

Glendale Technology High School

Junior Assessment Policy and Subject Schedules



**Year 7
2025**

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Junior Assessment Policy

Student Information

2025

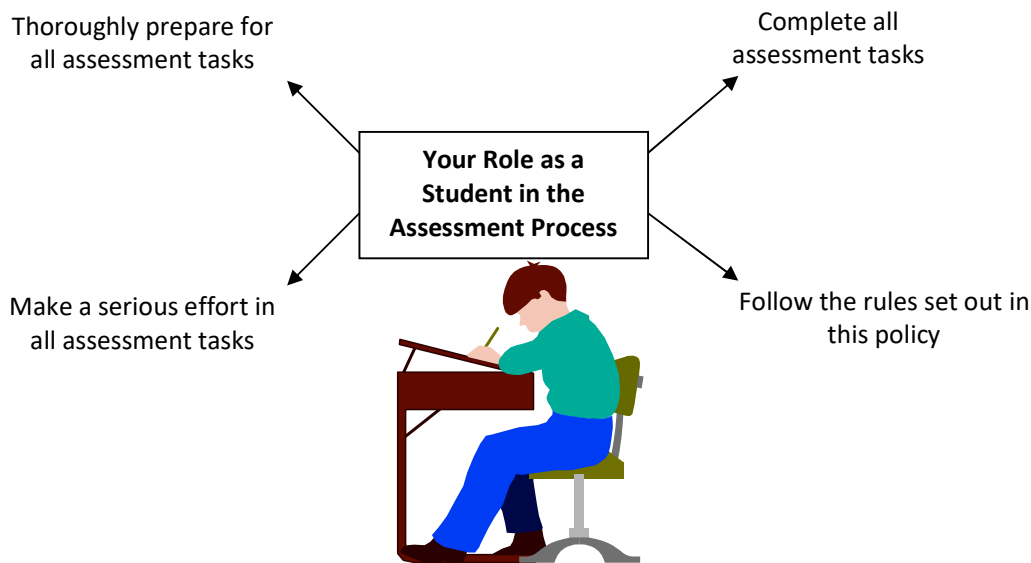
Introduction:

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.

Additional Information

Artificial Intelligence (AI), Arial ChatGPT or equivalent generative text software may only be used when explicit consent to do so has been stated clearly in a task notification. This applies to any submissible task, including formative, summative, informal or formal assessment. If permission is given to use AI, then explicit referencing must be provided by students.

This must accurately identify any or all use of AI generated text.

Zero marks may be awarded in cases of proven malpractice.

Teachers must be able to certify that work submitted by a student is that student's own work. It is the student's responsibility to provide sufficient proof to avoid non-certification of submitted work/tasks. Students may receive zero marks for any work/tasks that cannot be certified as being completed by the student.

Reporting on Literacy and Numeracy Progressions

All faculties will report on either Literacy or Numeracy Progressions. Students will be assessed using a variety of methods, including in class judgment, and their achievement will be recorded as Demonstrated, Partially Demonstrated, or Not Observed.

Year 7 Literacy

Report Statement	Theme
Used knowledge of the features and structures of text types to build meaning	Text Types (Textual Structures and Features)
Identified how technical and subject specific words develop meaning in texts	Vocabulary

Year 7 Numeracy

Report Statement	Theme
Used a range of mental or written strategies to solve problems involving multiplication, division and estimation	Multiplicative Thinking
Solved multi-step problems involving all four operations	Multiplicative Thinking

Year 8 Literacy

Report Statement	Theme
Used comprehension skills such as predicting, visualising, monitoring and connecting relevant ideas to build meaning in a text	Text Types (Textual Structures and Features)
Analysed language and visual features in texts using subject specific language	Vocabulary

Year 8 Numeracy

Report Statement	Theme
Used a range of mental or written strategies to solve problems involving multiplication, division and estimation	Multiplicative Thinking
Solved multi-step problems involving all four operations	Multiplicative Thinking

Glendale Technology High School

Course: AVID Strategies

Year 7 Assessment Schedule 2025



		Task 1	Task 2
Task Description		Semester 1 Binder Checks and Tutorials	Semester 2 Binder Checks and Tutorials
Date Due		Collated Fortnightly Term 2 Week 7	Collated Fortnightly Term 4 Week 7
Learning Strands	Outcomes	KS4.2 KS6.1 KS6.2 KS6.3	KS4.2 KS6.1 KS6.2 KS6.3
Knowledge and understanding of writing strategies to use in different contexts.	KS1	✓	✓
Skills in critical thinking, higher-order thinking, questioning, problem solving, project based learning	KS2	✓	✓
Skills in using collaboration strategies to critically think, learn and understand	KS3	✓	✓
Organisational, time management and goal setting skills	KS4	✓	✓
Knowledge and understanding of effective reading strategies to use in different contexts for different purposes.	KS5	✓	✓
Knowledge and understanding of inquiry based problem solving strategies to support and extend knowledge and understanding.	KS6	✓	✓
Weighting		50%	50%

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

Glendale Technology High School

Course: English

Year 7 Assessment Schedule 2025

Head Teacher: Ms K. Dolle



		Task 1	Task 2	Task 3	Task 4
Task description		Illustrated Poem	Discursive and Visual Analysis	Analytical Essay	Stagecraft Portfolio
Date Due		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 5
Learning Strands	Outcomes	EN4-URA-01 EN4-ECA-01	EN4-RVL-01 EN4-URB-01	EN4-URC-01 EN4-URB-01	EN4-RVL-01 EN4-ECB-01
Utilised a range of personal, creative and critical strategies to interpret complex texts	EN4-RVL-01		✓		✓
Analysed how meaning is created through the use of language forms, features and structures	EN4-URA-01	✓			
Examined how texts represent ideas, experiences and values	EN4-URB-01		✓	✓	
Identified and explained ways of valuing texts and the connections between them	EN4-URC-01			✓	
Composed texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas	EN4-ECA-01	✓			
Utilised processes of planning, monitoring, revising and reflecting to support and develop composition of texts	EN4-ECB-01				✓
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 2025

Course: HSIE

Head Teacher: Mr S Budden



		Task 1	Task 2	Task 3	Task 4
Task description		Landscapes and Landforms Task	Inquiry-Based Learning Task	Tolland Man Task	Source Based Examination
Date Due		Week 8 Term 1	Week 4 Term 2	Week 10 Term 3	Week 2 Term 4
Learning Strands	Outcomes	GE 4-1,4-2, 4-4, 4-5, 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
Developed knowledge and understanding of the features and characteristics of places and environments	GE 4-1, 4-2, 4-3, 4-4, 4-5.	✓	✓		
Applied inquiry skills in processing and communicating geographical information	GE 4-7, 4-8.	✓	✓		
Developed knowledge and understanding of ideas, movements and significant changes and developments from the past, the modern world and Australia	HT 4-1, 4-2,			✓	✓
Developed skills to undertake historical inquiry and communicate an understanding of history.	HT 4-5, 4-6, 4-8, 4-9, 4-10			✓	✓
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 2025

Course: Japanese

Head Teacher: Ms K Dolle



		Task 1	Task 2	Task 3	Task 4
Task description		Who am I?	Let's eat!	Welcome to my school!	Final exam
Date Due		Term 1 Week 9	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4
Level of AI Use		0	0	0	0
Learning Strands	Outcomes	ML4-UND-01 ML4-CRT-01	ML4-CRT-01 ML4-INT-01	ML4-CRT-01 ML4-INT-01	ML4-UND-01 ML4-INT-01
ML4-INT-01 - exchanges information and opinions in a range of familiar contexts by using culturally appropriate language	Interacting		✓	✓	✓
ML4-UND-01 - interprets and responds to information, opinions and ideas in texts to demonstrate understanding	Understanding	✓			✓
ML4-CRT-01 - creates a range of texts for familiar communicative purposes by using culturally appropriate language	Creating	✓	✓	✓	
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 2025

Course: Mathematics

Head Teacher: Mr N. Jones



		Task 1	Task 2	Task 3	Task 4
Task description		Spin to Win Project	Semester Examination	Cooking Quandary Assignment	Semester Examination
Date Due		Term 1 Week 7	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4
Learning Strands	Outcomes	MAO-WM-01 MA4-FRC-C-01 MA4-PRO-C-01	MAO-WM-01 MA4-INT-C-01 MA4-FRC-C-01 MA4-DAT-C-01 MA4-DAT-C-02	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01	MAO-WM-01 MA4-ANG-C-01 MA4-GEO-C-01 MA4-LEN-C-01 MA4-ARE-C-01 MA4-EQU-C-01
Number Relations Developed and applied efficient strategies for numerical calculations.	MA4-FRC-C-01 MA4-INT-C-01 MA4-RAT-C-01	✓	✓	✓	✓
Algebra Recognised patterns, described relationships and applied algebraic techniques.	MA4-ALG-C-01 MA4-EQU-C-01		✓		✓
Measurement Identified, visualised and quantified measures, explored measurement concepts and applied formulae.	MA4-LEN-C-01 MA4-ARE-C-01				✓
Spatial Relations Identified and visualised the attributes of shapes and objects and applied strategies and geometric reasoning in the solution of problems.	MA4-ANG-C-01 MA4-GEO-C-01				✓
Data and Uncertainty Collected, represented, analysed, interpreted and evaluated data and used probabilities to make sound judgements.	MA4-PRO-C-01 MA4-DAT-C-01 MA4-DAT-C-02	✓	✓		
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 2025

Course: Music

Head Teacher: Ms B. Nelmes



		Task 1	Task 2
		Task description	
		Date Due	
Learning Strands	Outcomes	4.2, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.3, 4.4, 4.5
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		50%	50%

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

Glendale Technology High School

Year 7 Assessment Schedule 2025

Course: PD/H/PE

Head Teacher: Mr M. Mansfield



		Task 1	Task 2	Task 3	Task 4
Task description		Semester One Portfolio	Practical Application One	Semester Two Portfolio	Practical Application Two
Date Due		Term 2 Week 5	Throughout Terms 1&2	Term 4 Week 4	Throughout Terms 3&4
Learning Strands	Outcomes	4.1, 4.2, 4.3, 4.6, 4.9	4.4, 4.5, 4.8, 4.10, 4.11	4.2, 4.3, 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		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 2025

Course: Science

Head Teacher: Mr S. Williamson



		Task 1	Task 2	Task 3	Task 4
Task description		Science Project	Semester 1 Examination	Practical Portfolio	Semester 2 Examination
Date Due		Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
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

Course: Technology

Year 7 Assessment Schedule 2025

Head Teacher: Ms L. Blake



		Task 1	Task 2	Task 3	Task 4
	Task description	Practical Project: Lock Box	Folio Booklet: Materials and Engineering	Practical Products: Food for Me	Folio Booklet: Food and Agriculture
	Date Due	7-2, 7-4, 7-5, 7-8,7-9 Term 2, Week 5 7-1, 7-3, 7-4, 7-6, 7-7: Term 4, Week 5	7-2, 7-4, 7-5, 7-8,7-9 Term 2, Week 5 7-1, 7-3, 7-4, 7-6, 7-7: Term 4, Week 5	7-1, 7-3, 7-4, 7-6, 7-7 Term 2, Week 5 7-2, 7-4, 7-5, 7-8,7-9 Term 4, Week 5	7-1, 7-3, 7-4, 7-6, 7-7 Term 2, Week 5 7-2, 7-4, 7-5, 7-8,7-9 Term 4, Week 5
Learning Strands	Outcomes	TE4-3DP, TE4-9MA, TE4-1DP, TE4-2DP, TE4-4DP,	TE4-2DP, TE4-9DP	TE4-3DP, TE4-9MA, TE4-1DP, TE4-2DP, TE4-4DP	TE4-5AG, TE4-6FO, TE4-9DP
Developed practical skills with tools, material 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, TE4-4DP	✓		✓	
Developed and applied skills in project management and evaluation when designing and producing solutions	TE4-2DP	✓	✓	✓	
Explained how traditional, contemporary and advancing technologies are used when designing sustainable products and solutions	TE4-5AG, TE4-6FO				✓
Explained the role of people and technologies in developing innovative solutions for preferred futures.	TE4-9DP		✓		✓
Weighting		35%	15%	35%	15%

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

Glendale Technology High School

Year 7 Assessment Schedule 2025

Course: Visual Arts

Head Teacher: Ms B. Nelmes



		Task 1	Task 2
Task description		Portfolio 1	Portfolio 2
Date Due		Term 2 Week 4	Term 4 Week 4
Learning Strands	Outcomes	4.1, 4.2, 4.9	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		✓
Recognised and used aspects of the world as a source of ideas, concepts and subject matter.	4.9	✓	
Explored aspects of practice in critical evaluations of art and acknowledged different points of view.	4.7, 4.10		✓
Weighting		50%	50%

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 - 2025	1	27 th January	
	2	3 rd February	
	3	10 th February	
	4	17 th February	
	5	24 th February	
	6	3 rd March	
	7	10 th March	
	8	17 th March	
	9	24 th March	
	10	31 st March	
	11	7 th April	
Term 2 - 2025	1	28 th April	
	2	6 th May	
	3	12 th May	
	4	19 th May	
	5	26 th May	
	6	2 nd June	
	7	9 th June	
	8	16 th June	
	9	23 rd June	
	10	30 th June	

Term	Week	Date	Subject and Task Name
Term 3 - 2025	1	21st July	
	2	28 th July	
	3	4 th August	
	4	11 th August	
	5	18 th August	
	6	25 th August	
	7	1 st September	
	8	8 th September	
	9	15 th September	
	10	22 nd September	
Term 4 - 2025	1	13 th October	
	2	20 th October	
	3	27 th October	
	4	3 rd November	
	5	10 th November	
	6	17 th November	
	7	24 th November	
	8	1 st December	
	9	8 th December	
	10	15 th December	