



Sarah Redfern High School

Assessment Booklet

Year 7 2025

Version 3 – February 2025

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Principal's Address to Year 7

Dear Students and Parents/Carers,

This assessment booklet outlines the assessment procedures and schedules developed by Sarah Redfern High School. It contains information about the responsibilities of the school and the student, as well as other key details about assessment tasks.

You are required to be aware of the procedures which relate to the following:

- Submission of assessment tasks
- Making a serious attempt at assessment tasks
- Providing valid documentation in the event of illness/misadventure
- Support that you may require to undertake assessment tasks

Each student will receive and sign for a copy of this booklet. Classroom teachers will support all students in class by going through various sections of this booklet. Students should take the opportunity in class to ask questions about this booklet and seek any clarification about assessment tasks that they might require.

Assessment tasks are an important tool in your learning, and it is important that you take the opportunities through the assessment tasks to demonstrate your skills, knowledge and learning.

The assessment tasks that you undertake in Year 7 will provide you with a valuable platform for demonstrating your achievement and enable you to prepare for further study in Year 8 and beyond.

There are a number of key staff across the school who are here to support you with your coursework and assessment. In addition to your classroom teacher, there are Head Teachers, Year Advisers and School Counsellors who can assist you in managing your studies.

Best of luck in your studies in

Year 7. Kind regards,

Ms. Lyndy Clowry

Principal – Sarah Redfern High School.

Student Responsibilities

All students are expected to use the written notification for assessment tasks to develop their tasks and to demonstrate their learning. Students are required to read and follow the marking criteria to ensure they understand what success looks like for the task.

Task notifications will be provided at least two (2) weeks before the due date of the task using the school's assessment task notification template. This will include the following information:

- Due task of the assessment task (including the time eg. Period 1, by 3.00pm)
- Method of task submission (eg. in-class, via email/Google Classroom)
- Description of the task requirements
- Feedback opportunities provided to the student as well as additional resources
- Weighting of the task and outcomes used to assess student learning

Task notifications will occur in the student's class where they will sign to indicate they have received a copy. A digital version of the task will be email/uploaded to Google Classroom and the school's website.

Students are responsible for familiarising themselves with the content of this assessment booklet and seeking support from their classroom teachers if they need any clarification.

Assessment Task Procedures

In-class tasks

Students have a responsibility to be present in class when an assessment task is run during the lesson, for example a test or examination. Assessment tasks take priority over other school events, excursions and extracurricular activities. In the event that a student is required to represent the school at an event or function, they must speak with their Classroom Teacher and/or the Head Teacher Faculty so that alternative arrangements can be made.

If a classroom teacher is absent on the date of an in-class assessment, students will be advised via the Head Teacher of the subject/Grade Deputy Principal of alternative arrangements, including where necessary a revised date and time of the assessment.

Hand-in tasks

Tasks must be submitted in line with the assessment task notification. Students should take note of the requirements of digital submissions. Tasks that are not handed in by the due date/time may attract a deduction of marks if parent/carer documentation or a medical certificate is not supplied.

Teachers will use the assessment task record sheet to collect tasks and students will be required to sign next to their name indicating they have submitted the task. Students whose task is not submitted at this time will be deemed to have not met the due date and time. All written assessment tasks must be submitted on paper, typed or handwritten, unless specified by the task.

Tasks not submitted by the due date

Students who do not submit an assessment task by the due date are required to bring a note from a parent/carer or a medical certificate indicating the reasons that they were unable to complete the task. Tasks that are not submitted by the due date will be accepted if this documentation is provided and meets one of the following reasons:

- Illness covered by a medical certificate or parent/carer note
- Significant illness of a family member, covered by a medical certificate or parent/carer note
- Significant family/personal crisis covered by a parent/carer note

If a student does not submit an assessment task and fails to produce a note from parent/carer or a medical certificate, they may lose 10% of the total marks every day the task is not submitted up to a total of three (3) days. This means that a student may lose up to 30% of the total marks awarded in the assessment task. If, on the fourth day, after the due date, the task is still unsubmitted, the student will receive zero (0) marks for that task.

All notes from parents/carers relating to late assessments or requests for extensions must be clearly indicate the issue and be signed/dated by the parent/carer and must be submitted to the Head Teacher of the Faculty.

Request for an extension in assessment task

Students may request an extension in an assessment task if their ability to complete the task has been impacted on by events/circumstances that are beyond their control.

Students must submit a note from a parent/carer to the Head Teacher Faculty at least three (3) days before of the task is due with the following information:

- Student's name, cohort, course and assessment task
- Reason for request in extension
- Where appropriate, submit a medical certificate if the student has been unable to complete the task due to illness.

The Head Teacher Faculty will discuss the Assessment and Reporting Committee about the most appropriate support for the student based on the parent/carer note provided, as well as any documentation provided, such as a medical certificate.

The Head Teacher Faculty will advise the Classroom Teacher, Student, and Parent/Carer of the outcome of the request and the next steps where appropriate.

All notes from parents/carers relating requests for extensions must be clearly indicate the issue and be signed/dated by the parent/carer. Holidays and non-emergency family events are not considered reasons to grant an extension for an assessment task. Students should not assume that a request for extension in an assessment task will automatically be approved.

Return of assessment tasks

Tasks will be returned to students with marks and feedback, as soon as possible upon completion of the task. Ideally this is within two weeks of the due date.

Appealing an assessment mark

Students can appeal a mark awarded for an assessment task. This must be done within three (3) days of the assessment task being returned to students. Students are advised to discuss their concerns with their Classroom Teacher first. If the matter cannot be successfully resolved, it can be forwarded to the Head Teacher Faculty who will seek advice from the Assessment and Reporting Committee before providing information and a decision to the Classroom Teacher and student.

Students should speak with the Classroom Teacher/Head Teacher Faculty for more information.

Malpractice

Students cannot submit tasks that use all or part of another student's work. Failure to comply with this will lead to the award of a zero mark, constituted as a non-serious attempt. Similarly, students must complete the tasks in the current assessment period.

Students may not submit tasks or parts of tasks completed for another assessment in previous terms of years, or from another subject. This is a form of malpractice and will result in a zero (0) mark, constituted as a non-serious attempt. Common examples of malpractice include:

- Copying someone else's work in part or in whole, and presenting it as their 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 their own
- Submitting work to which another person, such as a parent, coach or subject expert, or program 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 aids during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice

Non-serious attempts

Students must treat all in-class and hand-in assessment tasks with due seriousness. A non-serious attempt in an assessment task could be classified as:

- Writing in another language (unless required) or the writing is indecipherable
- Using/writing/drawing offensive material
- Attempting less than 50% of an in-class or hand-in assessment task
- Malpractice in assessment

A non-serious attempt will be considered by the classroom teacher in consultation with the Head Teacher of the subject and a zero (0) mark may be recorded.

Students on suspension

Students on suspension from school are required to complete assessment tasks and may be required to attend school to attempt tasks and submit a task by the due date/time. This will be organised in consultation with the Grade Deputy Principal and the task completed under separate supervision (in the case of tests and examinations). It is the student's responsibility to inform the Grade Deputy Principal that they have a task due while on suspension.

Letter of academic concern

The Letter of Academic Concern is designed to formally advise the student, parents/carers that the student is not meeting expectations of the course and will clearly outline the steps that need to be taken for the issue to be addressed. This includes students who have not attempted and/or completed an assessment task.

The Letter of Academic Concern is designed to formally advise the student, parents/carers that the student has not met the expectations of the assessment task and will outline the steps that need to be taken in order for the assessment task to be redeemed.

Reasons that a Letter of Academic Concern can be submitted include:

- Failure to submit an assessment task by the due date/time
- Disrupting an assessment task and/or engaging in academic malpractice
- Non-serious attempts at coursework and/or assessments

Additionally, the Letter will clearly outline:

- The nature of the concern (eg. assessment task not submitted)
- The original due date and the revised due date of the task
- Strategies and support for the student to successfully complete the task
- Opportunities for the student and parent/carer to ask any questions

It is the responsibility of the student to ensure that they act on the advice of the Letter of Academic Concern and take appropriate steps to redeem the assessment task.

Assessment Schedules

The following assessment schedules are listed in accordance with the program of study for Stage 4 as per the New South Wales Education Standards Authority (NESA) syllabuses.

In addition, the assessment schedules outline the:

- The number of formal assessment tasks students undertake
- The type of response students will submit (e.g. presentation, extended-response, speech)
- The weighting of the assessment task and the due date.

Important information regarding assessment schedules:

- Not all outcomes are addressed in each task
- If there are any variations to the assessment schedules, students will be provided with two weeks' notice in writing
- For further information on assessment schedules, the classroom teacher and/or the Head Teacher of the subject should be contacted.

English

The final grade will be determined by the teacher's professional judgement based on the student's achievement in formal and informal assessment activities across the semester/year.

Informal Assessment

A range of informal tasks that may contribute towards the final grade may include:

["Collaborative work", "Homework", "Informal written tasks", "Class discussions", "Classwork & bookwork"]

Formal Assessment Tasks

	Task 1	Task 2	Task 3	Task 4
Task Name	Imaginative Writing	Critical Response	Visual Representation + Reflection	Examination
Term and Week Due	Term 1 Week 7	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
Weighting	25%	25%	25%	25%
Task Type	Hand-in	Hand-in	Hand-in	In-class
Outcomes assessed	EN4-URA-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01	EN4-RVL-01, EN4-ECA-01, EN4-URB-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01,

HSIE

The final grade will be determined by the teacher's professional judgement based on the student's achievement in formal and informal assessment activities across the semester/year.

Informal Assessment

A range of informal tasks that may contribute towards the final grade may include:

["Skills based in-class activities","Informal written tasks","Class discussions","Topic tests and quizzes"]

Formal Assessment Tasks

	Task 1	Task 2	Task 3	Task 4
Task Name	Source Analysis Task	Examination	Research Task	Examination
Term and Week Due	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
Weighting	20%	30%	20%	30%
Task Type	In-class	Examination	In-class	Examination
Outcomes assessed	HT4-1 - describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-5 - identifies the meaning, purpose and context of historical sources HT4-6 - uses evidence from sources to support historical narratives and explanations HT4-9 - uses a range of historical terms and concepts when communicating an understanding of the past	HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past 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	GE4-1 locates and describes the diverse features and characteristics of a range of 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 GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-8 communicates geographical information using a variety of strategies	GE4-1 locates and describes the diverse features and characteristics of a range of 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 GE4-6 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

LOTE

The final grade will be determined by the teacher's professional judgement based on the student's achievement in formal and informal assessment activities across the semester/year.

Informal Assessment

A range of informal tasks that may contribute towards the final grade may include:	
["Classwork & bookwork", "Skills based in-class activities", "Class discussions", "Collaborative work"]	

Formal Assessment Tasks

	Task 1	Task 2	Task 3	Task 4
Task Name	Mi Selfie - Project	Task 2A. For The Love of Food Task 2B: Booklet	A Day in the Life - Project	Task A - Yearly Exam & Task B - Booklet
Term and Week Due	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
Weighting	25%	Task A 20% Task B 5% = 25%	25%	Task A 20% Task B 5% = 25%
Task Type	Hand-in/in-class	Hand-in/in-class	Practical/hand-in	Hand-in/in-class
Outcomes assessed	Task1 ML4-CRT-01 and ML4-UND-01	ML4-UND-01 & ML4-INT-01	ML4-CRT-01 & ML4-INT-01	ML4-UND-01 & ML4-INT-01

Mathematics

The final grade will be determined by the teacher's professional judgement based on the student's achievement in formal and informal assessment activities across the semester/year.

Informal Assessment

A range of informal tasks that may contribute towards the final grade may include:

["Classwork & bookwork", "Class discussions", "Collaborative work", "Topic tests and quizzes", "Investigation tasks", "Practical tasks", "Skills based in-class activities"]

Formal Assessment Tasks

	Task 1	Task 2	Task 3	Task 4
Task Name	Making Predictions, Triangles and Quadrilaterals	Making Decisions	Number Relationships	
Term and Week Due	Term 2 Week 2	Term 3 Week 3	Term 4 Week 3	
Weighting	33%	33%	34%	
Task Type	Hand-in	Hand-in	In-class	
Outcomes assessed	MAO-WM-01, MA4-PRO-C-01, MA4-GEO-C-01	MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-IND-C-01	

Personal Development, Health & Physical Education

The final grade will be determined by the teacher's professional judgement based on the student's achievement in formal and informal assessment activities across the semester/year.

Informal Assessment

A range of informal tasks that may contribute towards the final grade may include:

["Classwork & bookwork", "Class discussions", "Informal written tasks", "Collaborative work", "Investigation tasks", "Practical tasks"]

Formal Assessment Tasks

	Task 1	Task 2	Task 3	Task 4
Task Name	Collaborative Practical Task	Choice Driven Case Study	Movement Skill Analysis	Examination
Term and Week Due	Term 1 Week 6	Term 2 Week 5	Term 3 Week 6	Term 4 Week 3
Weighting	25%	25%	25%	25%
Task Type	Practical/hand-in	Hand-in	Practical	Examination
Outcomes assessed	PD4-4, PD4-10, PD4-11	PD4-1, PD4-2, PD-10	PD4-5, PD4-11, PD4-8	All Outcomes

Science

The final grade will be determined by the teacher's professional judgement based on the student's achievement in formal and informal assessment activities across the semester/year.

Informal Assessment

A range of informal tasks that may contribute towards the final grade may include:

["Classwork & bookwork", "Informal written tasks", "Practical tasks", "Skills based in-class activities", "Topic tests and quizzes"]

Formal Assessment Tasks

	Task 1	Task 2	Task 3	Task 4
Task Name	Skills Test	Practical Investigation Task	Student Research Project	Topic Test
Term and Week Due	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
Weighting	25%	25%	25%	25%
Task Type	In-class	Practical/hand-in	Practical/hand-in	In-class
Outcomes assessed	SC4WS, SC4-5WS, SC4-9WS	SC4-16CW; SC4-9WS; SC4-5WS; SC4-4WS	SC4-4WS; SC4-5WS, SC4-7WS; SC4-8WS; SC4-9WS; SC4-11PW	SC4-14LW; SC4-11PW; SC4-5WS; SC4-9WS;

Technology Mandatory

The final grade will be determined by the teacher's professional judgement based on the student's achievement in formal and informal assessment activities across the semester/year.

Informal Assessment

A range of informal tasks that may contribute towards the final grade may include:	
["Collaborative work", "Classwork & bookwork", "Practical tasks"]	

Formal Assessment Tasks

	Task 1	Task 2	Task 3	Task 4
Task Name	E-Textiles Plush Toy (Material Technologies)* Dependent on Rotation	Racer Car (Engineered systems & digital technologies)* Dependent on Rotation	N/A	
Term and Week Due	Term 2 Week 4	Term 4 Week 5	N/A N/A	
Weighting	50%	50%	N/A	
Task Type	Practical/hand-in	Practical/hand-in	Practical/hand-in	
Outcomes assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-10TS	N/A	

Visual Art

The final grade will be determined by the teacher's professional judgement based on the student's achievement in formal and informal assessment activities across the semester/year.

Informal Assessment

A range of informal tasks that may contribute towards the final grade may include:

["Classwork & bookwork", "Class discussions", "Practical tasks", "Skills based in-class activities"]

Formal Assessment Tasks

	Task 1	Task 2	Task 3	Task 4
Task Name	Portraiture - Artmaking and Critical and Historical Studies	Australian Architecture - Artmaking and Critical and Historical Studies	Found Objects - Artmaking and Critical and Historical Studies	Geometry in Art - Artmaking and Critical and Historical Studies
Term and Week Due	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
Weighting	25%	25%	25%	25%
Task Type	Practical/hand-in	Practical/hand-in	Practical/hand-in	Hand-in/in-class
Outcomes assessed	VA4.1, VA4.3, VA4.6, VA4.9, LS.2, LS.3, LS.6	VA4.3, VA4.5, VA4.8, VA4.9, LS.7, LS.8, LS.9	VA4.1, VA4.2, VA4.3, VA4.7, LS.2, LS.3, LS.6	VA4.1, VA4.3, VA4.8, VA4.9, LS.7, LS.8, LS.9