Coonabarabran High School

Assessment Handbook
Year 7
2025

Student/Parent Information

ASSESSMENT

Assessment is the bridge between teaching and learning. It is an integral aspect of a student's education as it allows the teacher to judge where the student is at with their learning and to plan for where to from here to grow knowledge and skills.

This booklet outlines the formal assessment tasks that students in Year 7 will undertake this year. Along with these formal tasks, ongoing, informal assessment of learning takes place in our classrooms each and every day.

A few related matters:

(i) Assessment tasks will be given to students at least TWO weeks in advance of the due date.

(ii) All students are expected to make a genuine attempt at the task. Classroom teachers are the best source of support and guidance.

(iii) Assessment tasks will be posted on our website.

(iv) If an extension is required, an application must be made to the teacher before the due date (refer sample extension form within).

(v) In fairness to students who complete tasks on time, late submissions (without arranged extensions) will be penalised by a reduction of 10 % per day for up to 5 days. Following 5 days a zero mark will be awarded.

(vi) Hand in assessment tasks should be accompanied by a cover sheet which declares that the work is solely that of the student (refer sample cover sheet within). These sheets are also available on our website.

GRADING

Schools are responsible for awarding students grades as a representation of their achievement in Assessment Tasks and learning activities. 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 an equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in

one school can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. Work samples aligned to grades are used to support a clear understanding of the achievement standards at each grade level. These samples can accessed via syllabuses for the learning areas on the NESA website.

Common Grade Scale

The Common Grade Scale shown below should be used to report student achievement in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

HOMEWORK

Homework is also a valuable educational tool. It allows students to practise, extend and consolidate their classroom learning. Homework provides training in planning and time management and develops a range of skills in identifying and using information resources. It also assists students to establish a habit of study, concentration and self discipline.

The three main types of homework:

- Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.
- Prepatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons.
- Extension assignments – encouraging students to pursue knowledge individually and creatively.

Homework will be set and completed on a regular basis in most subjects. While it is expected that students in Years 7 and 8 should complete approximately 1 hour of homework per school day, the amount will vary between subjects and at different times throughout the year. It is expected that all set homework will be completed.

Homework diaries are useful to develop students' organisational skills and time management, and to improve home-school communication in the junior years.

Finally…

Assessment tasks and homework both strengthen student knowledge and skills. If students require any support, apart from their teacher, our wonderful **Study Centre** which operates Monday to Thursday each week until 4.45pm in our Library, is a highly supportive resource.

TECHNOLOGY ROTATIONS

Throughout the year, students will participate in various rotations of subjects as part of the Technology Mandatory course. References in this Handbook refer to the relevant week of the rotation rather than specific Term weeks.

ENGLISH

Course Overview

The study of English aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators. Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences.

Students will engage in a range of units including:

- Powerful Youth Voices
- Seeing through a text
- Escape into the World of the Novel
- Speak the Speech

Assessment Schedule

Task	Outcome	Weight	Date Due
What Matters? Personal Response	EN4-RVL-01, URB-01, ECA-01, ECB-01	25%	Term 1, Wk 10
Mulitmodal Report	EN4-RVL-01, URB-01, ECA-01, URA-01, URB-01, ECB-01	25%	Term 2, Wk 10
Portfolio of Classwork	EN4-RVL-01, URA-01, URC-01, ECA-01, ECB-01	25%	Term 3, Wk 9
Yearly Examination	EN4-RVL-01, URC-01, URB-01, ECA-01, ECB-01	25%	Term 4, Wk 6

LOTE - Gamilaraay

Course Overview

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

Students will engage in a range of units including:

- All About Me
- The World Around Me
- Making and Doing
- World of Water
- Putting it all Together

Assessment Schedule

Task	Weight	Date Due
Speaking Task	20%	Term 2
Half Yearly Examination	20%	Term 2
Group Task	20%	Term 3
Individual Task	20%	Term 3
Yearly Examination	20%	Term 4

MATHEMATICS

Course Overview

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Students study strands based on Number and Algebra, Measurement and Space and Statistics and Probability.

Students in Year 7 will study:

Computation with integers
Understanding fractions and decimals
Algebraic techniques
Percentages
Data classification and visualisation – graphs
Equations
Indices
Perimeter of plane shapes
Areas of triangles and quadrilaterals
Angle relationships
Further data classification and visualisation.

Assessment Schedule

Task	Outcome	Weight	Date Due
Term 1 Test	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01	10%	Term 1
Half Yearly Examination	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01	20%	Term 2
Term 3 Test	MAO-WM-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-DAT-C-01, MA4-DAT-C-02 MA4- EQU-C-01, MA4-IND-C-01	20%	Term 3
Assignment	MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-FRC-C-01	10%	Term 3
Yearly Examination	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-EQU-C-01, MA4-IND-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-GEO-C-01, MA4-ANG-C-01	30%	Term 4
Topic Tests, bookwork, homework	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-DAT-C-01, MA4-DAT-C-02 MA4-EQU-C-01, MA4-IND-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-GEO-C-01, MA4-ANG-C-01	5%	Term 1 & 2
Topic Tests, bookwork, homework	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-DAT-C-01, MA4-DAT-C-02 MA4-EQU-C-01, MA4-IND-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-GEO-C-01, MA4-ANG-C-01	5%	Term 3 & 4

HSIE

Course Overview

Human Society and its Environment is the study of how humans interact with the world, how societies operate and how they are changing. Through the study of history and geography, students develop the skills to prepare them to actively and responsibly participate as informed citizens in the contemporary world. In HSIE students will learn to, synthesise and analyse complex information from a variety of sources, apply geographical skills to the physical and human environment, and convey their knowledge and understanding in a variety of formats.

In Year 7 History and Geography, your child will participate in the following units of study:

- Introduction to History,
- Ancient Rome or Egypt,
- Landscapes and Landforms,
- Ancient China, and
- Place and Liveability.

Assessment Schedule

Task	Outcome	Weight	Date Due
Mapping Skills	GE4.1, 4.7, 4.8	15%	Term 1, Wk 11
Half-Yearly Examination	HT4.1, 4.5, 4.9, GE4.2, 4.4, 4.7	10%	Term 2, Wk 4
Artefact Analysis	HT4.6, 4.9, 4.10	15%	Term 3, Wk 6
Place and Liveability Report	GE4.3, 4.6, 4.7, 4.8	20%	Term 4, Wk 4
Yearly Examination	HT4.2, 4.3, 4.6, GE4.1, 4.6, 4.8	30%	Term 4, Wk 6

SCIENCE

Course Overview

The Year 7 Science course provides an introduction to the four strands of Science covered in Yr 7-10 (The Physical World, Earth and Space, The Living World and The Chemical World). It also has a strong focus on developing Working Scientifically Skills.

In Year 7 Science, students begin with an introduction to the Laboratory, scientific equipment, safety procedures and the scientific method. Generally students will cover two topics within a term.

Year 7 topics include:

- Introduction to Science
- Matter
- Cells
- Separating Mixtures
- Rocks and Minerals
- Science Investigations and Forces
- Classification
- The Solar System

Assessment Schedule

Task	Outcome	Weight	Date Due
Model of the cell	14LW, 8WS, 9WS	15%	Term 1, Wk 10
Half Yearly Stations Test (Practical skills test)	16CW, 7WS	25%	Term 2, Wk 5
Student Research Project (Forces)	10PW, 5WS, 6WS, 7WS	25%	Term 3, Wk 8
Yearly Examination	All	25%	Term 4, Wk 6
Classwork/Book Mark	All	10%	Throughout the year

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PD/H/PE)

Course Overview

The study of PD/H/PE in 7 – 10 aims to enable students to develop the:

- Knowledge
- Understanding
- Skills
- Values
- Attributes

To lead and promote healthy, safe and active lives

Assessment Schedule

Task	Outcome	Weight	Date Due
A Matter of Balance (Lifestyle)	PD 4.1, 4.6, 4.9	12.5 %	Term 1 Wk 8
Basic skills/Minor games/ Athletics	PD 4.4, 4.5, 4.11	12.5 %	Term 1 ongoing
Soccer/Touch	PD 4.4, 4.5, 4.11	12.5 %	Term 2 ongoing
What's Happening to Me/ Faithful Friends (Puberty/Relationships)	PD4.2, 4.3, 4.9, 4.10	12.5 %	Term 3 Wk 8
Basketball	PD 4.4, 4.5, 4.11	12.5 %	Term 3 Ongoing
Substances (Drug Health)	PD 4.1, 4.9	12.5 %	Term 3 Wk 8
Cricket	PD4.4, 4.5, 4.11	12.5 %	Term 4 ongoing
A Day at the Beach (Water Safety)	PD4.7, 4.8	12.5 %	Term 4 wk 8

MANDATORY TECHNOLOGY – Materials and Coding

Course Overview

Materials Technology (timber)- Students will develop their wood working skills through the design and production of a variety of Timber projects, utilising and range of hand tools and workshop machinery to safely and effectively shape and join timber components to achieve a desired purpose.

Digital Design Technology (Coding) – The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.

Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks.

Assessment Schedule

Task		Weight	Date Due
Timber			
Design Project	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-9MA, TE4-4DP, TE4-7DI	10%	Week 10
Safety	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-9MA, TE4-4DP, TE4-7DI	5%	Week 4
Coding			
Design Project	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-9MA, TE4-4DP, TE4-7DI	10%	Week 10

MANDATORY TECHNOLOGY – Agriculture and Digital Design

Course Overview

Agriculture Technology (plants/vegetables)- throughout the unit students will develop:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing collaborative and safe work practices in agricultural contexts

Digital Design Technology (Coding) – The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.
Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks.

Assessment Schedule

Task		Weight	Date Due
Agriculture			
Practical Task	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-5AG, TE4-4DP, TE4-7DI	10%	Week 10
Safety	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-5AG, TE4-4DP, TE4-7DI	5%	Week 4
Coding			
Design Project	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-9MA, TE4-4DP, TE4-7DI	10%	Week 10

MANDATORY TECHNOLOGY – Materials Technology and Engineering

Course Overview

Materials Technology (Metalwork)- Students will develop their metalworking skills through the design and production of a variety of metalwork projects, utilising sheet metal and Mild steel components.

Engineering (simple Machines)- The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions.

Assessment Schedule

Task		Weight	Date Due
Metals			
Metal Work Project	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-9MA, TE4-8EN	10%	Week 10
Safety	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-9MA, TE4-8EN	5%	Week 4
Engineering (Simple Machines)			
Engineering Project	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-9MA, TE4-8EN	10%	Week 10

MANDATORY TECHNOLOGY – Food Technology

Course Overview

Food technologies focus on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.

Assessment Schedule

Task		Weight	Date Due
Agriculture			
Food Technology Practical	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-5AG, 6FO, 10TS	10%	Week 10
Food Technology Theory	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-5AG, 6FO, 10TS	10%	Week 10
Food Technology Safety	TE 4-1DP, TE4-2DP, TE4 3DP, TE4-5AG, 6FO, 10TS	5%	Week 4

MUSIC

Course Overview

Music is a compulsory course in Years 7 and 8, and elective from Year 9 onwards. In Music, students learn about the concepts of music in the context of three areas:

- Performing
- Listening
- Composing

The concepts of Music are as follows: Tone Colour, Texture, Pith, Duration, Dynamics and Expressive Techniques and Structure. In the performance component in Year 7, students learn the basics of multiple instruments, including keyboard, drums, guitar and ukulele. They will also have the opportunity to choose an instrument upon which they wish to focus and perform a group piece. Students also learn basic rhythmic patterns in class drumming exercises. Students listen to a wide variety of Music and complete listening exercises in a booklet. Students create their own compositions using traditional notation as well as programs such as Koala, Musescore, and SoundTrap.

Assessment Schedule

Task	Outcome	Weight	Date Due
Small Group Performance	MU4 – PER – 01	25%	Term 1 Wk 10
Aural Examination	MU4 – LIS-01	10%	Term 2 Wk 5
Instrument Overview	MU4 – LIS – 01	15%	Term 2 Wk 10
Small Group Performance	MU4 – PER – 01	25%	Term 3 Wk 9
Composition	MU4 – COM - 01	25%	Term4 Wk 6

SUPPORT UNIT

Course Overview

Assessment is a significant part of subjects in the Support Unit.

Teachers assess student needs for learning during every period and make adjustments for each student. At the end of each unit and Term teachers use specific assessment documents that indicate what learning has taken place. Evidence of learning is also collected for a portfolio.

Visual Arts – Year 7

Course Overview

The Visual Arts (Mandatory) course provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world. Students will learn to make and interpret artworks through the exploration of a variety of forms, viewpoints and approaches.

Students will study Visual Arts throughout Year 7. Students are assessed throughout the course on their understanding of knowledge, skills and abilities in both practical and theoretical tasks. Each assessment task counts toward the final mark and informs their outcome achievement.

Assessment Schedule

Task	Outcomes	Weight	Date Due
Elements of Art - Concertina	4.1, 4.6, 4.7	20%	Term 1 Wk 10
Half Yearly Examination	4.2, 4.3, 4.4, 4.8, 4.9, 4.10	20%	Term 2 Wk 5
Portrait	4.1, 4.3, 4.7, 4.9	20%	Term 2 Wk 10
Still Life	4.3, 4.6, 4.7, 4.9	20%	Term 3 Wk 9
Sculpture – Vessel	4.1, 4.3, 4.6, 4.7, 4.9	20%	Term4 Wk 6

COONABARABRAN HIGH SCHOOL

ASSESSMENT COVER SHEET AND DECLARATION
(YEARS 7-10)

SUBJECT: _____

DUE DATE: _____

TASK NAME: _____

TEACHER: _____

STUDENT NAME: _____

Declaration of Original Work

The purpose of this declaration is to remind you that all work you submit must be your own work and must not be plagiarised from other sources or copied from another student.

* This declaration must be completed and submitted with the assessment task.

* Sign only if you understand what you have read. Ask a teacher, parent or carer/guardian if you need help to understand what plagiarism and academic misconduct is.

DECLARATION

* The work that I have submitted is my own work and has not been submitted for assessment before;
* I have kept a copy of this assessment and all relevant notes and reference material that I used in the production of the assessment;
* I have given references for all sources of information that are not my own, including the words, ideas and images of others.
* I have read and understood the School's policy on assessment and academic honesty* and that this task complies with those policies.

Student's Signature: _____ Date: ____/____/_____

Parent's Signature: _____ Date: _____/____/_____

COONABARABRAN HIGH SCHOOL

YEAR 7-10 COURSE ASSESSMENT TASK

APPLICATION FOR EXTENSION/ POSTPONEMENT

NAME: _____ YEAR: _____

SUBJECT: _____ TEACHER: _____

ASSESSMENT TASK: _____

DUE DATE: _____ DATE OF APPLICATION: _____ NOW DUE:_____

REASON FOR APPLICATION:

_____

_____

_____

Student's Signature: _____ Parent's Signature: _____

Subject Teacher: _____