

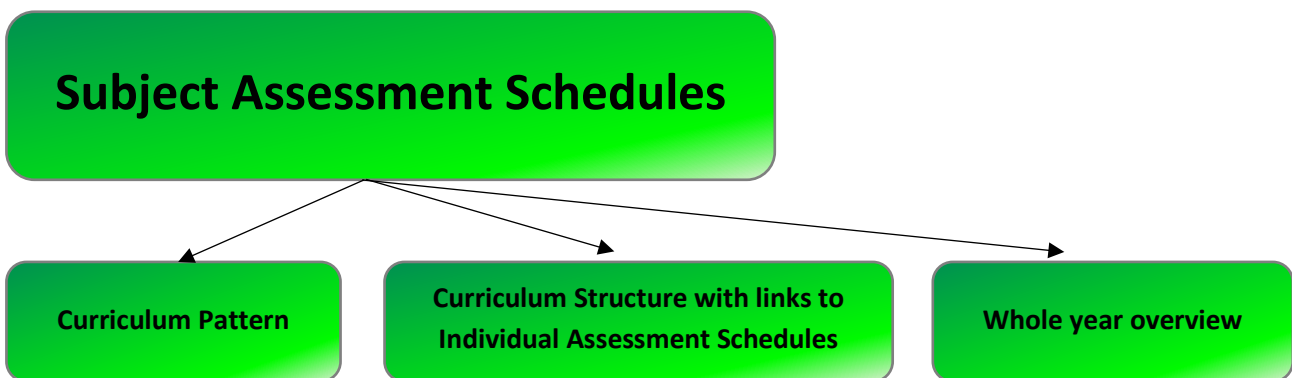
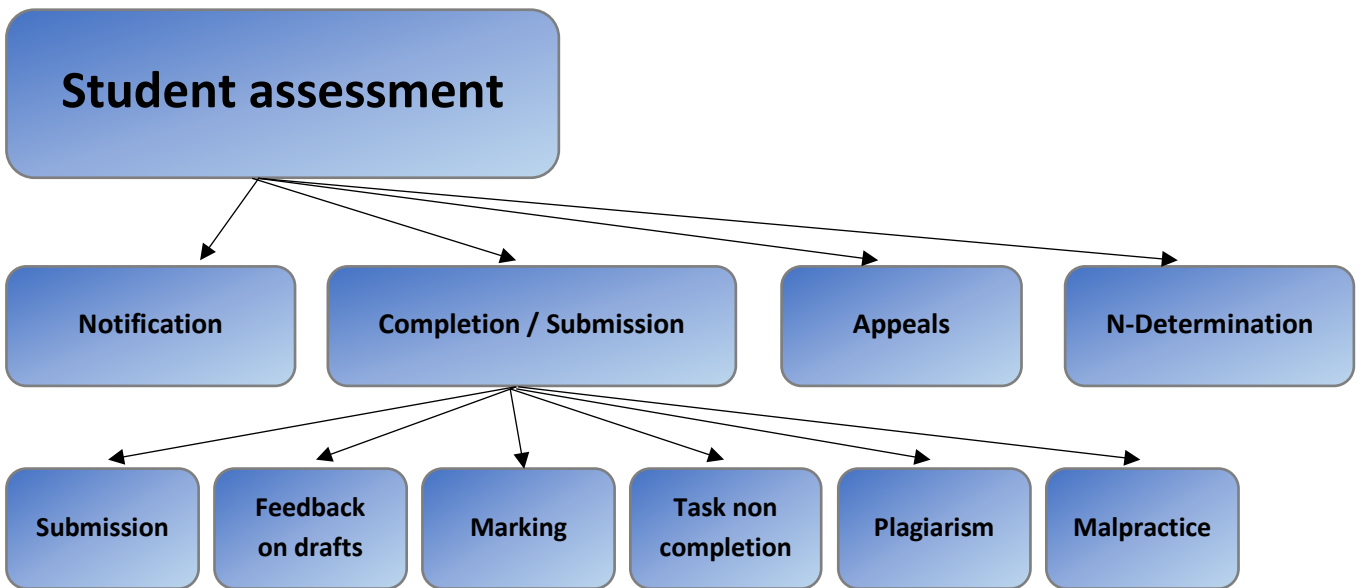
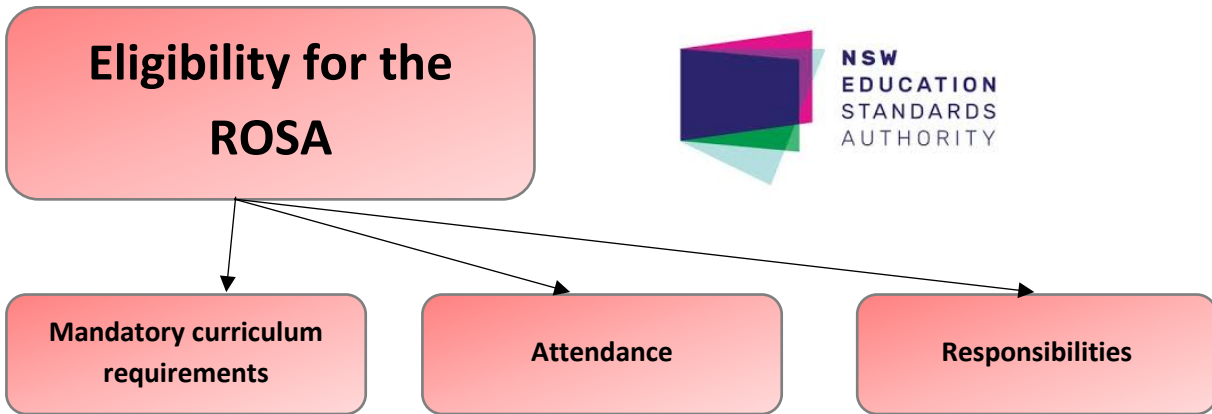
Year 7

2024

Assessment Schedule



Mount View High School - Assessment Policy



Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

Mandatory curriculum requirements

| | |
|--|--|
| English | The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10. |
| Mathematics | The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10. |
| Science | The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10. |
| Human Society and Its Environment | To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5. |
| Languages Other than English | 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8. |
| Technological and Applied Studies | The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours. |
| Creative Arts | 200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Art and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years. |
| Personal Development, Health and Physical Education | The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10. |

Attendance

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Mount View High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcomes.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

Notification

Through this handbook students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESAs

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Mount View High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Year 7 will participate in the following mandatory subjects. Click on the subject to see detail

| | |
|-------------------------------------|-----------------------------|
| English | 8 Periods per cycle |
| Mathematics | 8 Periods per cycle |
| Science | 8 Periods per cycle |
| PDHPE | 6 Periods per cycle |
| History / Geography rotation | 6 Periods per cycle |
| Mandatory Technology | 6 Periods per cycle |
| Visual Arts | 6 Periods per cycle |
| Japanese | 6 Periods per cycle |
| Wellbeing | 2 Periods per cycle |
| Sport | 4 Period per cycle |
| Total | 60 periods per cycle |

Whole year overview

| Week | Term 1 - 2024 | | Term 2 - 2024 | | Term 3 - 2024 | | Term 4 - 2024 | |
|------|---|-------------|---|-------------|---|-------------|---|-------------|
| 1 | | | | | | | | |
| 2 | | | HISTORY | SCIENCE | | | GEOGRAPHY | |
| 3 | | | | | SCIENCE | | | |
| 4 | | | | | JAPANESE | | MATHEMATICS | PDHPE |
| 5 | HISTORY | | MATHEMATICS | | | | ENGLISH | SCIENCE |
| 6 | CAMP | | ENGLISH | VISUAL ARTS | PDHPE | | TECHNOLOGY | VISUAL ARTS |
| 7 | NAPLAN | | TECHNOLOGY | | GEOGRAPHY | | | |
| 8 | NAPLAN | | | | | | | |
| 9 | MATHEMATICS | JAPANESE | | | ENGLISH | MATHEMATICS | | |
| 10 | PDHPE | TECHNOLOGY | | | TECHNOLOGY | VISUAL ARTS | | |
| 11 | ENGLISH | VISUAL ARTS | | | | | | |
| | PDHPE prac ongoing assessment | | PDHPE prac ongoing assessment | | | | | |
| | Japanese ongoing class assessment | | Japanese ongoing class assessment | | Japanese ongoing class assessment | | Japanese ongoing class assessment | |
| | Technology Mandatory ongoing project based assessment | | Technology Mandatory ongoing project based assessment | | Technology Mandatory ongoing project based assessment | | Technology Mandatory ongoing project based assessment | |

Individual Subject Assessment Schedules

- All assessment schedules were correct at the time of printing.
- Changes to assessment schedules will be reported to you by your class teacher
- You should update any changes to the relevant page in this booklet
- * Indicates formative assessment task. Students will be issued feedback to implement before final submission

Year 7 Assessment Schedule 2024

ENGLISH**Semester 1**

| Task Title | Timing | Nature of Task | Outcomes Assessed | Weighting |
|---------------------------------|--------------|-------------------------|--|-------------------|
| AT1 - Powerful Voices | T1W11 | Timed Exam Writing Task | EN4-RVL-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01 | 50% |
| AT2 - See Through a Text | T2W6 | Presentation Multimodal | EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01 | 50% |
| | | | | Total 100% |

Semester 2

| Task Title | Timing | Nature of Task | Outcomes Assessed | Weighting |
|---------------------------------|-------------|---------------------------------------|--|-------------------|
| AT3 - World of the Novel | T3W9 | Writing Portfolio | EN4-RVL-01 EN4-URA-01 EN4-URC-01 EN4-ECA-01 | 60% |
| AT4 - Speak the Speech | T4W5 | Viewing / Listening Timed Examination | EN4-RVL-01 EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01 | 40% |
| | | | | Total 100% |

Additional Notes

Class tests, quizzes, reflections and drafting with feedback will occur throughout each term as part of formative assessment.

Outcomes:

EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

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 linguistic and stylistic conventions of language to express ideas

EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Year 7 Assessment Schedule 2024

GEOGRAPHY**Semester 2**

| Task Title | Timing | Nature of Task | Outcomes Assessed | Weighting |
|-----------------------------|--------|-----------------|----------------------------------|-------------------|
| AT1 - Water in the World | T3W7 | Research Report | GE4-1 GE4-2 GE4-7 GE4-8 | 50% |
| AT2 - Place and Liveability | T4W2 | Topic Test | GE4-1 GE4-2 GE4-7 GE4-8 | 50% |
| | | | | Total 100% |

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 result in change
- GE4-4** examines perspectives of people and organisations on a range of geographical issues
- 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

Year 7 Assessment Schedule 2024

JAPANESE**Semester 1**

| Task Title | Timing | Nature of Task | Outcomes Assessed | Weighting |
|---|-------------------------|--|--------------------------|-------------------|
| AT1 - Knowledge Test | T1W9 | Written Topic Test | ML4-UND-01 | 50% |
| AT2 - a) Hiragana Test (25%) b) Japanese Numbers (25%) | In class during T1 & T2 | Writing Skills Listening, Reading and Writing Skills Test | ML4-CRT-01 ML4-UND-01 | 50% |
| | | | | Total 100% |

Semester 2

| Task Title | Timing | Nature of Task | Outcomes Assessed | Weighting |
|--|-------------------------|--------------------------------------|--------------------------|-------------------|
| AT3 - Japanese Cultural Studies | T3W4 | Research / Writing Task [#] | ML4-UND-01 ML4-CRT-01 | 50% |
| AT4 - a) Animals (25%) b) The Body and Health (25%) | In class during T3 & T4 | Speaking Skills Test | ML4-INT-01 | 50% |
| | | | | Total 100% |

[#]This task will be undertaken as a project-based assessment for the Academic Enrichment Class

Additional Notes

Small class topic tests tasks will be administered at regular intervals throughout each semester as progressive assessment.

Outcomes:

| | |
|-------------------|---|
| ML4-INT-01 | exchanges information and opinions in a range of familiar contexts by using culturally appropriate language |
| ML4-UND-01 | interprets and responds to information, opinions and ideas in texts to demonstrate understanding |
| ML4-CRT-01 | creates a range of texts for familiar communicative purposes by using culturally appropriate language |

Year 7 Assessment Schedule 2024

SCIENCE

Semester 1

| Task Title | Timing | Nature of Task | Outcomes Assessed | Weighting |
|-------------------|--------|------------------------|--------------------|-------------------|
| AT1 - Depth Study | T2W2 | Model and Presentation | SC4-6WS SC4-9WS | 100% |
| | | | | Total 100% |

Semester 2

| Task Title | Timing | Nature of Task | Outcomes Assessed | Weighting |
|-------------------|--------|----------------------------|---|-------------------|
| AT2 - Portfolio | T3W3 | Collection of Student Work | SC4-5WS SC4-6WS SC4-7WS SC4-11PW SC4-16CW | 40% |
| AT3 - Examination | T4W5 | Examination | SC4- 7WS SC4-8WS SC4-13ES SC4-14LW SC4-15LW | 60% |
| | | | | Total 100% |

Outcomes:

- 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
- SC4-11PW** discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-13ES** explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW** relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW** explains how new biological evidence changes people's understanding of the world
- SC4-16CW** describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

Appendices

1. Common Assessment Questions

2. Useful internet links

3. Sample Mount View High School Student Appeal Form

Common Assessment Questions

What are the Acceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The only satisfactory reasons for non-attendance or late submission of assessment tasks are:

- Illness on the day the task is sat/submitted, evidenced by the parent / caregiver with whom the student normally lives
- Approved leave granted by the Principal well before the date of the assessment task. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.
- Engagement in alternate approved school based activities (eg school representative sport) that has been communicated, before the date of the assessment, to the classroom teacher or head teacher administering the task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

What are examples of Unacceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The following are **NOT** acceptable reasons for non-attendance or late submission of assessment tasks:

- Any type of computer/printer malfunction (be sure your work is backed up on disk or emailed to school every time you leave the computer, regardless of whether it is finished or not)
- Illness **without** a note of explanation as provided by the parent / caregiver with whom the student normally lives
- Lateness due to sleeping in
- Early holidays
- Loss of task

What to do if you are not at school on the day a task is to be sat or submitted?

Students absent from an assessment task due to illness must:

- Obtain a note from your parent / caregiver that clearly states that the you, the student, has been affected by illness with specific dates mentioned and a brief description of the condition
- Submit the sick note to your classroom teacher / Head Teacher before the conclusion of the second day of return to school
- Submit the assessment task on the first day of return to School
- Sit for the replacement task provided by the relevant Faculty, as directed

Useful internet links

NESA Homepage - <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Stage 4 Syllabus documents - <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4>

About the ROSA - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

VET on-line - <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

NESA Parents Page - <http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide>

Assessment Resource Centre - <https://ace.nesa.nsw.edu.au/>

University Admission Centre - <http://www.uac.edu.au/>

TAFE New South Wales - <https://www.tafensw.edu.au/>



MOUNT VIEW HIGH SCHOOL
YEAR 7, 8 OR 9 STUDENT APPEAL FORM

Name: _____ Year: _____

Name of course: _____ Teacher: _____

Name of the Assessment Task: _____ Date of Assessment Task: _____

Reason for appeal:

1. You must state sufficient details to support your case to be considered for extension or time or being given a substitute assessment task.
2. "Technologies" breakdown (e.g. computer or printer problems) will NOT be accepted as part of an appeal. (Students are advised to save as they develop their task and hand in a USB drive, disk or draft of the assessment until the final copy can be handed in).

Signature of Student: _____ Date: _____

Signature of Parent: _____ Date: _____

Class Teacher's comment (Please look at performance over course to date)

Signature of Teacher: _____ Date: _____

- HT Decision: [] Complete an alternate task prior to the set date
 [] Extension without penalty
 [] Provide an estimate based on evidence (evidence can be completion of original task)
 [] Reason unacceptable, mark confirmed of zero or otherwise

Signature of Head Teacher: _____ Date: _____