CANTERBURY BOYS HIGH SCHOOL

YEAR 7

2023

ASSESSMENT SCHEDULES

School Based—Internal Assessments

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Principal's Message

Dear Parents/Carers and students of Year 7,

The Year 7 Assessment Schedule Booklet is provided to assist you and your son with the planning of assessment tasks which will take place throughout the year. You will notice that the schedules contain:

- The number of formal tasks for the year
- A brief description of the type of task
- The outcomes assessed in the task
- The week of the term the task is due or will take place.

For each task the students will receive additional written details of the task and the specific date it is due. This will be given to students at least two weeks prior to the submission date.

Faculty head teachers and teachers have put together thorough assessment programs that reflect the NSW Education Standards Authority syllabuses and provide opportunities for students to excel in a variety of assessment tasks.

Despite our best intentions, it is possible, as with any large assessment program that changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the students involved.

Canterbury Boys High School is a school which places high expectations on school work and study, with all students expected to do their very best. Excellent learning habits established throughout the early years of secondary schooling will ensure students progress to maximise their potential.

Regards

Mr Ross Dummett

Principal

Learning Habits

A student who is well prepared and organised:

- attends class on time
- brings all necessary equipment to class, eg. PE gear, books, pens, and diary
- is organised and ready to start at the beginning of each lesson
- records homework, assessments and important dates
- wears correct uniform every day
- brings all notes on time, eg. late, absent, excursion.

A student who shows initiative and responsibility for their own learning:

- asks questions and contributes to class discussions
- keeps up to date (class work, homework and assessments) by asking teacher for missed work after an absence
- is aware of upcoming tasks and events, eg. assignments
- manages time to ensure all work and homework is complete and on time
- prepares for exams and assessment tasks
- seeks assistance and advice from teachers, including the careers adviser, to be aware of career choices and course requirements
- keeps mobile phone out of sight and on silent during class time.
- looks after all school resources and equipment.

A student who works cooperatively in group situations:

- is clear on the group task and its outcomes
- understands their assigned role
- shares group resources and equipment responsibly
- contributes by making suggestions and offering ideas
- encourages all members of the group to be involved
- listens to and respects the points of view of other people
- works cooperatively with the group to help complete the task.

A student who works independently:

- stays on task
- is self-motivated and shows commitment to meet obligations
- identifies what is required and seeks to achieve it in a time-effective manner
- finds solutions for themselves using a variety of strategies
- strives to improve and consolidate their learning
- drafts, proofreads and edits work for improvement.

A student who reflects on and evaluates their own learning:

- is clear about the purpose of learning
- asks questions to improve their understanding
- can identify high and low standards of work
- monitors their own learning progress
- learns from their mistakes and is receptive to feedback
- works out ways to improve their own learning
- can demonstrate what they have learned.

Homework

Completing homework reinforces and consolidates the learning done in the classroom. Developing a routine for homework and study is essential to becoming an independent, self-directed learner. A regular routine may include:

- revising work done in lessons
- researching and writing assignments and projects
- active reading
- working on formal assessment tasks
- preparing for tests.

There is always homework to do! Besides subject-specific tasks, our Accelerated Reader program requires student to read each afternoon. Students are expected to allocate a minimum of 20 minutes to reading.

The following time allocation is a guide, with consideration given to the time students spend on other activities so that there is a balance between commitments.

- Year 7: 50 to 60 minutes per night

Students can help themselves by:	Parents can support their sons by:
• Writing down all details of homework they are set in their diaries • Using the assessment schedule to plan and help manage their time • Recoding due dates for tasks and assessments in their diaries • Seeking help from teachers or parents if difficulties arise • Ensuring their homework is completed to a high standard • Developing an effective individual study timetable; and submitting assigned work punctually • Using our Homework Centre, where a teacher is available to help with homework • Not leaving work to the last minute!	• Taking an active interest and supporting the completion of homework • Ensuring that there is time set aside for homework • Providing a dedicated place and desk for homework and study • Encouraging him to read and take an interest in current events • Communicating with teachers any concerns regarding homework • Ensuring he turns off electronic and gaming devices or other distractions while homework is being done

Homework Centre

Canterbury Boys High School offers a Homework Centre available for all students from Years 7 – 12.

The Homework Centre runs every Monday and Thursday afternoon in the School Library from 3:30-4:45pm. The Homework Centre is free and supervised by a staff member. The Homework Centre is designed to assist those who need help with their homework or study.

Students may come and do their own study or homework. Students can use the Centre whenever they like – it is not a permanent commitment and students are not required to stay the full time.

The Homework Centre has the following objectives

- To assist students with their homework in a safe, quiet and monitored environment
- To promote personal responsibility for learning habits through the teaching of study skills and assistance with homework and assessment tasks,
- To promote to a wide range of students a positive attitude towards learning and a sense of belonging to a community of serious learners.

Students who need help with specific subjects can negotiate a time for their classroom teacher to support them at the Homework Centre.

Assessment Policy and Procedures

Assessment provides students, parents and teachers with information about student achievement and progress in each course studied.

Canterbury Boys High School aims to provide students with:

- relevant and meaningful assessment tasks and learning activities
- formal and informal assessment and learning tasks to complete in each course
- clear and fair assessment procedures
- opportunities for success.

Formal assessment tasks:

- clearly and effectively assess appropriate outcomes
- allow students to demonstrate their level of achievement
- encourage deeper learning
- use an appropriate level of language, difficulty and time length
- include clear instructions outlining what is expected.

Formal assessment tasks are categorised by their formal notification process.
Written notification will be provided to students at least two weeks prior to the due date. For each task, the notification will set out::

- the task to be completed (a clear outline of the work to be completed)
- the date and time the task is due (e.g. Monday February 9, period 4)
- the mode of submission of the task (e.g. hand in to class teacher)
- the outcomes assessed
- marking schemes (except for class tests)
- any additional details (e.g. students will require calculators)

It is the student's responsibility to be aware of all formal assessment tasks. Not knowing about a task will not be accepted as an excuse for not attempting a task or for not doing well in a task. Therefore, if a student is absent, they need to check for any tasks that were distributed.
If a student believes they have a valid reason such as illness, accident or other unforeseen circumstances to request an extension of time to complete a formal assessment task, this must be negotiated by completing the "Years 7 – 8 Application for Extension/Misadventure" and submitting to the Head Teacher of the faculty. When possible, this must be done in advance of the due date. **See Appendix 1.**

Assessment Policy and Procedures

Attendance

Attendance in all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.
Absence from school on the due date for the submission of an assessment task will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are exceptional circumstances (and only after consultation with the appropriate Head Teacher of the subject).

Students are advised to complete all tasks to the best of their ability and advise their **class teacher immediately** if circumstances will prevent them from doing so.

If a student is absent on the day a formal assessment task is due to be completed or submitted, the student must follow these procedures on return to school.

- Report to the teacher who issued the task and submit a parental note explaining the absence.
- Negotiate a time to sit the task/alternate task OR submit the completed task

This procedure MUST be done by the first class back on return to school.

Submission of tasks

Tasks submitted after the designated time are late unless there are exceptional circumstances. Non-submission of tasks by the designated time will result in:

- A mark deduction of 10% per day will apply to all late tasks (including weekends)

All tasks must be satisfactorily completed and submitted, even if the task is awarded zero.

Technology and assessment tasks

Technology failure is not a valid reason not to submit an assessment task. 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 affecting their ability to submit a task by the due date.

English

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Drama and Performance Group Performance and Reflective Writing	• **EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies • **EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence • **EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning	Term 1 Week 10
2	Telling Stories Multimodal Presentation	• **EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • **EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies • **EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts • **EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts • **EN4-6C** identifies and explains connections between and among texts • **EN4-8D** identifies, considers and appreciates cultural expression in texts	Term 2 Week 10
3	Novel Study In-class narrative	• **EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • **EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose text.	Term 3 Week 6
4	Page to Screen Comparative Essay	• **EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • **EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts • **EN4-6C** identifies and explains connections between and among texts	Term 4 Week 4

Mathematics

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Topic Test	• **MA4-4NA** A student compares, orders, and calculates with integers, applying a range of strategies to aid computation.	Term 1 Week 11
2	Topic Test	• **MA4-4NA** A student compares, orders, and calculates with integers, applying a range of strategies to aid computation. • **MA4-8NA** A student generalises number properties to operate with algebraic expressions.	Term 2 Week 6
3	Topic Test	• **MA4-5NA** A student operates with fractions, decimals, and percentages. • **MA4-8NA** A student generalises number properties to operate with algebraic expressions.	Term 3 Week 8
4	Topic Test	• **MA4-18MG** identifies and uses angle relationships, including those related to transversals on sets of parallel lines. • **MA4-10NA** A student uses algebraic techniques to solve simple linear and quadratic equations. • **MA4-5NA** A student operates with fractions, decimals, and percentages.	Term 4 Week 6

Science - 7H, 7R, and 7T

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Enough Water Fit for Drinking Exposition Writing Task	• **SC4-16CW** A student: describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles • **SC4-9WS** - presents science ideas using appropriate text and representations	Term 2 Week 5
2	Circle of Life Scientific Article	• **SC4-LW1** There are differences within and between groups of organisms, classification helps organise this diversity • **SC4-LW2** Cells are the basic units of living things and have specialised structures and functions • **SC4-LW3** Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce • **SC4-7WS** - processes and analyses data from secondary sources • **SC4-8WS** - produce creative and plausible solutions to identified problems • **SC4-9WS** - presents science ideas using appropriate text and representations	Term 2 Week 10
3	Science of Toys Rocket Experiment	• **SC4-PW1** - Change to an object's motion is caused by unbalanced forces acting on the object • **SC4- 4WS** - identifies questions and problems than can be tested or researched • **SC4-5WS** - individually produces a plan to investigate questions and problems • **SC4-6WS** - follows a sequence of instructions to safely undertake an investigation • **SC4-7WS** - processes and analyses data from secondary sources • **SC4-8WS** - produce creative and plausible solutions to identified problems • **SC4-9WS** - presents science ideas using appropriate text and representations	Term 3 Week 8
4	Yearly Exam	• All topics studied Chemical World, Living World, Physical World and Earth and Space throughout the year. • Working Scientifically skills, including planning investigations, processing and analysing information, and communicating.	Term 4 Week 5

Science - 7N

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Co-curricular (Geography/ Science) Water Conservation	• **SC4-17CW** explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life. • **SC4 – 2VA** – shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures. • **SC4- 4WS** - identifies questions and problems than can be tested or researched • **SC4-5WS** - individually produces a plan to investigate questions and problems Includes Geography outcomes	Term 2 Week 4
2	Circle of Life Scientific Article	• **SC4-LW1** There are differences within and between groups of organisms, classification helps organise this diversity • **SC4-LW2** Cells are the basic units of living things and have specialised structures and functions • **SC4-LW3** Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce • **SC4-7WS** - processes and analyses data from secondary sources • **SC4-8WS** - produce creative and plausible solutions to identified problems • **SC4-9WS** - presents science ideas using appropriate text and representations	Term 2 Week 10
3	Science of Toys Rocket Experiment	• **SC4-PW1** - Change to an object's motion is caused by unbalanced forces acting on the object • **SC4- 4WS -** identifies questions and problems than can be tested or researched • **SC4-5WS -** individually produces a plan to investigate questions and problems • **SC4-6WS -** follows a sequence of instructions to safely undertake an investigation • **SC4-7WS** - processes and analyses data from secondary sources • **SC4-8WS** - produce creative and plausible solutions to identified problems • **SC4-9WS** - presents science ideas using appropriate text and representations	Term 3 Week 8
4	Yearly Exam	• All topics studied Chemical World, Living World, Physical World and Earth and Space throughout the year. • Working Scientifically skills, including planning investigations, processing and analysing information, and communicating.	Term 4 Week 5

Geography - 7H, 7R, and 7T

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Landscapes and Landforms Geographical Tools Topic test	• **GE4-2** describes processes and influences that form and transform places and environments • **GE4-4** examines perspectives of people and organisations on a range of geographical issues • **GE4-5** discusses management of places and environments for their sustainability • **GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry	Term 1 Week 9
2	Water in the World Research and news report	• **GE4-1** locates and describes the diverse features and characteristics of places and environments • **GE4-3** explains how interactions and connections between people, places and environments result in change • **GE4-5** Discusses management of places and environments for their sustainability • **GE4-7** Acquires and processes geographical information by selecting and using geographical tools for inquiry	Term 2 Week 10
3	Place and Liveability Fieldwork and research	• **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 • **GE4-6** explains differences in human wellbeing • **GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry	Term 3 Week 10
4	Interconnections Research and report	• **GE4-2** describes processes and influences that form and transform places and environments • **GE4-3** explains how interactions and connections between people, places and environments result in change • **GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry • **GE4-8** communicates geographical information using a	Term 4 Week 6

Geography - 7N

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Landscapes and Landforms	• **GE4-1** locates and describes the diverse features and characteristics of places and environments • **GE4-3** explains how interactions and connections between people, places and environments result in change • **GE4-5** Discusses management of places and environments for their sustainability • **GE4-7** Acquires and processes geographical information by selecting and using geographical tools for inquiry	Term 1 Week 9
2	Co-curricular (Geography/ Science) Water in the World Fieldwork and pecha kucha	• **GE4-1** locates and describes the diverse features and characteristics of places and environments • **GE4-2** describes processes and influences that form and transform places and environments • **GE4-3** explains how interactions and connections between people, places and environments result in change • **GE4-5** Discusses management of places and environments for their sustainability • **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 Includes Science outcomes	Term 2 Week 8
3	Place and Liveability Fieldwork and long response	• **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 • **GE4-6** 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	Term 3 Week 9
4	Interconnections Topic test	• **GE4-2** describes processes and influences that form and transform places and environments • **GE4-2** describes processes and influences that form and transform places and environments • **GE4-3** explains how interactions and connections between people, places and environments result in change • **GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry • **GE4-8** communicates geographical information using a variety of strategies	Term 4 Week 7

PDHPE

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Anti-bullying presentation	• **PD 4-1** examines and evaluates strategies to manage current and future challenges • **PD 4-2** examines and demonstrates the role help—seeking strategies and behaviours play in supporting themselves and others	Term 2 Week 2
2	Food Diary	• **PD 4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity • **PD 4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities	Term 3 Week 10
3	Practical Assessment	• **PD 4-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts. • **PD 4-5** transfers and adapts solutions to complex movement challenges • **PD 4-11** demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.	Ongoing throughout year

Music

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Listening Task Aural skills analysis of a musical excerpt	• **4.6** experiments with different forms of technology in the composition process • **4.7** demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas • **4.8** demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire	Term 1 Week 8
2	Research Task Musicology Research task on a chosen musical instrument	• **4.9** demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study • **4.10** identifies the use of technology in the music selected for study, appropriate to the musical context • **4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform • **4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences	Term 2 Week 8
3	Performance Perform an excerpt indicative of the topic style being studied (on the keyboard)	• **4.1** performs in a range of musical styles demonstrating an understanding of musical concepts • **4.2** performs music using different forms of notation and different types of technology across a broad range of musical styles • **4.3** performs music demonstrating solo and/or ensemble awareness	Term 3 Week 8
4	Composition Compose 8 bar melody using technology-based recording equipment	• **4.4** demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing • **4.5** notates compositions using traditional and/or non-traditional notation • **4.6** experiments with different forms of technology in the composition process	Term 4 Week 6

Technology - 7W, 7X, 7Y and 7Z

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Crack the Code (Digital Technology)	• **TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • **TE4-2DP** Plans and manages the production of designed solutions • **TE4-4DP** Designs algorithms for digital solutions and implements them in a general-purpose programming language • **TE4-7DI** Explains how data is represented in digital systems and transmitted in networks • **TE4-10TS** Explains how people in technology related professions contribute to society now and into the future	**7W** Term 2 Week 3 **7X** Term 3 Week 6 **7Y** Term 3 Week 6 **7Z** Term 2 Week 3
2	Storage Box (Material Technology)	• **TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • **TE4-2DP** Plans and manages the production of designed solutions • **TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects • **TE4-9M** Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions • **TE4-10TS** Explains how people in technology related professions contribute to society now and into the future	**7W** Term 3 Week 6 **7X** Term 2 Week 3 **7Y** Term 2 Week 3 **7Z** Term 3 Week 3
3	Grow and Thrive (Agriculture and Food Technology)	• **TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problem or opportunities • **TE4-2DP** Plans and manages the production of designed solutions • **TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects • **TE4-5AG** Investigates how food and fibre are produced in managed environments • **TE4-6FO** Explains how the characteristics and properties of food determine preparation techniques for healthy eating	**7W** Term 4 Week 7 **7X** Term 4 Week 9 **7Y** Term 4 Week 9 **7Z** Term 4 Week 9

Technology - 7N

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	7 Enrichment - Pinball STEM project (Digital Technology Material Technology and Engineering Systems)	• **TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities • **TE4-2DP** Plans and manages the production of designed solutions • **TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects • **TE4-4DP** Designs algorithms for digital solutions and implements them in a general-purpose programming language • **TE4-7DI** Explains how data is represented in digital systems and transmitted in networks • **TE4-8EN** Explains how force, motion and energy are used in engineered systems • **TE4-9MA** Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions • **TE4-10TS** Explains how people in technology related professions contribute to society now and into the future	Terms 1-4 2023

Visual Arts

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Art Criticism and Art History The Elements of Art Literacy Task	• **4.7** – explores aspects of practice in critical and historical interpretations of art • **4.8** – explores the function of and relationships between the artist – artwork – world – audience	Term 2 Week 4
2	Artmaking: The Elements of Art Body of Work & VAD	• **4.1** – uses a range of strategies to explore different artmaking conventions and procedures to make artworks • **4.3** – makes artworks that involve some understanding of the frames	Term 2 Week 4
3	Art Criticism and Art History Portraiture Literacy Task & Quiz	• **4.9** – begins to acknowledge that art can be interpreted from different points of view • **4.10** – recognises that art criticism and art history construct meanings	Term 4 Week 4
4	Artmaking: Portraiture Body of Work and VAD	• **4.2** – explores the function of and relationships between artist – artwork – world – audience • **4.4** – recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts • **4.5** – investigates ways to develop meaning in their artworks • **4.6** – selects different materials and techniques to make artworks	Term 4 Week 4

APPENDIX 1

YEARS 7 - 8 APPLICATION FOR EXTENSION/ILLNESS OR MISADVENTURE

Student's Name:		Date:
Teacher's Name:		
Subject/Course		
Assessment task description:		
Reason for extension (attach parent letter or supporting evidence		
Original due date:		

Student signature: _____

Parent signature: _____

HT Approved:	Yes	No	If No please provide why in comment section below
Negotiated New Date:			
Comments/ Notes/ Instructions to classroom teacher:			

Head Teacher signature: _____