



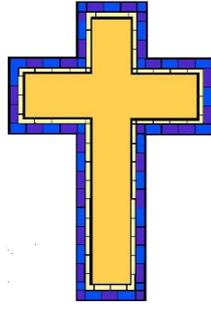
Year 7 Assessment Handbook

2017

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***Do your best and
God will bless your efforts***



St Mary of the Cross MacKillop

22.11.1899

Letter from the Principal

February 2017

Dear Parents/Carers and students of Year 7,

The Year 7 Assessment Handbook is provided to assist you and your daughter 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 week of the term the task is due or will take place.
- The break-up of marks between assessment tasks for the academic reports in Semester 1 & 2.

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.

Leaders of Learning 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.

I would also like to refer parents to the *Lines of Communication* enclosed in this booklet as a guide to making appropriate contact with the college regarding any concerns relating to assessment. Ordinarily, the first contact will be the class teacher, followed by the relevant Leader of Learning.

St Joseph's Catholic College is a school which places high expectations on school work and study, with all students expected to do their very best. Achieving one's best will be the reward for those whose study habits are firmly established throughout the early years of secondary schooling.

Yours sincerely,



Tony McCudden
Principal

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Staff Directory

COLLEGE LEADERSHIP TEAM	
Principal	Mr Tony McCudden
Assistant Principal	Ms Helen Love
Leader of Religious Education	Ms Nicole Harrison
Leader of Student Wellbeing	Mrs Cathy Toby
Leader of Learning and Teaching	Mrs Kathy West
Leader of Administration	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Ms Ashlee Stevens (Acting)
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Fiona Green
YEAR LEADER	
Year 7 2017	Ms Louise Nash
LEADERS OF LEARNING	
Religious Education	Ms Nicole Harrison
English	Mrs Sue Back
HSIE (Human Society & Its Environment) – Geography & History	Mrs Alexandra McArdle (Acting)
Mathematics	Mrs Ruth Hayes
PDHPE	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies)	Mrs Anne Evanson
Creative and Performing Arts – Music, Visual Arts	Mrs Sue Lockwood
Learning Support	Ms Tracy Simpson
Vocational Education & Training (VET) and TAFE eLearning	Mrs Christine Wilkinson Mrs Karen Powers
SPECIAL RESOURCE TEACHERS	
School Counsellor	Mrs Christine Hain
Librarians	Mrs Karen Powers Mrs Michelle Woloschyn
Careers Advisor	Mrs Christine Wilkinson
Representative Sports Coordinator	Mrs Debra Northey
Disability provisions – teacher in charge	Mrs Tracy Simpson

Lines of communication 2017

Issues relating to specific subjects, learning and teaching, which include assignments and tests, homework, resources and equipment, are directed to the **class teacher** in the first instance.

Next

The relevant **Leader of Learning** (see the staff directory).

As well

If it is a specific learning difficulty question you may wish to consult with the **Leader of Learning Support** and/or the **teacher in charge of Disability Provisions**

Or

If it is a questions specific to careers or TAFE you may wish to consult the **Careers Advisor** (Mrs Christine Wilkinson)

Then

The **Leader of Learning and Teaching** (Mrs Kathy West), who works with the Leaders of Learning, for issues in relation to college curriculum, student illness and misadventure, student assessment, BOSTES requirements, reporting etc.

Then

Assistant Principal (Ms Helen Love) who works in conjunction with the **Leader of Learning and Teaching** on all areas of the college curriculum, learning and teaching

Then

The Principal. All appointments with Mr McCudden are via the Principal's personal assistant

Assessment policy and procedures

Years 7, 8 & 9

The St Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.

The college aims to provide students with

- ❖ relevant and meaningful assessment tasks and activities of learning
- ❖ rich tasks
- ❖ assessment for learning (learning experiences throughout a unit or course of work)
- ❖ clear and fair assessment procedures
- ❖ opportunities for success.

Therefore we believe that assessment tasks must

- ❖ 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
- ❖ be creative and interesting
- ❖ include clear instructions outlining what is expected.

1.0 Notification of assessment tasks

Notification of assessment tasks will be communicated by specification handout to students in writing **at least two weeks** prior to the due date. For each task, the specification sheet will set out:

- the course
- the date and time (*e.g. Monday February 9, period 5*)
- the weighting – mark value in relation to the total number of marks for the course (*e.g. 15%*)
- the mode of submission of the task (*e.g. hand in to class teacher*)
- what will be assessed and by what means (*e.g. test on Chapter 4 Algebra*)
- the outcomes assessed
- marking schemes
- the task to be completed – a clear outline of the work to be completed
- any additional details (*e.g. students will require calculators*)

NOTE: It is each student's responsibility to carefully check the details of the assessment task specification sheet. Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school or otherwise. There will not be a staggered due date because of student absence due to holiday.

Assessment tasks will not be held in the week prior to formal examination periods.

2.0 Presenting assessment tasks

2.1 Hand-in tasks

- Assessment tasks are to be submitted clearly labelled with:
 - * student's name on each page
 - * title of the task
 - * submission date
- Assessment tasks must be submitted **on the date and at the time** indicated on the notification specification sheet, and **only to the person designated** on the notification sheet to collect them. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course (see the staff directory page).

- If the Leader of Learning is not available, the student should see the Leader of Learning and Teaching. Any tasks delivered by other members of the student's family must be delivered to the Leader of Learning, Leader of Learning and Teaching. **No tasks are to be handed in at student services/reception.**
- Assessment tasks submitted via a usb/email must be accompanied by a hard copy (print out). A student who is unable to submit a task because of difficulty with printing must submit the usb to the nominated teacher by the specified time with the task file being in a format which can be accessed by the teacher. An extension of time may be given for the hard copy to be printed on the school's printers. In exceptional circumstances and only with the prior approval by the Leader of Learning for the course, an assessment task may be submitted digitally.
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases. Computer/printer problems alone are not sufficient grounds for an misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- Students are advised for their own protection to get a receipt or note in their planner when submitting an assessment task.
- It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task. If this is proven, penalties (as outlined in Section 6) may be applied.

2.2 In-class tasks-tests, examinations, speeches and presentations

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.
- Unless other instructions are given, normal examination conditions will apply to all tasks, **including mobile phones being prohibited from the examination room.** Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- It is expected that students will be present from the start of the school day when test-style assessment tasks or examinations are scheduled. A student who arrives late to school/class must provide a note from their parent or other documentation otherwise the student may be deemed to have gained an advantage by taking extra time to prepare for the task.
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy (as outlined in section 6) and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.
- If a class teacher is absent on the day when an assessment task is due for completion the Leader of Learning will determine whether the task can proceed. If the task needs to be rescheduled all students will be informed.

2.3 Invalid assessment tasks

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

3.0 Student performance

Assessment tasks will not necessarily be returned to students. However, students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

Considerable care is taken in marking assessment tasks. However, if a student believes that her work has been incorrectly graded, she should bring this to the attention of the relevant class teacher or Leader of Learning at the time of the return of the task when the feedback is received.



Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.

Assessment task marks are recorded and stored centrally using the college's student management system, Edumate. Student academic performance in each course is reported to parents twice during the year.

4.0 Non-presentation/completion of an assessment task

Identify the situation that applies to you, and then follow the steps down the columns.

	<i>Before the task is due:</i>	<i>When the task is due: illness</i>	<i>After the task is due: other unexpected events</i>
Definition	You know in advance: * that you may not be able to sit for or submit an assessment task (funeral etc) or * that you know you will not have had fair preparation for a task (eg illness across an extended period)	Because of illness, you are unable to attend school on the day that an assessment task is to be done or submitted	Because of unexpected events other than illness (eg family emergency, accident) you are unable to do or submit a task on the due date
That day	1. Bring appropriate documents (e.g. letter from parents/carer; doctor's certificate) that clearly state the dates affected and the reason for your inability to complete the task on time. 2. Take the letter to the class	1. Bring appropriate documents (e.g. letter from parents/carer; doctor's certificate) that clearly state the dates affected and the reason for your inability to complete the task on time. 2. Take the letter to the class	1. Bring appropriate documents (letter from parents or carers) that clearly state the dates affected and the reason for your inability to complete the task on time. 2. Take the letter to the class

	teacher or relevant Leader of Learning <u>in advance</u> 3. Leader of Learning will decide the appropriate action e.g. extension of time; estimate based on other tasks etc.	teacher or relevant Leader of Learning. 3. Leader of Learning will decide the appropriate action e.g. extension of time; estimate based on other tasks etc.	teacher or relevant Leader of Learning. 3. Leader of Learning will decide the appropriate action e.g. extension of time; estimate based on other tasks etc.
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5.0 Student responsibilities

Every attempt has to be made to submit/complete the task on the due date. Parents/students may bring a submission task to the Leader of Learning if the student is ill on the day it is due.

In the case of a task for submission, a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning by the date for submission or, if that is not possible due to illness/misadventure, on the **first day** the student returns to school. Tasks submitted after the due date because of illness or misadventure must include appropriate documentation from parents explaining the absence. Please see Section 6 for penalties for non-presentation of a task without an accepted reason.

No allowance will be made for a student's poor performance due to illness or misadventure; students should not attempt an examination or test-style assessment task when they are affected by illness or other circumstances. The relevant Leader of Learning or Year Leader must be notified that the student will not be attempting the task then the appropriate documentation (e.g. a parental letter of explanation, doctor's certificate) must be provided on the student's return to school.

A student returning to school after any absence must see their class teacher upon return to school to make arrangements for:

- completion of the same task if deemed valid and appropriate, *or*
- completion of an alternate task of similar nature, *or*
- an estimate of performance if it is deemed appropriate by the relevant Leader of Learning



No allowance will be made for a student's diminished performance due to exemption from attendance for a family holiday.

6.0 Penalties

Penalties may include the award of a zero mark and can be awarded in two instances: non-presentation of a task without approved reason or an attempt to gain unfair advantage over other students.

6.1 Non-presentation

If the student is absent, the task must be submitted on the **first day** that the student returns to school unless other arrangements have been made. The college reserves the right to determine the validity, or otherwise, of the reason for the failure to submit an assessment task. The student must provide written documentation (letter from parents, doctors certificate etc explaining this absence). A copy of the letter must be given to the class teacher and the original given to the homeroom teacher for the college attendance records.

If a task is not attended/submitted by the due date, and the student is not exempted by following the appropriate procedure outlined in Section 4.0 to verify illness and/or misadventure students will incur a penalty of **10% of the total marks available for the task per day**.

A task **five or more days late will result in a zero mark**, however, in order to fulfil the outcomes of the course, **the task must still be submitted**.

6.2 Unfair Advantage/Cheating/Plagiarism/Non-serious attempt

All work submitted for assessment must be the student's own: it must be a serious attempt at parts of the task and cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task specifications).

Any work suspected of not being original will be subjected to further investigation. If proved to be not original work, the Assessment Panel may determine that a zero mark is awarded or a penalty applied. **All students involved, whether borrowers or lenders of work, can be subject to the award of a zero mark or penalty.**

Any attempt to gain an unfair advantage over other students in terms of extra time, additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures or such, may result in the award of a zero mark. **Any student found with a mobile phone, or similar device such as an internet wrist watch, in an examination room will be given a mark of zero.**

6.3 Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then:

- a letter will be posted to the school's record of student's address, outlining what needs to be completed, and the date for completion,
- a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and
- a copy of the letter is placed in the student's file.

7.0 Satisfactory progression

7.1 Attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences, including arrival at school after period 1, for which no absence note has been provided in days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a letter to parents of students of concern. If absence continues the Assessment Panel will review the student's performance to determine if she is achieving course outcomes.

7.2 Application/Achievement/Class Attendance

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

As the need arises, progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention, planner entries) showing them to be at risk.

In these circumstances the Leader of Learning will issue a letter on behalf of the Principal. An interview involving the Leader of Learning and class teacher(s) concerned will normally follow.

8.0 Student transfers

For students who transfer to St Joseph's during the year assessment marks are prepared based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component/s missed.

9.0 Disability provisions

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to liaise with the teacher-in-charge of disability provisions generally before the commencement of the first assessment task of the year.

If disability provisions are granted the student is entitled to these for each assessment task of her program of study. It is the responsibility of the student to arrange with either her teacher, the Leader of Learning or the teacher-in-charge of disability provisions, well in advance of an assessment task, for these disability provisions

YEAR 7

ASSESSMENT

SCHEDULES

2017

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

English

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Full academic report issued at the end of Term 2				Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 1 Ongoing	Term 2 Week 5	Throughout the semester	Week of term due	Term 3 Week 3	Term 4 Week 5	Throughout the semester
Description of task <i>Formal tasks across the Year group or cohort completing this subject.</i>	Booklet	Short Answer	<i>A range of class activities may be used on discerning and reporting the semester grade</i>	Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Speech	Yearly examination	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
Report weighting Semester 1	50%	50%		Report weighting Semester 2	50%	50%	

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

HSIE

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Full academic report issued at the end of Term 2				Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 1 Week 8	Term 2 Week 6	Throughout the semester	Week of term due	Term 3 Week 9	Term 4 Week 4	Throughout the semester
Description of task <i>Formal tasks across the Year group or cohort completing this subject.</i>	Investigating the ancient past In-class topic test	Ancient Egypt Source based in-class questions	<i>A range of class activities may be used on discerning and reporting the semester grade</i>	Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Landforms and landscapes topic test The test will include both knowledge and skills components	Place and liveability Research task (hand-in)	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
Report weighting Semester 1	50%	50%		Report weighting Semester 2	50%	50%	

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

Mathematics Stage 4

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Full academic report issued at the end of Term 2				Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 1 Week 7	Term 2 Week 6	Throughout the semester	Week of term due	Term 3 Week 7	Term 4 Week 5	Throughout the semester
Description of task	In class common test	In class common test	<i>A range of class activities may be used on discerning and reporting the semester grade</i>	Description of task	In class common test	Yearly examination	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
<i>Formal tasks across the Year group or cohort completing this subject.</i>	Selected topics from Term 1 (notification will be given)	Selected topics from Term 2 (notification will be given)		<i>Formal tasks across the Year group or cohort completing this subject</i>	Selected topics from Term 3 (notification will be given)	Selected topics covered throughout Semester 2 (notification will be given)	
Report weighting Semester 1	50%	50%		Report weighting Semester 2	40%	60%	

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

Mathematics Stage 3/4

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Full academic report issued at the end of Term 2				Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 1 Week 7	Term 2 Week 6	Throughout the semester	Week of term due	Term 3 Week 7	Term 4 Week 5	Throughout the semester
Description of task	In class common test	In class common test	<i>A range of class activities may be used on discerning and reporting the semester grade</i>	Description of task	In class common test	Yearly examination	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
<i>Formal tasks across the Year group or cohort completing this subject</i>	Selected topics will be assessed at other times during Term 1 (notification will be given)	Selected topics will be assessed at other times during Term 2 (notification will be given)		<i>Formal tasks across the Year group or cohort completing this subject</i>	Selected topics will be assessed at other times during Term 3 (notification will be given)	Selected topics from throughout Semester 2 (notification will be given)	
Report weighting Semester 1	50%	50%		Report weighting Semester 2	50%	50%	

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

Music

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Full academic report issued at the end of Term 2				Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 2 Week 5	Term 2 Week 6	Throughout the semester	Week of term due	Term 3 Week 9 Term 4 Week 2	Term 4 Week 6	Throughout the semester
Description of task <i>Formal tasks across the Year group or cohort completing this subject.</i>	Performance of a piece selected for study	Composition Aural Skills	<i>A range of class activities may be used in discerning and reporting the semester grade</i>	Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Composition (T3, W9) 35% Aural Skills (T4, W2) 30%	Performance of a piece selected for study	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
Report weighting Semester 1	35%	65%		Report weighting Semester 2	65%	35%	

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

PDHPE

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Full academic report issued at the end of Term 2				Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 1 Week 10	Term 2 Week 6	Throughout the semester	Week of term due	Term 4 Week 5	Terms 3 & 4	Throughout the semester
Description of task <i>Formal tasks across the Year group or cohort completing this subject.</i>	Puberty In class topic test	Autobiography Research ICT submission	<i>A range of class activities may be used in discerning and reporting the semester grade</i>	Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Yearly examination	Practical skills and performance ongoing	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
Report weighting Semester 1	50%	50%		Report weighting Semester 2	40%	60%	

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

Religious Education

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Full academic report issued at the end of Term 2				Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 1 Week 9	Term 2 Week 5	Throughout the semester	Week of term due	Term 3 Week 4	Term 4 Week 5	Throughout the semester
Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Brochure Belonging to St Joseph's Catholic College	In class test Bible skills/Covenant people	<i>A range of class activities may be used on discerning and reporting the semester grade</i>	Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Oral presentation The Gospel Today	Topic test The Times of Jesus	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
Report weighting Semester 1	50%	50%		Report weighting Semester 2	50%	50%	

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

Science

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Full academic report issued at the end of Term 2				Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 1 Week 5	Term 2 Week 5	Throughout the semester	Week of term due	Term 3 Week 7	Term 4 Week 5	Throughout the semester
Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	In class test Using scientific skills	End of topic test Students recall knowledge	<i>One Assessment for learning activity included in each teaching unit</i>	Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Animal poster Students research and present information on Australian animals	Yearly examination on Semester 2 modules Students recall knowledge from units taught in Semester 2	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
Report weighting Semester 1	50%	50%		Report weighting Semester 2	40%	60%	

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

Technology Mandatory – CHANGING ROOMS

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Interim reports issued at the end of each term Full academic report issued at the end of Term 2				Interim reports issued at the end of each term Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 1 Week 10	Term 2 Week 5/7	Throughout the semester	Week of term due	Term 3 Week 10	Term 4 Week 6/7	Throughout the semester
Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Folio : 30%	Class test: 30% Week 5 Practical: 40% Week 7	<i>A range of class activities may be used in discerning and reporting the semester grade</i>	Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Folio: 30%	Class test:30% Week 6 Practical: 40% Week 7	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
Report weighting Semester 1	30%	70%		Report weighting Semester 2	30%	70%	

**St Joseph's Catholic College
Year 7 Assessment Schedule 2017**

Technology Mandatory – THE TIMBER COLLECTION

Semester 1 2017 (Terms 1 & 2)				Semester 2 2017 (Terms 3 & 4)			
Interim reports issued at the end of each term Full academic report issued at the end of Term 2				Interim reports issued at the end of each term Full academic report issued at the end of Term 4			
	Assessment of Learning		Assessment for Learning		Assessment of Learning		Assessment for Learning
	Task 1	Task 2			Task 1	Task 2	
Week of term due	Term 1 Week 10	Term 2 Week 5/7	Throughout the semester	Week of term due	Term 3 Week 10	Term 4 Week 6/7	Throughout the semester
Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Folio: 30%	Class test: 30% Week 5 Practical: 40% Week 7	<i>A range of class activities may be used in discerning and reporting the semester grade</i>	Description of task <i>Formal tasks across the Year group or cohort completing this subject</i>	Folio: 30%	Class test:30% Week 6 Practical: 40% Week 7	<i>A range of class activities may be used in discerning and reporting the semester grade</i>
Report weighting Semester 1	30%	70%		Report weighting Semester 2	30%	70%	

Year 7 Assessment Task Distribution 2017

Week	Term 1	Term 2	Term 3	Term 4
1	English (ongoing all Term 1)			
2				Music (in class)
3		NAPLAN	English speech	
4		Year 7 camp Mon-Wed	RE	Assessment Free Week Geography (hand in)
5	Science (in class)	Science (in class) Technology (in class) English Music (in class)		Examinations: English, Maths, Science, RE, PDHPE & PAT tests
6		History (in class) PDHPE (autobiography) Music (in class) Maths (in class) RE		Technology (in class) Music (in class)
7	Maths (in class) History (in class)	Technology (hand in practical)	Science (hand in) Maths (in class)	Technology (hand in practical)
8				
9	RE		Geography (topic test in class) Music (hand in)	
10	Technology (hand in) PDHPE (research in class)		Tech Mand (hand in)	

Sport and Recreation assessment tasks ongoing throughout both semesters