



ST JOSEPH'S
COLLEGE

LOCHINVAR
1883

2019
YEAR 7
ASSESSMENT HANDBOOK

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Introduction

The purpose of this Assessment Handbook is to provide information to parents / carers and students regarding their studies in Year 7 (Stage 4). Students who satisfactorily complete Stages 4 and 5 are awarded the Record of Achievement (RoSA).

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. NESA is the government agency responsible for education in NSW. Information can be accessed at either of the following websites:

www.boardofstudies.nsw.edu.au or <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Responsibility of Students

Students are required to both understand and comply with the Year 7 Assessment Policy as outlined in this handbook. **Please note that ignorance is NOT an excuse.**

Consistent effort throughout the year will be necessary to obtain the highest possible results. Teachers will make every effort to ensure that students achieve their best, and parents / carers are asked to support students by encouraging effective homework / study patterns at home.

Formative and Summative Assessment

There are a wide range of terms used when educationalists refer to assessment. To clarify these terms and provide a context for their use, St Joseph's College will use the terms *formative* and *summative* assessment.

Formative Assessment is used as part of the teaching and learning cycle. Whereas, *Summative Assessment* occurs at the end of a unit or course to assist with determining a student's level of achievement. *Summative Assessment Tasks are included in this handbook.*

Assessment Handbook

St Joseph's College publishes an Assessment Handbook for each academic year. This handbook will include:

- NESA requirements
- St Joseph's College Assessment Policy and Procedures
- Assessment Schedules related to courses being studied which outline:
 - Task Number
 - Task Type / Name
 - Weighting of the Task
 - Outcomes being assessed with Task
 - Timing of the Task
- Term Planner for each academic year including an overview of assessment tasks and key events related to the nominated cohort.

Summative Assessment Task Notifications

All students will be emailed an electronic copy of each Summative Assessment Task Notification for a particular course. This notification will be issued at least **TEN schools days** prior to the due date of the task. The notification will include: Course Name

- Year / Class Group
- Task Title
- Task Number
- Date Task Issued
- Date Task Due
- Weighting of the Task
- Submission Details – need to be explicitly outlined
- Outcomes being assessed by task
- Task Description
- Marking Criteria / Guidelines / Rubrics.

In the event that the original due date of a Summative Assessment Task needs to be altered, students will be advised in the following ways:

1. Change to assessment details will be emailed to the student's school email account;
2. The change of assessment details will be published on the '*Student Notices via Compass*' for a minimum of **THREE** days;
3. The changes will be identified in the school's fortnightly newsletter under the heading of Curriculum Information.

Record of School Achievement (RoSA) Requirements

The Record of School Achievement (RoSA) is generally awarded to eligible students who have satisfactorily completed the courses required by the New South Wales Education Standards Authority (NESA).

RoSA assessment is based on school-based assessment of each students' overall achievement in each course. These assessments determine students' foundation knowledge and skills in key areas of the curriculum.

Over the four years leading up to the RoSA, students need to complete the following requirements (all time allocations are indicative):

English	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
Mathematics	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
Science	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
Human Society and Its Environment (HSIE)	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7–8 and 100 hours each of Australian History and Australian Geography in Years 9–10.
Creative Arts	studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.
Technological and Applied Studies	studied for 200 hours and consisting of the Technology (Mandatory) Years 7–8 Syllabus.
Personal Development Health and Physical Development	studied in each of Years 7–10 with 300 hours to be completed by the end of Year 10.
Languages	studied for 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7–8.

At St Joseph's College, we have a program of study that allows students to meet the above requirements for the award of a RoSA. A number of the above requirements are met by our students during Stage 4 (Years 7 and 8).

Satisfactory Completion of a Course for RoSA

The following course completion criteria refer to students in Years 7 to 10.

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA;
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

This information is taken from the ACE Manual: ACE 4016 – Criteria for Satisfactory completion of a course.

<http://ace.bostes.nsw.edu.au/ace-4016>

St Joseph's College is required to apply these Satisfactory Course Completion criteria from NESA to the RoSA credential. To support the implementation of these NESA requirements St Joseph's College outlines the following points:

- Principals may determine that, as a result of absences, a student may not have completed the course.
- Students have to 'satisfactorily' complete the Year 10 RoSA credential requirements prior to commencing study in Year 11 courses.
- Students are expected to make a **serious attempt** at all summative and formative assessment tasks.
 - The 2018 HSC Rules and Procedures explicitly outlines that students are required to "make a serious attempt at the Summative Assessment Task / Examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt (p.19)."
<http://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID>
 - Where concerns arise in a particular course students and families will be advised formally in writing.
- Concerns related to a Summative Assessment Task may result in an N Warning Letter being issued.
- A pattern of concern related to Formative Assessment Tasks will result in a Formative Assessment Letter being issued and may lead to a N Warning Letter being issued.

If a student is deemed not to have completed a course, he / she will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that they are not eligible for the RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise students of the date by which the appeal must be submitted.

RoSA Credentialing and Assessment:

At the end of Year 10, a student's achievement for each course studied in Years 9 and 10 will be reported as a grade from A to E (In Mathematics, the grades have been further differentiated to nine different levels).

The grade students receive is determined by the school, based on the student's performance in each course throughout the year. Teachers determine each student's level of achievement at the end of Year 10, relative to a set of Course Performance Descriptors provided by the NESA. Teachers use an assessment program for each course to evaluate the student's achievement and allocate the grade to which course descriptor best matches that achievement. There is no predetermined percentage of students who will receive particular grades. Grades are based on student achievement, related to knowledge and skills - not attitudes, values and interest.

The following table shows the Common Grade Scale, which describes performance at each of the grade levels A to E. This information assists the school in making the final judgement of the grade to be award to students at the end of Year 10.

The Common Grade Scale:

Grade	Description of Achievement.
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Information and Notification regarding Performance and Grades

Throughout the year, students receive information about their progress and their level of achievement in each of their courses. Their final grade awarded by the school in each course is reported on the Record of Achievement.

Types of Summative Assessment Tasks

There are two general types of Summative Assessment Tasks:

1. **In Class Summative Assessment Tasks** – examples of these types of tasks include examinations, in-class responses, oral tasks, presentations, practical tasks and performance tasks (eg: music or drama performances)
2. **Submitted Summative Assessment Tasks** - examples of these types of tasks include research tasks, written / scientific reports and extended responses.

In Class Summative Assessments Tasks will be completed on the nominated date and the specified lesson. This information will be identified on the Summative Assessment Task Notification.

Submitted Summative Assessment Tasks will be submitted according to the process for submission which is clearly outlined on the Summative Assessment Tasks Notification.

Technology and Summative Assessment Tasks

Most students now use some form of electronic technology to produce their submitted Summative Assessment Tasks. Some Summative Assessment Tasks will require that students submit the task in electronic form, and this will be specified on the Summative Assessment Task Notification.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit a Summative Assessment Task on time. Technology breakdown, as grounds for extension, will only be considered in extreme circumstances.

To minimise problems in relation to technology, students should adhere to the following protocols:

- continually back up all work on the hard drive of their computer and on an external portable storage device (such as a USB drive) or in a relevant cloud based storage facility (eg OneDrive);
- tasks which are to be submitted electronically should follow the specific instructions outlined on the Summative Assessment Task Notification in relation to file formats and / or the use of specific software programs. In circumstances, where students may utilise unconventional file formats / software programs they should consult with their teacher at least 48 hours prior to submission;
- send a copy of the final version of your task to an email address that can be accessed at school (such as *firstname.lastname@mnstu.catholic.edu.au* email account), as well as bringing it to school on external portable storage media.

Submission of hard copy Summative Assessment Tasks should be printed at home, where appropriate. During busy times, there may be difficulty accessing the school printers. If the task cannot be printed at home, download the task onto an external portable storage device (such as a USB drive) and bring it to school for printing. ***Note: printing at school must be completed prior to the time and date of submission.***

St Joseph's Principles and Procedures regarding Assessment / Examination Etiquette, Malpractice, Plagiarism, & Cheating

St Joseph's College Assessment / Examination Etiquette Principles and Procedures are based on the HSC guidelines. These principles and procedures will be communicated to students and families at regular times throughout the year.

Honesty in HSC assessment: what constitutes malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their RoSA and / or HSC results.

Malpractice is any activity that ***allows students 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 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, 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.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

This information is taken from the ACE Manual: ACE 9023 – Honesty in HSC Assessment: what constitutes malpractice

<http://ace.bostes.nsw.edu.au/ace-9023>

Student Conduct during Summative Assessment Tasks and Examinations – In any cases where student conduct is outside the rules, the Studies Coordinator / Assistant Principal should be notified.

- You must follow the day-to-day rules of the school when you sit for your examinations. Failure to observe these rules may result in zero marks for the Summative Assessment Task or Examination, no result for the course, or non-award of a RoSA or Higher School Certificate.

Behave Politely and Take Summative Assessment Tasks / Examinations Seriously

During each Summative Assessment Tasks / Examination *you must*:

- always follow the teacher / supervisor instructions;
- make a serious attempt at the examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt and you may have the course cancelled;
- answer in English, unless the question paper directs otherwise. If you don't write in English, you will receive zero marks for your answer;
- behave politely and courteously towards the teacher / supervisor and other students.

During Summative Assessment Tasks / Examinations *you must not*:

- Cheat;
- include frivolous or objectionable material;
- speak to anyone other than a supervisor;
- behave in any way likely to disturb another student or upset the running of the Summative Assessment Task / Examination's running;
- be affected by alcohol or illegal drugs;
- consume food unless approved by NESAC (through Disability Provisions) or St Joseph's College (for example, if you have diabetes);
- take any writing booklets or examination paper, whether used or not, out of the room;
- write on your body (for example your arms), tissues or material that is not exam material;
- leave the room if your principal requires all students to stay until each exam ends.

If you do not follow these rules, or if you cheat in the assessment / examination in any way, you may be asked to leave the assessment / examination room. The Assistant Principal – Curriculum and Studies Coordinator will be contacted and in some cases you will be reported to NESAC. The penalty may be:

- Zero for the assessment / examination;
 - cancellation of the course concerned, or of all courses.
- and as a consequence you may be ineligible for a RoSA or Higher School Certificate.

- Actions that may be illegal may be reported to the police.

This information is taken from the 2018 Higher School Certificate: Rules and Procedures (p.19).

<https://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID=>

Approved Equipment to be brought to Summative Assessment Tasks / Examinations

You should bring the equipment you know you will need and is allowed for each examination. Make sure that your equipment is in good working order, because misadventure applications will not be upheld (or supported / accepted) for equipment failure.

You can bring the following items into your examinations:

- | | |
|--|--|
| • black pens; | • highlighter pens; |
| • clear plastic bag / pencil case containing the required equipment; | • a clear bottle of water; |
| • pencils (must be at least grading 2B); | • a non-programmable watch, which you must take off and place on your desk in clear view and not touch during the Summative Assessment Task / Examination. |
| • erasers and a sharpener; | |
| • a ruler marked in millimetres and centimetres; | |

You may need to bring other certain equipment, like a calculator for some Summative Assessment Tasks / Examinations. Students need to ensure that their scientific calculator is an approved model.

When equipment is listed for an examination, it means that you might need it to answer some questions. If equipment is listed as optional, it is not essential for answering any questions, but you can bring and use it if you wish.

Items NOT Permitted in a Summative Assessment Task / Examination Room

You are not permitted to bring any of the following items into assessment tasks / examinations. They are to be left outside the room. These include:

- mobile phones (At St Joseph's College, mobile phones may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- programmable watches, like smart watches (At St Joseph's College, programmable watches may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries (At St Joseph's College, electronic devices may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- paper or any printed or written material (including your examination timetable);
- dictionaries (except in language examinations, if allowed);
- correction fluid or correction tape.

Students cannot borrow equipment during Summative Assessment Tasks / Examinations. Teachers may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

This information is taken from the 2018 Higher School Certificate: Rules and Procedures (p.17).

<https://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID=>

Assessment / Examination Etiquette, Malpractice, Plagiarism, Cheating

In circumstances, where a student is suspected of not complying with the expectations outlined above with respect to Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating, St Joseph's College, Lochinvar will apply the following course of action:

- Classroom Teacher consults with Studies Coordinator regarding concerns related to Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating.
- Students will be required to demonstrate that all unacknowledged work is entirely their own – this process will be overseen by the Studies Coordinator (This could require the student to produce evidence).
- For students in Years 7:
 - Parents will be notified of any cases regarding breaches of Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating;
 - If an established case of breaching the Summative Assessment Tasks / Examination Etiquette found, the student may be awarded a mark of ZERO;
 - If an established case of plagiarism is found, the student will be awarded a mark of ZERO;
 - An N Warning Letter **WILL** be issued;
 - Students will be required to resubmit the Summative Assessment Task in accordance with All My Own Work (ie the resubmitted work must be the student's own work);

Attendance, Absence from School & Extensions

Where a student's attendance pattern may jeopardise the satisfactory completion of a mandatory Stage 4 Course, the reason for absence and its likely effect on the student's course progress should be established.

Principals should consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the RoSA.

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

This information is taken from the ACE Manual: ACE 4017 – Record of School Achievement – attendance in relation to satisfactory completion of a Stage 5 Course.

<http://ace.bostes.nsw.edu.au/ace-4017>

Furthermore, the NSW Education Act (1990) Part 2 – 4 (b) states "the education of a child is primarily the responsibility of the child's parents (p.4)."

This information is taken from the NSW Education Act (1990).

<https://www.legislation.nsw.gov.au/inforce/fc4bcf6a-d005-68af-fa91-fd9a7d10cd09/1990-8.pdf>

In light of the attendance and absence advice from NESAs and the NSW Education Act outlined above, St Joseph's College has the following expectations:

- In general, families who are aware in advance that their child will be absent from school for a period of time need to apply in writing to the Principal identifying the dates of the leave and the reason. In cases where the leave is greater than TEN days, the College will issue approval for Extended Leave.
- In situations where leave has been approved by the Principal it is the student and families' responsibility to discuss arrangements with respect to Summative Assessment Tasks while the child is on leave. These discussions need to take place with the relevant Studies Coordinator and Classroom Teacher.
 - *It should be noted that estimate marks for Summative Assessment Tasks are only given in exceptional circumstances.*
 - Submitted Summative Assessment Tasks due during the period of leave will generally be required to be submitted prior to the commencement of leave.
 - Ordinarily, students will not be granted an extension for Summative Assessment Tasks that are related to approved leave.
- In situations, where leave has been approved it will be the responsibility of the student to complete work during the period of absence. The school is not compelled to provide work missed while the student is on leave.
- In instances where there is a pattern of absence from school of students in Years 7 – 11 without valid reasons, St Joseph's College will communicate these concerns to the families.
- Failure to comply with the St Joseph's College's, expectations regarding leave may result in a student being awarded a zero mark for the impacted Summative Assessment Tasks.

Absence from a Summative Assessment Task: Students in Years 7 – 9

A student's absence from a Summative Assessment Task could be related to the situations outlined in the table below. In all circumstances a **Summative Assessment Variation Form – Years 7, 8, 9** (Pink Form) will need to be submitted.

Reason for Absence	Action of Student / Family	Details for Submission of Summative Assessment Variation Form
Illness	Submit Summative Assessment Variation Form on the FIRST school day of attendance after the due date of the Summative Assessment Task. Supportive Evidence may be required	Submit Summative Assessment Variation Form to Classroom Teacher, who, in consultation with the Studies Coordinator, will determine the suitable course of action.
Unforeseen Absence (eg: Funeral)	Submit Summative Assessment Variation Form on the FIRST school day of attendance after the due date of the Summative Assessment Task. Supportive Evidence may be required.	Submit Summative Assessment Variation Form to Classroom Teacher, who, in consultation with the Studies Coordinator, will determine the suitable course of action

- In circumstances, where a student in Years 7 – 9 has missed a summative assessment task due to Illness, Unforeseen Absence or another reason, the Studies Coordinator, in consultation with the Classroom Teacher, will determine how the missed task will be completed.
- The student upon their **first** day back at school after the absence should be expected to complete the missed Summative Assessment Task. Circumstances at school may not allow this arrangement to take place (eg School Liturgy). Either the Studies Coordinator or Classroom teacher will advise the student of the arrangements for completing the task.

Special Consideration for a Summative Assessment Task - Students in Years 7 – 9

Special Consideration may be applied for on the day of a Summative Assessment Task if a student believes that illness / misadventure has impacted / will impact on their performance in the Summative Assessment Task.

Students are to submit a Summative Assessment Variation Form on the day of the task or the **FIRST** school day of attendance after the due date of the Summative Assessment Task. The Summative Assessment Variation Form is to be submitted to the Classroom Teacher.

Late Submission of a Summative Assessment Task - Students in Years 7 – 9

In circumstances where a student submits a Summative Assessment Task late and there is no valid reason or supporting evidence, the student *MUST* still submit a completed Summative Assessment Variation Form. The Summative Assessment Variation Form is to be submitted to the classroom teacher.

Penalties for Non-Submission, Malpractice & Summative Assessment / Examination Non-Compliance

Students need to clearly understand that there are significant penalties if Summative Assessment Tasks are not completed and submitted by the specified date and there are no valid reasons and / or supporting evidence. Furthermore, penalties can also be applied for academic malpractice and / or non-compliance with St Joseph's College Assessment / Examination Etiquette requirements.

Penalties are as follows and are applicable to students from Years 7 - 12:

Description of Matter	Penalty Details
Assessment Task / Examination submitted / completed ONE day late:	25% of assessable mark
Assessment Task / Examination submitted / completed TWO days late:	50% of assessable mark
Assessment Task / Examination submitted / completed THREE days or more late:	Zero Marks for task
Non-completion of an assessment task / examination with no valid reason and / or supporting evidence	Zero Marks for task
Academic Malpractice and / or non-compliance with Assessment / Examination Etiquette requirements.	Zero Marks for task

- **NB: Weekends WILL count as TWO days**

Disability Provisions

Disability provisions provide eligible students with practical support to allow them to access and participate in their Summative Assessment Tasks. These practical arrangements are designed to help students who couldn't otherwise make a reasonable attempt to demonstrate their knowledge of the assessment material. If provisions are granted they are solely determined by how the student's assessment performance is affected.

Students' additional assessment needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Who can apply for disability provisions?

A student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*. The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes: physical intellectual

- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Schools' Responsibility Under the Disability Discrimination Act

All schools must be sure that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. St Joseph's College will assess and accommodate individual students' disability provisions for assessment tasks.

The *Disability Standards for Education*, issued under the Commonwealth *Disabilities Discrimination Act*, outline the obligations of education and training providers. These obligations can be accessed at <https://www.legislation.gov.au/Details/F2005L00767>

St Joseph's College disability provisions are applicable for all Summative Assessment Tasks, including examinations. St Joseph's College procedures aim to ensure:

- Consistent academic standards applied to all students.
- Any adjustments or access arrangements made must maintain the academic rigour of the Summative Assessment Task and the integrity of the credential being studied.
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students.
- The use of assistive technologies to complete Summative Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained.
- That there is an appeal process as part of the procedures.

Applying for Disability Provisions at St Joseph's College

St Joseph's College disability provisions are applicable for all Summative Assessment Tasks, including examinations. St Joseph's College procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the Summative Assessment Task and the integrity of the credential being studied;

- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students;
- The use of assistive technologies to complete Summative Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained;
- That there is an appeal process as part of the procedures.

Families will make an application on behalf of their child to St Joseph's College Learning Support Coordinator for disability provisions. Accompanying the application will be the following information:

- Identification of disability;
- Reports from Registered Medical Practitioners and Registered Clinical Psychologists;
- Vision or hearing test results;
- Other supporting documentation (eg: Mental Health Plans).

In the case of students who have been diagnosed with a Mental Health condition, he /she will need to have a letter of diagnosis from the relevant Medical Professional (eg: Registered Clinical Psychologists; Registered Paediatrician). *This diagnosis cannot be any older than twelve months.*

Furthermore, students with a Mental Health diagnosis should be receiving ongoing intervention / therapy from the relevant Medical Professional (eg: Psychologist). In situations where the student has a Mental Health Plan this should be provided to the College.

The Learning Support Coordinator will determine if additional information is required (eg classroom observations etc) prior to presenting the application along with the supporting evidence to St Joseph's College Learning Support Committee for determination.

School Reports and Student Reviews

In accordance with government requirements, St Joseph's College will issue a Semester Report at the end of Terms Two and Four. These reports will use the A – E Common Grade Scale, be written in plain English, as well as including comments related to a student's achievement. They may also include advice to assist the student improving their performance in the coming semester.

Two formal opportunities are provided for families to meet with teachers throughout the year to discuss the progress of individual students.

In addition to the Semester Reports, St Joseph's College also issues two Student Reviews. These are issued towards the end of Terms One and Three. The aim of the Student Review is to provide feedback to families about their child as a learner in each of their courses, rather than provide a specific focus on academic achievement.

Assessment Reviews and Appeals

Students have the right to appeal against their grade(s) after they receive their Record of School Achievement. Students wishing to appeal should submit their appeal in writing, together with evidence, to the Principal. If necessary, the Principal will submit the appeal, together with the school's comments, to NESA.

Generally, appeals are to be submitted in writing within FIVE school days to the Principal.

Glossary of Key Terms

The key words below are taken from NESA website. These words are used in Summative Assessment Tasks and for Examination questions to outline what students are expected to do. The glossary has been developed to help provide a common language and consistent meaning across all courses.

Using the glossary will help teachers and students understand what is expected in responses to examination and assessment tasks.

Key Word	Meaning / Expectation.
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 (analyse/evaluate).
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.

Key Word	Meaning / Expectation.
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.

This information can be accessed at

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html

Referencing and Bibliographies

Plagiarism

NESA (2018) defines plagiarism as, “when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.” To avoid unintentionally plagiarising someone else’s work it is important to acknowledge sources you have used either directly or indirectly to help produce an assessment piece. Acknowledging sources by using in-text citations, Reference lists and Bibliographies will help you avoid plagiarism.

Referencing

Referencing sources properly, in the style required by your teacher and course, is an essential part of writing. At *St Joseph’s College, Lochinvar*, use of the **APA referencing style is the preferred method**. APA uses the author, date citation style. This style allows readers to find the information sources cited both in-text and in the References or Bibliography at the end of your work.

Use of the Microsoft Word Referencing tool is a convenient and simple means of maintaining and producing in-text citations, reference lists and bibliographies.

Students requiring help with referencing are encouraged to seek help from the Teacher Librarian Mrs Greaves.

APA Basics:

APA is an in-text referencing style. *This means that short referencing (Author, Date) must be included in the text of your assignment when you quote research and information from outside sources* (books, journals, websites etc.).

Full details of the **references cited** in your assignment are then listed in **References** at the end of your work.

A **Bibliography** is different to a **References** list in that it lists all the sources you read, whether cited or not within your work, to help write your assignment.

In-text citations:

Every time you paraphrase, or use an idea directly from another source in your work you must include an in-text citation to that source. To make an in-text citation, you must include the author’s surname/s and the year of the publication in parentheses, e.g. (Smith & Jones, 2018). This allows the reader to find the appropriate full reference in the References or Bibliography at the end of your document.

If you include a **direct quote** (word-for-word) the in-text citation must include the page number/s where the quotation appeared e.g. (Smith & Jones, 2018, p. 56).

When **paraphrasing a source** (putting it into your own words), it is **not required** [to include page numbers in the in-text citation](#), however it may still be useful to do so to help the reader locate the paraphrased information in a large source such as a book.

References and Bibliographies:

When making a final list of References or creating a Bibliography:

- start on a separate page at the end of your document,
- include the title of the list, whether it be **References** (all sources you directly cite) or Bibliography (all sources you read, whether cited or not, to help complete the assessment)
- always organised sources in alphabetical order,
- never use numbers or bullet points,
- ensure the second and subsequent lines of each source have hanging indents,
- ensure the **titles** of book, journals and websites are underlined or written in **italics** if typed.

References

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TEXT TYPE REFERENCING SAMPLES		
BOOKS		
TYPE	IN-TEXT REFERENCE	REFERENCE LIST
One author	... notes its prominence (Weller, 2011). OR Weller (2011) notes that ...	Weller, M. (2011). <i>The digital scholar: How technology is transforming academic practice</i> . New York, NY: Bloomsbury Publishing.
Two authors	... has surfaced (DeWit & O'Neill, 2014). OR DeWit and O'Neill (2014) describe ...	DeWit, S. C., & O'Neill, P. A. (2014). <i>Fundamental concepts and skills for nursing</i> (4th ed.). St. Louis, MO: Elsevier.
JOURNAL ARTICLES		
TYPE	IN-TEXT REFERENCE	REFERENCE LIST
One author	... notes its prominence (Acciari, 2014). OR Acciari (2014) notes that ...	Acciari, M. (2014). The Italianization of Bollywood cinema: Ad hoc films. <i>Studies in European Cinema</i> , 11(1), 14-25. http://doi.org/10.1080/17411548.2014.903099
Two authors	... has surfaced (Marra & Edmond, 2014). OR Marra and Edmond (2014) describe ...	Marra, A. R., & Edmond, M. B. (2014). New technologies to monitor healthcare worker hand hygiene. <i>Clinical Microbiology and Infection</i> , 20(1), 29-33. http://doi.org/10.1111/1469-0691.12458
WEB RESOURCES		
TYPE	IN-TEXT REFERENCE	REFERENCE LIST
Web page with author/s listed Follows the same author formatting as other resources	For in-text citations use the year only ... notes its prominence (Palmer, 2008). OR Palmer (2008) notes that ...	For the reference list, include the month and day (if provided) Palmer, L. F. (2008, July 17). Insufficient milk syndrome: A fallacy becomes a reality. Retrieved from http://babyreference.com/insufficient-milksyndrome-a-fallacy-becomes-a-reality/
Web page with corporate author Created by an organisation, government body, or a group	For in-text citations use the year only ... in their care (HealthTimes, 2015). OR HealthTimes (2015) suggests ...	For the reference list, include the month and day (if provided) HealthTimes. (2015, May 27). The future of aged care nursing in Australia. Retrieved from https://healthtimes.com.au/hub/agedcare/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/
YouTube and other streaming video	... colour (Vsauce, 2013). OR Vsauce (2013) posits that ...	Vsauce. (2013). Is your red the same as my red? [Video file]. Retrieved from https://www.youtube.com/watch?v=evQsOFQju08
OTHER		
<p>For more information and examples on citing sources please refer to the University of Newcastle document Quick Guide to APA 6th Referencing http://libguides.newcastle.edu.au/ld.php?content_id=24800207 OR email Mrs Greaves amanda.greaves@mn.catholic.edu.au OR ask for referencing assistance at the Bertrand Centre circulation desk.</p>		

Year 7 Religious Studies

Faculty: Religious Studies

Leader of Learning: Ms Melissa Blandford

Course Description / Content:

Units covered this year will include

- Faith, Story, Witness
- The Hebrew Scriptures
- Knowing Jesus
- Catholic Beliefs
- Church History: 1

All units have been written to ensure greater Religious Literacy amongst students in Catholic Schools, and comply with the Units of study set by the Diocese of Maitland-Newcastle.

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Faith, Story, Witness	Examination	50%	Term 1 Week 11 9-4-19 (Classes 7-1 to 7-7) 10-4-19 (Class 7-8)
2	Hebrew Scriptures	Research Task	50%	Term 2 Week 7 14-6-19

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Knowing Jesus	Oral Task	50%	Term 3 Week 4 26-8-19
2	Catholic Beliefs	Examination	50%	Term 4 Week 3 29-10-19

Year 7 English

Faculty: English

Leader of Learning: Mr Aidan Linehan

Course Description / Content:

English is a core subject and is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning. Language shapes our understanding of ourselves and our world, and is the primary means by which we relate to others. In Stage 4, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

Students examine language through the following Year 7 Units:

- Personal Perspective and Point of view – Diary, Autobiography, Creative writing
- Thematic Unit – Sustainability – novel extract, non-fiction, speeches
- Poetry
- Media
- Film
- Close study of Novel – Blueback
- Introduction to Drama Picture Books

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Creative Writing	Students submit a creative writing task and reflection	50%	Term 1 Week 10
2	Poetry Examination	An examination paper with multiple choice, short answer and paragraph response to poetry	50%	Examination Block Term 2 Week 4/5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Speaking Assessment	Students will compose a persuasive speech – Interconnectedness	50%	Term 3 Week 9
2	Listening Assessment	Students will respond to both spoken and written texts	50%	Term 4 Week 5

Year 7 Geography

Faculty: Human Society & Its Environment (HSIE)

Leader of Learning: Mrs Lisa Peel

Course Description / Content:

Geography is the study of places and the relationships between people and their environments. Geography aims to stimulate students' interest in and engagement with the world, through their development of essential knowledge, understanding, skills, values and attitudes. Through geographical inquiry, students develop an understanding of interactions between people, places and environments in order to become informed, responsible and active citizens.

Students are provided with opportunities to investigate a wide range of places and environments from local to global scales in this Course. A range of geographical concepts, inquiry skills and geographical tools are integrated throughout this Course. Fieldwork is an integral and mandatory part of the study of Geography as it facilitates an understanding of geographical processes and geographical inquiry.

In Stage 4 Geography, students investigate People, Places, Environments and Management.

Units studied in the Stage 4 Geography Course in Year 7 include:

- Landscapes and Landforms
- Place and Liveability

Semesters Two

Task No.	Task	Description of Task	Weighting	Timing
1	Geographical Investigation	Research of Landscapes and Landforms	50%	Term 3 Week 7
2	Semester Examination	Examination material is from the two units studied. The examination will include a knowledge and geographical skills component	50%	Examination Block Term 4 Week 5/6

Year 7 History

Faculty: Human Society & Its Environment (HSIE)

Leader of Learning: Mrs Lisa Peel

Course Description / Content:

Students in Stage 4 History investigate ancient history from the time of the earliest human communities to the end of the ancient period. They develop an understanding of world history from the ancient to the modern world.

History is a disciplined process of inquiry into the past which allows students to study the nature of history and archaeology, and explain their contribution to an understanding of the past. Students develop a range of skills including historical sequencing, analysis of primary and secondary sources, developing empathetic understanding and describing different perspectives within particular historical contexts.

Through the study of a range of Depth Studies, students are provided with opportunities to explore the changing social, economic, religious and political belief systems that were developed in these ancient societies. Students select and use appropriate oral, written, visual and/or digital forms to communicate about the past, as well as undertaking a relevant site study either by visiting an actual site or through a virtual source.

Units studied in the Stage 4 History Course in Year 7 include:

- Overview: The Ancient World
- Depth Study 1: Investigating the Ancient Past
- Depth Study 2: The Mediterranean World – Ancient Egypt
- Depth Study 3: The Asian World – Ancient China

Semesters One and Two

Task No.	Task	Description of Task	Weighting	Timing
1	Historical Museum Exhibit / In-class response	Annotated replica of an ancient historical artefact	50%	Term 1 Week 11
2	Semester Examination	Inclusion of content from the overview and depth studies 1, 2, & 3	50%	Examination Block Term 2 Week 4/5

Year 7 LOTE (French)

Faculty: English

Leader of Learning: Mr Aidan Linehan

Course Description / Content:

The mandatory study of a LOTE (Language Other Than English) in Year 7 is a 100 hour course which appears on the ROSA at the end of Stage 5. Students are offered the opportunity to have a taste of learning another language and being immersed in another culture. Grammatical structure to encourage spoken communication will be emphasised, as well as listening skills, reading and writing. Students gain confidence in the use of a language other than their native tongue, exploring traditional and contemporary culture as they move towards becoming global citizens.

The units studied are:

- Term 1: Introducing yourself and numbers
- Term 2: Friends and Family
- Term 3: My town and food
- Term 4: My weekly activity and cultural knowledge

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Writing (all topics covered Term 1)	Students will write an email to as host family in France introducing themselves	50%	Term 1 Week 9 26/3/19 (in class)
2	Speaking (all topics covered Term 1 to 2)	Students will create a conversation dialogue in French to present orally	50%	Term 2 Week 8 18/6/19 (in class)

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Writing	Take Home Assessment: Design a menu for a restaurant on A4 format using authentic material and information	50%	Term 3 Week 9 19/9/19 (hand in task)
2	Reading/Listening (all topics covered Term 1 to 4)	Students will read small sections of text and/or images, and write/choose responses in English	50%	Term 4 Week 6 (in class)

Year 7 LOTE (Japanese)

Faculty: English

Leader of Learning: Mr Aidan Linehan

Course Description / Content:

The mandatory study of a LOTE (Language Other Than English) in Year 7 is a 100 hour course which appears on the ROSA at the end of Stage 5. Students are offered the opportunity to have a taste of learning another language and being immersed in another culture. Grammatical structure to encourage spoken communication will be emphasised, as well as listening skills, reading and writing. Students gain confidence in the use of a language other than their native tongue, exploring traditional and contemporary culture as they move towards becoming global citizens.

The units studied are:

- Term 1: Self-introduction and Food
- Term 2: Friends and Family
- Term 3: My town
- Term 4: My weekly activity and Aspects of Japan

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Listening (all topics covered Term 1)	Students will listen to teacher and/or recorded native speaker voices and write / choose responses in English	50%	Term 1 Week 9 (in class)
2	Speaking (all topics covered Tem 1 to 2)	Students will create a conversation dialogue in Japanese to present orally	50%	Term 2 Weeks 3 & 4 (in class)

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Writing (all topics covered Terms 1 to 3)	Take Home Assessment; create a Power Point to describe a hometown in Japanese using grammar and vocabulary learnt in Term 1 to 3	50%	Term 3 Week 9 (hand in task)
2	Reading (all topics covered Term 1 to 4)	Students will read small sections of text and/or images, and write/choose responses in English	50%	Term 4 Week 3 (in class)

Year 7 Mathematics

Faculty: Mathematics

Leader of Learning: Mrs Melissa Hurn

Course Description / Content:

Mathematics in Year 7 builds on the skills acquired by students in Year 6.

The course is organised into the strands of Number and Algebra, Measurement and Space, Statistics and Probability. Working Mathematically is incorporated across these strands.

In Year 7 students undertake four assessment tasks, one in each term. These tasks all take the form of in-class tests. Students are strongly encouraged to prepare thoroughly for these tasks.

The topics covered in Year 7 are:

- Computations with Positive and Negative Integers
- Algebra
- Understanding Fractions, Decimals and Percentages
- Angle Relationships
- Measurement
- Time
- Equations

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Term 1 Test	In class test	40%	Term 1 Week 7 13-3-19
2	Term 2 Test	Examination	60%	Term 2 Exam Block

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Term 3 Test	Question Aided test plus In class test	30%	Term 3 Week 5 22-8-19
2	Term 4 Test	Semester Examination	70%	Term 4 Exam Block

Year 7 Personal Development, Health and Physical Education

Faculty: PDHPE

Leader of Learning: Mr. Guy Perrin

Course Description / Content:

This course is part of a Year 7-10 programme of study which integrates the areas of Personal Development, Health and Physical Education and is **compulsory** for all students.

Personal Development and Health:

The PDHPE course, including the theory component of the course is arranged into three strands:

- Health, Wellbeing & Relationships
- Healthy, Safe and Active Lifestyles
- Movement Skill and Performance

Physical Education:

For the practical component of the course students will be given the opportunity to participate in a variety of different activities. Students will develop their individual movement skills whilst participating in a team or group setting. Activities the students participate in may include:

- Athletics
- Dance
- Target, striking, invasion and net / court games.
- Gymnastics.
- Fitness Testing
- Track and field

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Eat right, Live Strong	Case study and in-class task	50%	Term 2 Week 2
2	Have a Ball – basketball and netball	Skills and game play practical tests	50%	Start Term 1

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Gymnastics	Skills Testing	50%	Start Term 3 Week 8
2	Are You OK?	Examination	50%	Term 3 Week 9

Year 7 Science

Faculty: Science

Leader of Learning: Ms Paulina Phillips

Course Description / Content:

The NSW syllabus for the Australian curriculum is designed to develop a basic understanding of the topics covered and some practical skills in the laboratory. The stage five course further develops the skills and knowledge covered in the stage four course. Skills in working collaboratively, problem solving and communication are an important part of the program.

In Year 7 the NSW syllabus for the Australian curriculum covers the following areas of study:

- Working Scientifically – Curiosity, wonder and questioning,
- Living World – Classification, Cells
- Chemical World – The nature of Matter, Mixtures
- Earth and Space – Earth, sun and moon, Earth's resources, Changing Earth
- Physical World- Forces

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Research: Planets	Research Assignment	50%	Term 1 Week 10 5-4-18
2	Exam: Matter and Mixtures	A written examination	50%	Term 2 Week 5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Working Scientifically	Practical Exam	50%	Term 3 Week 4
2	Exam: Classification and Changing Earth	A written examination	50%	Term 4 Week 4

Year 7 Technology (Mandatory)

Faculty: Technology And Applied Studies (TAS)

Leader of Learning: Mrs Julie Elliott

Course Description / Content:

The aim of the mandatory course “Technology” is to develop students’ ability to use the design process to produce and evaluate quality solutions to address needs.

Students will be required to learn about technologies and use a range of materials, tools and techniques relevant to the finished product. Practical experiences will form a substantial part of the learning and students will be given opportunities to function safely within the work environment.

Thinking skills will be developed throughout the course as students’ design and make. The capacity to solve problems and generate ideas through the use of new concepts, models, drawings and computer technologies will be central to the learning experience.

Course Structure:

Students will study Technology in a rotational structure. They will be required to complete a range of technologies over 2 years.

The following is a guide to content:

Year 7

Agriculture and Food Technologies

Digital Technologies

Engineered Systems

Year 8

Digital Technologies

Material Technologies – eg textiles, timber

Each of the units of work will consist of 2 parts:

- Knowledge and Skills Section – students will learn about qualities, tools and techniques related to specific materials in the technology being studied. To assist with the development of these skills students will use a selection of tools, machines and equipment in a safe and responsible manner.
- Design Section – students will follow a design process to complete a design project using the knowledge gained in the skills section. The project will include the production of an end-product relevant to technology being studied.

Outline of the tasks is on the following pages

Year 7 Technology (Mandatory)

Faculty: Technology And Applied Studies (TAS)

Leader of Learning: Mrs Julie Elliott

Agriculture and Food Technologies

Task No.	Task	Description Of Task	Weighting	Timing
1	Knowledge Test	A written examination of Knowledge and skills developed in the production of 2D and 3D drawings	40%	Rotation 1: Term 1 Week 9 7FODF1, 7FODF4, 7FODF7, FODF10
				Rotation 2: Term 2 Weeks 9 & 10 7TFODF3, 7FODF6, 7FODF9
				Rotation 3: Term 4 Weeks 2 & 3 7FODF2, 7FODF5, 7FPDF8
2	Design Project	Students will follow the design process to produce the design of a two bedroom cottage	60%	Rotation 1: Term 2 Weeks 1 & 2 7FODF1, 7FODF4, 7FODF7, 7FODF10
				Rotation 2: Tem 3 Weeks 4 & 5 7FODF3, 7FODF6, 7FODF9
				Rotation 3: Term 4 Weeks 5 & 6 7FODF2, 7FODF5, 7FODF8

Year 7 Technology (Mandatory)

Faculty: Technology And Applied Studies (TAS)

Leader of Learning: Mrs Julie Elliott

Engineered Systems and Digital Technologies

Task No.	Task	Description Of Task	Weighting	Timing
1	Knowledge Test	A written testing knowledge of digital systems with a focus on designing solutions to problems using programming language	40%	Rotation 1: Term 1 Week 9 7ENSF2, 7ENSF5, 7ENSF8
				Rotation 2: Term 2 Week 10 7ENSF1, 7ENSF4, 7ENSF10
				Rotation 3: Term 4 Week 3 7ENSF3, 7ENSF6, 7ENSF7, 7ENSF9
2	Design Project	Students will follow the design process to design and construct an engineered system	60%	Rotation 1: Term 2 Week 2 7ENSF2, 7ENSF5, 7ENSF8
				Rotation 2: Term 3 Week 5-6 7ENSF1, 7ENSF4, 7ENSF10
				Rotation 3: Term 4 Week 5 7ENSF3, 7ENSF6, 7ENSF7, 7ENSF9

Year 7 Visual Arts

Faculty: Creative Arts

Leader of Learning: Mrs Melonie Hawke

Course Description / Content:

The Visual Arts programs in Year 7 are designed to provide students with an opportunity to explore, interpret and understand the Visual Arts, aimed at fostering enthusiasm, self-confidence and enjoyment with both making and studying artworks.

Assessment has been derived from the course objectives and is linked to the course outcomes. Students will acquire knowledge, understanding and values that assist in building conceptual, practical and critical skills. They also experiment with a variety of media and materials, looking to develop an understanding of the Elements of Design and how to apply a range of artistic techniques and processes to create artworks

Content is organised in three broad areas; Practice, Conceptual Framework and the Frames. Students are challenged to think more about the role of Visual Arts in society and how art is and can be interpreted from different points of view.

Task No.	Task	Description of Task	Weighting	Timing
1	In-Class Analysis	Written Task focusing on the Elements of Design, The Visual Arts Frames and Practice	30%	Rotation 1 Term 1 Week 10 7VISF3, 7VISF6 & 7VISF9
				Rotation 2 Term 3 Week 3 7VISF2, 7VISF5, 7VISF7 & 7VISF8
				Rotation 3 Term 4 Week 3 7VISF1, 7VISF4 & 7VISF10
2	Body of Work	Practical artmaking using a range of artistic materials, techniques and processes to create a body of work	70%	Rotation 1 Term 2 Week 2 7VISF3, 7VISF6 & 7VISF9
				Rotation 2 Term 3 Week 5 7VISF2, 7VISF5, 7VISF7 & 7VISF8
				Rotation 3 Term 4 Week 6 7VISF1, 7VISF4 & 7VISF10

2019 Assessment Schedule

Year 7 – Term 1

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1					DAY 1	DAY 2
			29-1-19 Staff Return		31.1.19	
2	Task 2: PDHPE commences	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		4-2-19				
3		DAY 2	DAY 3	DAY 4	DAY 5	
		11-2-19				15-2-19 SJL Swimming Carnival
4		DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		18-2-19	19.2.19			
5		DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		25-2-19				
6		DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
		4-3-19	5-3-19 Year 7 Immunisations	6-3-19 Ash Wednesday		
7	Task 1: Maths	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		11-3-19	12-3-19 Dio Swimming Carnival	13-3-19 Task 1: Maths		
8		DAY 2		DAY 3	DAY 4	DAY 5
		18-3-19 School Photos	St Joseph's Feast Day Cross Country/Activity Day			
9	Task 1: PDHPE Task 1: Rot 1 Technology (7FODF1,7FODF4, 7FODF7,7FODF10) Task 1: Rot 1 (7ENSF2, 7ENSF5, 7ENSF8) Task 1: French Task 1: Japanese	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		25-3-19	26.3.19 Task 1: LOTE (French)	27-3-19		

Term 1 Weeks 10 and 11 Tasks and Due Dates are on the next page.

2019 Assessment Schedule

Year 7 – Term 1 (continued)

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
		DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
10	Task 1: Science Task 1: Visual Arts (7VISF3,7VISF6, 7VISF9) Task 1: English	1-4-19 MacKillop Place Excursion Year 7 Group 1	2.4.19 MacKillop Place Excursion Year 7 Group 2			5-4-19 Task 1: Science
		DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
11	Task 1: RE Task 1: History	8-4-19	9-4-19 Task 1: RE (7.1-7.7)	10-4-19 Task 1: RE (7.8)		12-4-19 Term 1 Concludes for Students

2019 Assessment Schedule

Year 7 - Term 2

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Task 1: Rot 1 Technology (7FODF1, 7FODF4, 7FODF7 & 7FODF10)	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		29-4-19				
2	Task 2: Visual Arts (7VISF3, 7VISF6, 7VISF9) Task 2: Rot 1 Technology (7FODF1, 7FODF4, 7FODF7 & 7FODF10) Task 2: Rot 1 (7ENSF2, 7ENSF5, 7ENSF8) Task 1: PDHPE	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		6-5-19				
3	Task 2: Japanese	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		13-5-19				
4	Task 2: Japanese (cont)	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		20-5-19				Year 7 Exam Block commences (see details Week 5)
5		DAY 5	DAY 6	DAY 1	DAY 2	
		27-5-19	Year 7 Exam Block Task 2: Science Task 2: History Task 2: English Task 2: Maths			31.5.19 Athletics Carnival
6		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		3-6-19				
7	Task 2: RE		DAY 2	DAY 3	DAY 4	DAY 5
		10-6-19 Queen's Birthday Public Holiday				14-6-19 Task 2: RE
8	Task 2: French	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		17-6-19	18-6-19 Task 2: LOTE (French)			
9	Task 1: Rot 2 Technology (7FODF3, 7FODF5, 7FODF9)	DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		24-6-19				
10	Task 1: Rot 2 Technology (7FODF3, 7FODF5, 7FODF9) Task 1: Rot 2 (7ENSF1, 7ENSF4, 7ENSF10)	DAY 4	DAY 5	DAY 6	DAY 1	
		1-7-19			4-7-19 Term 2 Concludes for students	5-7-19 Pupil Free Day

2019 Assessment Schedule

Year 7 – Term 3

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1		DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		22-7-19				
2		DAY 1		DAY 2	DAY 3	DAY 4
		29-7-19	30-7-19 Parent / Student / Teacher Interviews Years 7 – 9: 1pm – 7pm (Pupil Free Day)			
3	Task 1: Visual Arts (7VISF2, 7VISF5, 7VISF7, 7VISF8)	DAY 5	DAY 6	DAY 1		DAY 2
		5-8-19			8-8-19 MacKillop Feast Day	
4	Task 1: Science Task 2: Rot 2 Technology (7FODF3, 7FODF6, 7FODF9)	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		12-8-19				
5	Task 2: Visual Arts (VISF2, VISF5, VISF7, VISF8) Task 2: Rot 2 Technology (7FODF3, 7FODF6, 7FODF9) Task 2: Rot 2 (7ENSF1, 7ENSF4, 7ENSF10) Task 1: Maths	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		19-8-19			22-8-19 Task 1: Maths	
6	Task 1: RE	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		26-8-19 Task 1: RE				
7	Task 1: Geography	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		2-9-19				
8	Task 1: PDHPE	DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		9-9-19				
9	Task 2: PDHPE Task 1: English Task 1: French Task 1: Japanese	DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
		16-9-19			19-9-19 Task 1: LOTE (French)	
10		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		23-9-19				27-9-19 Term 3 Concludes

2019 Assessment Schedule

Year 7- Term 4

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1		DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		14-10-19				
2	Task 1: Rot 3 Technology (7FODF2, 7FODF5, 7FODF8)	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		21-10-19				
3	Task 1: Visual Arts (7VISF1, 7VISF4, 7VISF10) Task 2: RE Task 1: Rot 3 Technology (7FODF2, 7FODF5, 7FODF8) Task 1: Rot 3 (7ENSF3, 7ENSF6, 7ENSF7 & 7ENSF9) Task 2: Japanese	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		28-10-19	29-10-19 Task 2: RE			
4	Task 2: Science	DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		4-11-19				
5	Task 2: Rot 3 Technology (7FODF2, 7FODF5, 7FODF8) Task 2: Rot 3 (7ENSF3, 7ENSF6, 7ENSF7) & 7ENSF9) Task 2: English	DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
		11-11-19	<div style="border: 1px solid black; padding: 5px;"> Year 7 Exam Block Task 2: Geography Task 2: English Task 2: Maths </div>			
6	Task 2: Visual Arts (VISF1, VISF4, VISF10) Task 2: Rot 3 Technology (7FODF2, 7FODF5, 7FODF8) Task 2: French	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		18-11-19				
7		DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		25-11-19				
8		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		2-12-19				
9		DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		9-12-19				
10		DAY 5	DAY 1	DAY 2	DAY 3	DAY 4
		16-12-19 Last Day for Students				