuss any matters *in advance* (with their teachers) which may affect either:

- the standard of presentation of their assessment task work; and/or
- the timing of submitting a task.

Malpractice

All work presented in assessment tasks must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to your receiving **zero marks** and may jeopardise your results. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, 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 to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

What if I disagree with the teacher's assessment?

If you are concerned about the mark awarded for a particular task, you need to discuss this with your teacher when the work is returned. Alternatively, you may contact the Head Teacher of the faculty with your concerns.

What if I fail to complete a task or submit a task late?

Assessment tasks will be due on or by specified dates throughout the year. Your attendance on the day the task is either to be performed or submitted is therefore **essential**.

Tasks which are not submitted on time or not attempted on a set date without a valid reason will have the following procedures applied.

- A **deduction of 20%** of the mark received will be made **for each day late**, up to a maximum of five days (a weekend counting for two days).
- If work is more than five days late, it must still be submitted with a **ZERO MARK** being awarded.

If a student is unable to complete any assessment task by the due date, he/she may hand it in unfinished and receive marks according to the quality of the work done. The awarding of marks for late tasks will be at the discretion of the Head Teacher of the subject and be based on documented reasons for the task being late.

Please note:

Computer problems will not be considered as a valid reason for failing to submit a task on time. You should aim to have all tasks completed and printed at least 48 hrs prior to the due date to avoid such issues.

Following any period of absence, it is **your responsibility** to check with each of your teachers for any assessment information (or other work), which you may have missed.

NOTE: Letters of concern are sent home to formally inform students / parents that course requirements are not being met. They indicate the action necessary to rectify the problem.

Glendale Technology High School

Course: English

Year 7 Assessment Schedule

2020

Head Teacher: Ms R. Veitch



		Task 1	Task 2	Task 3	Task 4
	Task description	Multimodal	Drama Portfolio	News Report	Representing Task
	Date Due	Term 1 Week 9	Term 2 Week 9	Term 3 Week 5	Term 4 Week 5
Learning Strands	Outcomes	EN4-1A, EN4-3B, EN4-5C, EN 4-7D, EN 4-9E	EN4-3B, EN4-4B, EN 4-5C,	EN4-1A, EN4- 2A, EN4-4B, EN 4-9E	EN4-1A, EN4-2A, EN4-4B, EN4-5C, EN4-7D
Communicated through speaking, listening, reading, writing, viewing and representing	EN4-1A EN4-2A	✓		✓	✓
Used language to shape and make meaning according to purpose, audience and context	EN4-3B EN4-4B	✓	✓	✓	✓
Thought in ways that are imaginative, creative, interpretive and critical	EN4-5C EN4-6C	✓	✓	✓	
Expressed themselves and their relationships with others and their world	EN4-7D EN4-8D	✓		✓	
Learnt and reflected on their learning through their study of English	EN4-9E	✓			✓
	Weighting	25%	25%	25%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Course: HSIE

Year 7 Assessment Schedule

2020

Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3	Task 4
	Task description	Inquiry Based Learning Task Part A	Inquiry Based Learning Task Part B	Tolland Man Task	Source Based Examination
	Date Due	Term 1 Week 8	Term 2 Week 5	Term 3 Week 10	Term 4 Weeks 2
Learning Strands	Outcomes	GE 4-1, 4-3, 4-4, 4-7, 4-8	GE 4-3, 4-7, 4-8	HT 4-1, 4-8, 4-10	HT 4-2, 4-6, 4-9
Applied geographical tools for geographical enquiry	GE 4-7, 4-8.	✓	✓		
Developed knowledge and understanding of the features and characteristics of places and environments	GE 4-1, 4-2, 4-3,4-4.	✓	✓		
Developed knowledge and understanding of history, including continuity and change caused by past civilisations.	HT 4-1, 4-2, 4-3, 4-4			✓	✓
Developed skills to undertake historical inquiry and communicate understanding.	HT 4-5, 4-6, 4-7, 4-8, 4-9			✓	✓
	Weighting	10%	40%	25%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 7 Assessment Schedule

2020

Course: Japanese

Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3	Task 4
	Task description	Hiragana	Speaking Online	Reading/Writing	Culture
	Date Due	Term 1 Week 9	Term 2 Week 5	Term 3 Week 5	Term 4 Week 4
Learning Strands	Outcomes	LJA4-5U, LJA4-6U, LJA4-7U	LJA4-3C, LJA4-4C	LJA4-1C, LJA4-2C	LJA4-8U, LJA4-9U
Communicating - Used language for communicative purposes by interacting, accessing and responding and composing.	LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C		✓	✓	
Understanding - Analysed and understood language culture by systems of language and the role of language and culture.	LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	✓			✓
	Weighting	25%	25%	25%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 7 Assessment Schedule

2020

Course: Mathematics

Head Teacher: Mr M. Ide



		Task 1	Task 2	Task 3	Task 4
	Task description	My Special Number Project	Semester One Assignment	Working Mathematical Assignment	Semester Two Examination
	Date Due	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	Term 4 Week 5
Learning Strands	Outcomes	MA4-4NA	MA4-4NA MA4-5NA MA4-12MG MA4-13MG MA4-18MG	MA4-5NA MA4-8NA MA4-15MG MA4-18MG	MA4-5NA MA4-8NA MA4-10NA MA4-15MG MA4-21SP
Number - Developed and applied efficient strategies for numerical calculations.	MA4-4NA MA4-5NA	✓	✓	✓	✓
Algebra - Recognised patterns, described relationships and applied algebraic techniques.	MA4-8NA MA4-9NA MA4-10NA			✓	✓
Measurement - Identified, visualised and quantified measures, explored measurement concepts and applied formulae.	MA4-12MG MA4-13MG MA4-15MG		✓	✓	✓
Geometry - Identified and visualised the attributes of shapes and objects and applied strategies and geometric reasoning in the solution of problems.	MA4-18MG		✓	✓	
Statistics and Probability - Collected, represented, analysed, interpreted and evaluated data and used probabilities to make sound judgements.	MA4-21SP				✓
	Weighting	20%	30%	20%	30%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 7 Assessment Schedule

2020

Course: Music

Head Teacher: Ms B. Nelmes



		Task 1	Task 2	Task 3	Task 4
	Task description	Performance and Listening	Composition and Listening	Composition and Performance	Performance
	Date Due	Term 1 Weeks 9-10	Term 2 Weeks 4-5	Term 3 Weeks 7-8	Term 4 Weeks 4-5
Learning Strands	Outcomes	4.3, 4.9	4.5, 4.8, 4.9	4.2, 4.4, 4.5	4.1, 4.3
Performed music in a range of styles and with increasing levels of difficulty	4.1, 4.2, 4.3	✓		✓	✓
Notated compositions using various forms of notation	4.4, 4.6, 4.7			✓	
Demonstrated an understanding of musical concepts and the use of technology	4.5		✓	✓	
Understood and discussed musical literacy, concepts and the use of technology	4.8, 4.9, 4.10	✓	✓		
	Weighting	30%	25%	25%	20%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 7 Assessment Schedule

2020

Course: PD/H/PE

Head Teacher: Mr M. Mansfield



		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
	Task description	This is me	Practical Activities	Relationships	Movement Composition (Dance)	Nutrition	Practical Activities
	Date Due	Term 1 Week 8	Throughout Terms 1&2	Term 2 Week 9	Term 2 Week 9/10	Term 3 Week 9	Throughout Terms 3&4
Learning Strands	Outcomes	4.1, 4.2, 4.6, 4.9	4.4, 4.5, 4.8, 4.10, 4.11	4.2, 4.3, 4.6	4.4, 4.5, 4.8, 4.10, 4.11	4.6, 4.7	4.4, 4.5, 4.8, 4.10, 4.11
Demonstrated an understanding of personal identity and strategies that build resilience and respectful relationships	4.1, 4.2, 4.3	✓		✓			
Demonstrated an understanding of movement skills, concepts and strategies to move confidently, competently and creatively in a variety of physical activity contexts	4.4, 4.5, 4.11		✓		✓		✓
Demonstrated an understanding of the significance of contextual factors that influence health, safety, wellbeing and participation in physical activities.	4.6	✓		✓		✓	
Enacted and strengthened health, safety, wellbeing and participation in physical activity	4.7, 4.8		✓		✓	✓	✓
Developed and used self-management and interpersonal skills to protect, enhance and advocate for the health, safety and wellbeing of themselves and others	4.9, 4.10	✓					
	Weighting	15%	20%	20%	10%	15%	20%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 7 Assessment Schedule

2020

Course: Science

Head Teacher: Mrs S. Idris



		Task 1	Task 2	Task 3	Task 4
	Task description	Science Project	Semester 1 Online Examination	Depth Study	Semester 2 Examination
	Date Due	Term 1 Week 8	Term 2 Week 5	Term 3 Week 6	Term 4 Week 5
Learning Strands	Outcomes	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	SC4-7WS, SC4-14LW, SC4-15LW	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS	SC4-7WS, SC4-16CW, SC4-17CW
Developed knowledge and understanding of the scientific world	SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW		✓		✓
Developed the skills in applying the processes of working scientifically	SC4-4WS, SC4-5WS, SC4-6WS, SC4-8WS	✓		✓	
Processed data to identify trends and draw conclusions	SC4-7WS	✓	✓	✓	✓
Presented ideas to an audience using scientific language	SC4-9WS	✓			
	Weighting	25%	25%	25%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 7 Assessment Schedule

2020

Course: Technology

Head Teacher: Mr J. Monaghan



		Task 1	Task 2	Task 3
	Task description	Project 1 Digital Technology	Project 2 CAD	Project 3 Food and Agriculture
	Date Due	Term 1 Week 4	Rotation 1 - Term 2 Week 5 Rotation 2 - Term 4 Week 5	Rotation 1 - Term 2 Week 5 Rotation 2 - Term 4 Week 5
	Outcomes	TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO
Learning Strands				
Developed practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects	TE4-3DP TE4-9MA		✓	✓
Developed thinking skills when designing and producing digital and non-digital solutions	TE4-1DP		✓	✓
Developed and apply skills in project management and evaluation when designing and producing solutions	TE4-2DP		✓	✓
Understood how traditional, contemporary and advancing technologies are used when designing sustainable products and solutions	TE4-6FO			✓
Understood how data is used in the development and automation of digital solutions	TE4-7DI TE4-10TS	✓		
Understood the role of people and technologies in developing innovative solutions for preferred futures.	TE4-9DP		✓	
	Weighting	10%	45%	45%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 7 Assessment Schedule

2020

Course: Visual Arts

CAPA Head Teacher: Ms B. Nelmes



		Task 1	Task 2	Task 3	Task 4
	Task description	Skills Test	Visual E-Learning Diary	Body of Work	Case Study
	Date Due	Term 1 Week 9	Term 2 Week 5	Term 3 Week 10	Term 4 Week 5
Learning Strands	Outcomes	4.1, 4.9	4.2, 4.5,	4.1, 4.4,	4.7, 4.10
Used strategies to explore different artmaking conventions and procedures to make artworks	4.1, 4.2	✓	✓	✓	
Made artworks that involve using the frames and conceptual framework	4.4, 4.8			✓	
Recognised and used aspects of the world as a source of ideas, concepts and subject matter	4.5, 4.9	✓	✓		
Explored aspects of practice in critical evaluations of art and acknowledged different points of view	4.7, 4.10				✓
	Weighting	30%	20%	30%	20%

Students are expected to maintain sustained and diligent effort at all times during course work.

My Assessment Tasks

Term	Week	Date	Subject and Task Name
Term 1 - 2020	1	29 th Jan – 1 st Feb	
	2	4 th – 8 th February	
	3	11 th – 15 th February	
	4	18 th – 22 nd February	
	5	25 th Feb – 1 st March	
	6	4 th – 8 th March	
	7	11 th – 15 th March	
	8	18 th – 22 rd March	
	9	25 th – 29 th March	
	10	1 st – 5 th April	
	11	8 th – 12 th April	
Term 2 - 2020	1	29 th April – 3 rd May	
	2	6 th – 10 th May	
	3	13 th – 17 th May	
	4	20 th – 24 th May	
	5	27 th May – 31 st May	
	6	3 rd – 7 th June	
	7	11 th – 14 th June	
	8	17 th – 21 st June	
	9	24 th – 28 th June	
	10	1 st – 5 th July	

Term	Week	Date	Subject and Task Name
Term 3 - 2020	1	22 nd – 26 th July	
	2	29 th July – 2 nd August	
	3	5 th – 9 th August	
	4	12 th – 16 th August	
	5	19 th – 23 th August	
	6	6 th – 31 st August	
	7	3 rd – 6 th September	
	8	9 th – 13 th September	
	9	16 th – 20 th September	
	10	23 rd – 27 th September	
Term 4 - 2020	1	14 th – 18 th October	
	2	21 st – 25 th October	
	3	28 th Oct – 1 st Nov	
	4	4 th – 8 th November	
	5	11 th – 15 th November	
	6	18 th – 22 rd November	
	7	25 th -29 th November	
	8	2 nd – 6 th December	
	9	9 th – 13 th December	
	10	16 th – 20 th December	

