



**YEAR 7
2025**

**ASSESSMENT SCHEDULE AND
GUIDELINES**

SYLVANIA HIGH SCHOOL ASSESSMENT POLICY & PROCEDURE YEAR 7

Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Students at Sylvania High School are being assessed on what they understand, know and can do.

This booklet is issued to all Year 7 students of Sylvania High School Term 1 of each year. It has been prepared to provide students and their parents/carers with information on the assessment of Year 7 courses. For each course studied, students are provided with an Assessment Schedule in this booklet. Assessment Task notifications and resources for assessment will be provided by the classroom teacher.

This booklet includes each faculty's assessment schedule. It is a student's responsibility to check their assessment schedule. The schedule will contain:

- how they will be assessed
- what term and week it will be assessed
- the weighting system applicable to components of each course.

Please note: times are a guide only and are subject to change. Students will be informed of any changes to the task.

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TEACHING LEARNING AND ASSESSMENT

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment¹.

Teachers at Sylvania High School, using an outcomes approach to teaching and learning, have embraced a wide range of assessment and reporting practices.

The highly competitive and changing world that confronts young people has increased the demand for schools to develop competent citizens, capable of flexible thinking and independent learning. To meet these demands, schools must have an ongoing commitment to an appropriate and relevant curriculum, with quality teaching and learning informed by good practice in assessment and reporting. Students must be given continual support as they strive to reach their highest possible standards of achievement.

Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Students at Sylvania High School are being assessed on what they understand, know and can do.

Assessment for Learning is a key principle that guides teaching and learning at Sylvania High School. Students reflect on their learning in a manner that informs their future studies. Formative and summative assessment is used to measure levels of understanding and equip students and teachers with data to inform the future direction of learning activities.

NESA SYLLABUSES

Schools and teachers use syllabuses to develop educational programs for students.

A syllabus is available for each course developed by NESA. NESA Syllabuses describe the:

- knowledge
- understanding
- skills
- values and
- attitudes

that students are expected to develop at each stage of learning.

These syllabuses are used by Faculties to create teaching, learning and assessment programs relevant to the context of our school and the needs and interests of students.

Specific syllabus links can be used below for reference

[Mathematics K–10 Syllabus](#)

[Science 7–10 Syllabus](#)

[Geography K–10 Syllabus](#)

[History K–10 Syllabus](#)

[Visual Arts 7–10 Syllabus](#)

[Music 7–10 Syllabus](#)

[Personal Development, Health and Physical Education \(PDHPE\) K–10 Syllabus](#)

[Technology 7–10 Syllabus](#)

TASK INFORMATION AND SUBMISSION

1. Assessment task notifications will be issued at least two weeks prior to the due date. A digital copy will be available via Google Classroom
2. Students must sign an assessment registration sheet upon receiving the assessment task notification.
3. Assessment task notification sheets should be glued into a student's workbook - where appropriate.
4. All assessment tasks must be completed/submitted on the due date, during the set lesson.
5. Tasks must be submitted to the classroom teacher, (or the Head Teacher, if the classroom teacher is absent).

FORMAL ASSESSMENT TASKS

Assessment tasks allow students to demonstrate their achievement in a variety of ways that are appropriate for the outcomes being assessed.

The majority of courses will have three to five formal assessment tasks in Year 7. The results of assessment tasks will be used to give students an indication of their achievement relative to the course performance descriptors.

ASSESSMENT TASK NOTIFICATIONS

Students will be given at least two weeks' notice of a formal task. Tasks are common across all classes within a course.

Assessment Task Notifications will detail:

- the timing and duration of the task.
- the outcomes to be assessed.
- the nature and form the assessment task will take.
- permitted materials for an in-class task.
- submission requirements for hand in components.

Additional accompanying materials will be provided where relevant to supporting student attainment in the task. Examples of additional materials include exemplars, scaffolds, marking criteria and study guides.

Clarifying questions can be directed to the class teacher or the Head Teacher of the Faculty.

STUDENT CONDUCT DURING IN-CLASS TASKS

Proper conduct during class tasks reflects the right for all students to participate and achieve to the best of their ability and upholds the integrity of assessment.

As such, the following expectations apply for students completing in-class tasks:

1. School behaviour rules apply
2. Make sure that you are prepared for the task. Have your pen(s), pencil(s), pencil sharpener, extra lead(s) or refill(s), and your eraser available and ready.
3. Follow all instructions of the supervisor of your task, including not touching your paper until you are told to do so.
4. No talking during the task.
5. If you have any difficulty with the task, raise your hand and wait for the invigilator to respond.
6. Only the equipment which is necessary for the exam should be kept on the desk.
7. If you have time when you complete the task, check your answers. If you have finished turn over the page and wait. Do not disturb others.
8. When the supervisor/teacher ends the task. Put your pencil or pen down immediately and wait until your paper is collected. Do not talk during this time
9. When instructed, leave the class quietly and do not loiter in front of the class.

TASK INVALIDITY

Should a task be deemed invalid or unreliable by a Head Teacher, e.g., if the task has been interrupted, the task may be cancelled and a substitute task given.

TASK FEEDBACK

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task and a mark and an indication of the standard of their performance in relation to syllabus expectations. Feedback will identify areas of strength and areas for improvement. Students are encouraged to integrate feedback and ask clarifying questions where feedback is unclear.

ASSESSMENT TASK PROBLEMS

Students are to notify their teacher of any assessment problems in advance of the due date.

Alternate arrangements for speeches or presentations will only be considered when accompanied by medical documentation.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Students who need to or elect to prepare any assessment task material using computer-based technology, such as a word processor or the Internet must take any necessary precautions to ensure that technical difficulties do not lead to late submission.

This may include precautions such as backing up files, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer.

Technology failure is not an acceptable reason for failing to hand in assessment tasks. Students are encouraged to speak to their class teacher or Head Teacher for any problems arising that may impact their completion of a task.

Assessment tasks must be submitted in the format specified in the task. Where a task is hand in, it is the student's responsibility to ensure that their work is printed before the due date.

Under no circumstances will an assessment task be accepted as a soft copy unless it is a specific requirement of the course/task, nor will any technical problem eg: printing failure, be considered as a valid reason for late submission.

HONESTY IN ASSESSMENT (MALPRACTICE)

Malpractice is defined as any activity that allows students to gain an unfair advantage over other students. It includes but is not limited to:

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

In the case of suspected malpractice, 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.

Where malpractice has been determined an academic concern letter will be issued and a range of penalties could be imposed. These include:

- reduction of marks awarded
- a zero award for task
- a resubmission of the task

MOBILE PHONES AND SMART DEVICES

Sylvania High School operates in line with the NSW Government Digital Device Ban. This means that during school, all mobile phones and digital devices must be off and out of sight.

Should a student be in possession of smart technology that is on, or if a mobile phone rings, or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded.

Smart devices (eg: watches or glasses) are banned from assessment tasks and exams.

PARTNERSHIPS FOR LEARNING

Parent/School partnerships are vital for student success. In addition to formal Parent Teacher Nights and Reports, class teachers will utilise phone, email, and letters to communicate issues as they arise.

Parents will be notified if students fail to meet assessment task requirements. If a student is not performing to their potential in class, then an Academic Concern letter may be issued. This letter will outline steps needed to get learning back on track and support available to do so.

STUDENT ADVICE

There are a number of people that students may speak to if they have any queries about their assessment tasks or overall learning growth

In the first instance, students may speak to their Class Teacher or associated Head Teacher.

The Year Adviser is another source of support or guidance and can assist in answering questions or seeking additional support.

The Learning and Support Team is a specialist team within the school for questions and concerns relating to academic adjustments and disability provisions.

APPEALS

The school recognises that students, parents, staff and members of the wider school community may have concerns about academic and/or assessment management including incidents, relationships, decisions and even the complaints management process.

The appeals procedures for school-based assessment are applicable to staff, students and parents/carers. Person(s) seeking an appeal must be personally impacted by the issue.

ASSESSMENT

Where concerns develop, the school seeks to prevent them from escalating by encouraging open communication as well as efficient and effective resolution.

The Head Teacher is generally the best person to handle concerns about matters within learning areas including assessment specifics and issues arising from Assessment Tasks or examinations.

If someone is unsure where to raise a concern regarding assessment, they should speak with a Deputy Principal.

To lodge an assessment appeal, the impacted party(ies) must submit a written statement (e-mail accepted) to the school detailing the circumstances and nature of the appeal with reference to published school policy (including this document). They should also outline any attempts to seek clarification on the matter.

The school will acknowledge receipt of the appeal within 3 school days of receipt. An Appeal Manager will be appointed by the Principal who will investigate the concerns including consultation with relevant staff and students and may request further information from the applicant. The Appeal Manager will make the recommendation to the Principal who will determine whether the appeal is upheld or denied.

The determination will be made within 20 school days, and the applicant will be notified in writing. The Principal's determination is final.

YEAR 7 ASSESSMENT SCHEDULES

ENGLISH

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 2 Week 10	Heroes' Journey Composing, understanding and responding to texts	Creative and reflection	Hand in	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	50%
2	Term 3 Week 10	Exploring the Novel Expressing ideas and composing texts	Extended response	In class	EN4-RVL-01, EN4-URA-01 EN4-URB-01	50%
						100%

Link for the [English K-10 Syllabus](#)

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

The study of HSIE is semesterised with all students undertaking History in the first half of the year and then commencing their studies in Geography in the second half of the year.

GEOGRAPHY

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 3 Week 7	Place and Liveability	Fieldwork and Class Response	Hand in	GE4-3, GE4-6, GE4-7, GE4-8	50%
2	Term 4 Week 5	Landscapes and Landforms	Semester Test	In class	GE4-1, GE4-2, GE4-4, GE4-5	50%
						100%

Semester 2 only

Link for the [Geography K-10 Syllabus](#)

HISTORY

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 1 Week 8	Investigating the ancient past	The Frozen Explorer Investigation Task	In class	HT4-1, HT4-4, HT4-6, HT4-9	50%
2	Term 2 Week 5	Investigating the ancient past: Depth Study 2 (Egypt)	Tomb Exploration Task	In class	HT4-3, HT4-5, HT4-6, HT4-10	50%
						100%

Semester 1 only

Link for the [History K-10 Syllabus](#)

MATHEMATICS

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 1 Week 6	Computation with integers, Working Mathematically	Investigative	Hand in	MA4-INT-C-01, MAO-WM-01	25%
2	Term 2 Week 5	Working Mathematically Fractions, Decimals & Percentages, Probability	Examination	In Class	MAO-WM-01, MA4-FRC-C-01, MA4-PRO-C-01	30%
3	Term 3 Week 8	Working Mathematically	Mathematical Journal	Hand in	MAO-WM-01	15%
4	Term 4 Week 5	Working Mathematically, Algebra Techniques, Equations, Data Classification and Visualisation Length	Examination	In Class	MAO-WM-01 MA4-ALG-C-01, MA4-DAT-C-01, MA4-EQU-C-01 MA4-LEN-C-01	30%
						100%

Link for the [Mathematics K-10 Syllabus](#)

MUSIC

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 1 Week 10	Performance	Individual Performance	In class	MU4-PER-01	25%
2	Term 2 Week 8-9	Performance	Individual Performance	In class	MU4-PER-01	40%
3	Term 3 Week 9	Composition	Individual Submission	Hand in	MU4-COM-01 MU4-LIS-01	35%
						100%

Link for the [Music 7-10 Syllabus](#)

PDHPE

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 1 Week 10	Fundamental Movement Skills	Practical Task	In class	PD4-8 PD4-10	30%
2	Term 2 Week 2	Health, Wellbeing and Relationships	Examination	In class	PD4-1 PD4-2	20%
3	Term 3 Week 8	Movement Skill and Performance	Practical Task	In class	PD4-4 PD4-8 PD4-10	30%
4	Term 4 Week 2	Healthy, Safe & Active Lifestyles	Research Task	Hand in	PD4-6 PD4-8	20%
						100%

NOTE: Practical assessment does NOT require research or written time, it is ongoing throughout each semester. It does require sports uniform. Assessments may be subject to change to accommodate course organisation and structure.

Link for the [Personal Development, Health and Physical Education \(PDHPE\) K-10 Syllabus](#)

SCIENCE

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 1 Week 9	Working Scientifically	Skills Test	In Class	SC4-5WS SC4-7WS SC4-9WS	25%
2	Term 2 Week 4	Research project	Research Task	Hand in and in class	SC4-7WS SC4-9WS	25%
3	Term 3 Week 5	Firsthand Investigation	Experimental design and report	Hand in and in Class	SC4-4WS SC4-5WS SC4-6WS SC4-7WS	20%
4	Term 4 Week 4	Scientific Theory and working Scientifically Skills	Yearly Examination	In Class	SC4-10PW SC4-14LW SC4-16CW SC4-9WS	30%
						100%

Note: Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, where necessary, hair restraint.

Link for the [Science 7-10 Syllabus](#)

TECHNOLOGY

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 1 Week 6	Safety Quiz	Online Quiz	In class	TE4-SAF-01	10%
2	Term 2 Week 4	Rotation 1 Project (Engineering Technologies and Systems <u>OR</u> Materials and Production Practices)	Skills Based Project	Hand in / In class	TE4-DES-01, TE4-MSC-01, TE4-PDP-01, TE4-PPM-01	35%
3	Term 3 Week 5	Digital and Communication Technologies	Class Task	In class	TE4-DIG-01, TE4-DIG-02	20%
4	Term 4 Week 4	Rotation 2 Project (Engineering Technologies and Systems <u>OR</u> Materials and Production Practices)	Skills Based Project	Hand in / In class	TE4-DES-01, TE4-MSC-01, TE4-PDP-01, TE4-PPM-01	35%
						100%

In Technology students undertake studies in three context areas: Engineering Technologies, Materials Practices and, Digital and Communication Technologies. The first two are taught on rotation based on teacher. For instance, students undertaking Materials Practices in Terms 1/2 will study Engineering System in Terms 3/4.

Note: Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, aprons, safety glasses and where necessary, hair restraint.

Link for the [Technology 7-8 Syllabus](#)

VISUAL ARTS

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 2 Week 3	Artmaking & Critical/Historical Studies	Written response and portrait	In class	4.6, 4.2, 4.8	40%
2	Term 3 Week 5	Artmaking & Critical/Historical Studies	Written response and artmaking	In class	4.9, 4.10	40%
3	Term 4 Week 3	Artmaking	Artmaking	In class	4.1, 4.4	20%
						100%

Link for the [Visual Arts 7-10 Syllabus](#)

ASSESSMENT SCHEDULE CALENDAR

	Week	Course	Nature
Term 1	6	Mathematics	Hand in
	6	Technology Mandatory	Online quiz
	9	Science	In class
	10	Music	Performance
	10	History	In class
Term 2	2	PDHPE	In class
	3	Visual Arts	In class
	4	Science	Submission and in class
	4	Technology Mandatory	Skills based project
	5	History	In class
	5	Mathematics	In class
	8	Music	Performance
Term 3	10	English	Hand in
	5	Science	Submission and in class
	5	Technology Mandatory	class task
	5	Visual Arts	In class
	7	Geography	Hand in
	8	Mathematics	Hand in
	9	Music	Composition Submission
Term 4	10	English	In class
	2	PDHPE	Hand in
	3	Visual Arts	In class
	4	Science	In class
	4	Technology Mandatory	Skills based project
	5	Geography	In class
	5	Mathematics	In class