

ST VINCENT'S COLLEGE

POTTS POINT



Year 7

Assessment Handbook

2021

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INTRODUCTION

Approaching a formal assessment schedule is a new and challenging experience for a secondary school student but at St Vincent's College, as we partner with you in educating your daughter, we endeavour to know and transition our young students into high school, together as a learning community, by *informing*, *transforming* and *empowering* each of our courageous young women to grow learning to potential.

The aim of this Assessment Handbook is to allow our Year 7 students an opportunity to become familiar with the expectations of the NESA authority (NSW Education Standards Authority - formerly BOSTES) and the College with regard to our assessment procedures. The College Assessment Policy on page 5 outlines details of the rules and procedures for the satisfactory completion of each 'assessment activity'. In the first instance any inquiries regarding your daughter's assessment can be directed to her class teacher and if necessary, the relevant Head of Department. Assessment activities comprise varied skills and modes, including formal examinations, essays, assignment work, practical work, portfolios, excursion reports or oral presentations.

Our students' first semester will comprise *formative* (informal *assessment for learning*) and *summative* (formal *assessment of learning*) *assessment* that is tiered to address a particular course outcome yet allows an opportunity to grow learning at a challenging, developmentally appropriate level, to arrive at an understanding of key learning concepts.

This handbook sets out each subject's assessment schedule for 2021 in the year where our learning commitment "is to create and respond generously to opportunities to learn and grow". The entire teaching staff and I look forward to the opportunity to foster creativity, critical thinking and challenge in the development of your daughter's knowledge and skills. In doing so, our aim is to encourage a love of learning so that our SVC graduates are lifelong learners and in the true Vinnies' spirit, courageous women of action.

Yours sincerely

Mrs Jasmin Mano
Director of Teaching and Learning

ASSESSMENT POLICY

St Vincent's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love compassion and hope.

PRINCIPLES OF QUALITY ASSESSMENT AT ST VINCENT'S COLLEGE

This Assessment Policy is based upon the Assessment Guidelines and Requirements of the NESA and is underpinned by the St Vincent's College Learning Framework. The following principles of Assessment are evidence-based and support the [Advice on Assessment from NESA](#), as well as, **The College Learning Framework**.



The following principles provide a basis upon which decisions about quality assessment practices for all our students are built.

Assessment at St Vincent's College:

- is relevant, purposeful and engaging
- is valid, reliable and measurable against student outcomes
- aligns with our Learning Framework as it *informs, transforms and empowers* student learning
- is fair and accessible, enabling all students' an opportunity to demonstrate their learning
- incorporates *reasonable adjustments* for our diverse learners to demonstrate their learning
- provides evidence that accurately represents a student's knowledge, understanding and skills
- enables students to demonstrate their learning in a range of different contexts and modes
- enables teachers to provide effective feedback (within two weeks of the activity date, where practicable) in order to empower students to reflect on their work and set goals to assist their learning.



St Vincent's College Learning Framework

A St Vincent's College graduate is a courageous woman of action empowered to be independent in thought, compassionate in attitude and confident to act.

Informing with the essential knowledge and core skills of the 21st century:

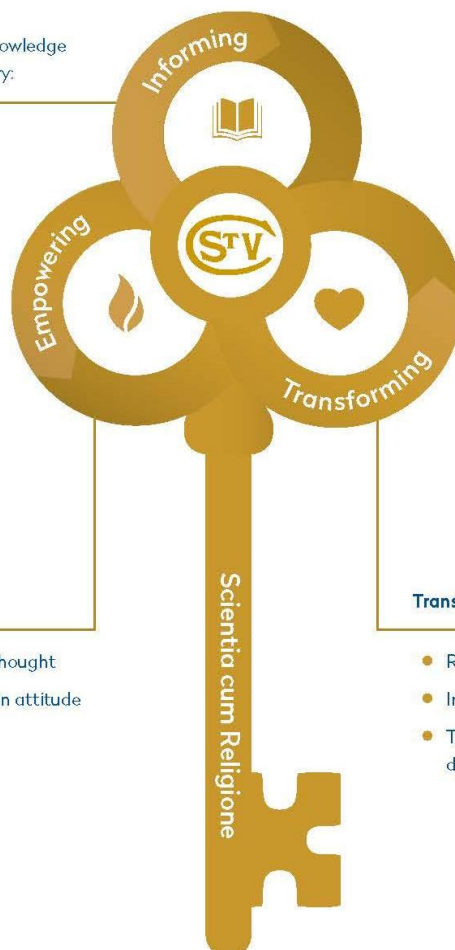
- Critical thinking
- Creativity
- Collaboration

Empowering to be:

- Independent in thought
- Compassionate in attitude
- Confident to act

Transforming by a culture of:

- Right relationships
- Immersion into social justice experiences
- The practices of reflection and discernment



Scientia cum Religione – our College Motto celebrates the strength of education in the Catholic tradition: knowledge combined with religion.

TYPES OF ASSESSMENT AT ST VINCENT'S COLLEGE

The NSW syllabuses promote an integrated approach to teaching, learning and assessment. '*Assessment for learning*', '*assessment as learning*' and '*assessment of learning*' are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to grow student learning.

(i) Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

(ii) Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

(iii) Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking, depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

DISABILITY PROVISIONS

The College allows students in Year 7 to use special exam accommodations if the student has a *diagnosed* disability. The disability can be in regard to Learning eg ADHD; Dyslexia; Autism; a Medical Issue eg Diabetes; or a Hearing or Vision Impairment. Accommodations are provided in all formal Assessment blocks and may

include the provision of a Reader, Writer, Extra Time, Rest Breaks or a separate space to sit the exam. To apply for Disability Provisions, parents/carers need to provide the Learning Support Coordinator with documented support of their daughter's disability. This evidence may include medical reports, results of psychometric testing, reports from allied health professionals. Applications are only approved in accordance with NESA regulations and if successful will take effect *for all formal examination blocks* from the very next term from when the application is considered.

ASSESSMENT PROCEDURES

All students will receive access to this Assessment Policy, which outlines their rights and responsibilities. Students will receive a written notification of all upcoming Assessment Activities by email, approximately *three-weeks prior* to an assessment due date. Assessment Handbooks for Years 7-11 will be distributed to students at the beginning of each academic year. Assessment handbooks for Year 12 will be distributed at the beginning of the HSC course in Term 4 of Year 11, marking the transition from the Year 11 to the Year 12 (HSC) course.

Specific activity details will be distributed to students as determined appropriate by the relevant class teacher/Head of Department/Director of Teaching and Learning. All Assessment Activities are emailed directly to students on the same day, however, students who are absent at the time the Assessment Activity was notified **MUST** see their class teacher immediately on returning to school, to clarify any information/interpretations pertaining to the activity.

ASSESSMENT PROCEDURES FOR STUDENTS

Students are entitled to:

1. be informed of the policies of the school and NESA in relation to their Assessment Schedules.
2. adequate written notice of an activity being due or any alteration to the nature or timing of the activity.
 - **All activity notifications are aimed to be issued three weeks prior to the assessment due date.**
3. be informed on the nature and purpose of assessment.
4. receive clear guidelines relating to the requirements of each assessment activity including information regarding the syllabus outcomes targeted by the activity.
5. receive information regarding the criteria by which the activity will be assessed.
6. have work assessed and returned to them in a timely manner.
 - **All marking is aimed to be returned within a two-week turnaround time frame.**
7. receive meaningful feedback that assists students to review their work.
8. expect a consistent interpretation and application of the College's Assessment Policy
9. request a review of the calculation of the final assessment mark to qualify that the final assessment rank is incorrect.
10. students are given detailed feedback on all activities, however, they do have the opportunity to discuss the marking criteria and *confirm their marks immediately after each* assessment activity is returned. ***All confirmed student marks per Assessment Activity are available on the Student Portal (Edumate)*** immediately after marking is returned to the student.

SUBMISSION OF ACTIVITIES

- All *hand-in* activities are to be submitted before 8:40am to the teacher-in-charge of the collection as **indicated on the Assessment notification. Handing in an activity AFTER this time (8:40am) will constitute a late penalty (see Penalties for Late Submission of Assessment Activities).**
- Any electronic submission of an activity must comply with the specifications of the activity and must be time stamped in a manner that allows the teacher to establish a submission time and date.
- **Students involved in College activities** (Music rehearsals, excursions, band etc) **ARE NOT** exempt from the activity submission requirements detailed in this section.
- **Students involved in extracurricular activities** (Music/Drama/Debating rehearsals etc) **ARE NOT** exempt

from the activity submission requirements detailed in this section. Students should retain an electronic copy of their submission on their personal device.

- **Students attending before school classes ARE NOT** exempt from the activity submission requirements detailed in this section.
- Failure to attend an in-class activity or failure to hand a activity in on the due date without relevant documentation (ie Letter from parent/carer - Years 7-9) will result in a penalty.

THE USE OF TECHNOLOGY IN ASSESSMENT ACTIVITIES

- **Students should always save any work completed at school in their personal storage area on their personal device or on a USB.** Additionally, students have access to 1TB of cloud storage through their College login. If any student wishes to work on a digital resource at home, it must also be saved to a USB storage device or emailed to the student using the College email address. Note: Email is only capable of transferring files no greater than 25 megabytes.
- It is important that students follow responsible practices in their use of technology to complete Assessment Activities by:
 1. maintaining reliable, updated backup copies
 2. retaining printed draft copies
 3. allowing adequate time to troubleshoot potential failures of technology.
- **Failure of ICT equipment will not be accepted as an excuse for non-submission of an Assessment Activity or an Assessment Activity being late.** (see College Diary page 28)

LATE SUBMISSION

Students who are absent on the due date **MUST** submit the activity immediately upon their arrival to the College or the *very next day* they attend school to the appropriate Head of Department, even if there is NO scheduled lesson on that day. A signed note from parent/carer (Years 7-9) must accompany this late submission.

EXTENSIONS UNDER EXCEPTIONAL CIRCUMSTANCES

The Director of Teaching and Learning may grant an extension in exceptional circumstances in consultation with the Head of Department. A decision will be made based on the evidence the students can provide with regards to her assessment work to date, for example, it may be deemed necessary for a student in practical subjects to submit all work completed, and the Head of Department in consultation with the Director of Teaching and Learning will assess this partial submission and an estimate based on previous or subsequent work may be provided.

RELIGIOUS STUDIES

Year 7 Assessment Schedule 2021

Course Content:

- School and Church Communities
- Stewards of Creation
- Affirming Human Dignity
- Sacred Scripture
- Ways of Praying

There are two components to the assessment of Year 7 Religious Studies:

1. Assessment Activity

Students will be issued with a formal notification a minimum of three weeks prior to the date of the activity. The notification will specify:

- a) the exact date of the activity
- b) the details of the task (topic, format and weighting)
- c) the marking criteria.

2. Class or Formative Activities:

Class or Formative activities are embedded within the Assessment Activity and/or within the Unit of Work. The aim of these activities is to regularly review what has been learned in class in a meaningful and progressive way. The activities are designed to assess student understanding of concepts, knowledge, and skills related to the final activities.

ASSESSMENT ACTIVITY		DUE DATE	WEIGHTING	DESCRIPTION	OUTCOMES
	Formative Activities focused around School/Church communities	Term 1	-	<ul style="list-style-type: none"> A Variety of In-Class Activities 	B7 V B7 K B7 S
1	Ways of Praying	Term 2 Week 4	30%	<ul style="list-style-type: none"> Submission In-Class Presentation of a Prayer Experience 	D7 V D7 K D7 S
2	Sacred Scripture	Term 3 Week 4	30%	Topic test including <ul style="list-style-type: none"> Biblical Analysis Written Response/s 	A7 K A7 S
3	Stewardship of Creation	Term 4 Week 5	40%	<ul style="list-style-type: none"> Submission In-Class Presentation 	E7 V E7 K E7 S

ENGLISH

Year 7 2021 Assessment Schedule

Activity Number	Formative Assessment	Activity 1	Activity 2	Activity 3	
Nature of Activity	Formative Assessment	Oratory Response	Analytical Paragraphs	Creative with Reflection	
Timing	Term 1	Term 2 Week 2	Term 3 Week 3	Term 4 Week 6	
Outcomes Assessed	EN4-1A, EN4-3B, EN4-4B, EN4-5C, EN4-7D, EN4-9E	EN4-2A, EN4-4B, EN4-5C, EN4-7D	EN4-1A, EN4-3B, EN4-5C, EN4-8D	EN4-1A, EN4-2A, EN4-4B, EN4-9E	
Components					
Knowledge, Understanding and Skills		15%	20%	20%	50%
Values and Attitudes		15%	20%	20%	50%
Weighting		30%	30%	40%	100%

MANDATORY HISTORY

	Year 7 - Assessment Schedule 2021				
Component	Formative Activities	Activity 1	Activity 2	Activity 3	Weighting
Type of Activity	Series of formative activities set by individual teacher	Research Activity Hand in	Multimedia Activity Hand in	In-class test	
Topic	The Ancient World	Rome	The Vikings	Japan under the Shoguns/ Expanding Contacts	
Outcomes Assessed	All outcomes may be assessed	HT4-3, HT4-6, HT4-9, HT4-10	HT4-3, HT4-7, HT4-8, HT4-10	HT4-2, HT4-4, HT4-7	
Due Date	Throughout Term 1	Term 2 Week 5	Term 3 Week 6	Term 4, Week 6	
Weighting		30%	30%	40%	100%

MATHEMATICS

The principle aims of the assessment program in Mathematics are:

- **Positive Attitudes** - *That all students have a positive attitude towards their Mathematics by experiencing both challenge and success in their learning and assessment.*
- **Expectations of Excellence** - *That all students have the opportunity to test themselves at the highest level at which they are capable and to gain the highest results possible.*

The assessment program will measure students' learning outcomes in the strands: Working Mathematically (WM); Number and Algebra (NA); Measurement and Geometry (MG) and Statistics and Probability (SP).

As per the College Assessment Policy, there will be no formal assessment activities for Year 7 in the first term. Subsequently there will be one formal assessment activity in each of Terms 2, 3 and 4. Students' learning outcomes will be graded based up their results in those activities done prior to grading, as well the assessment that teachers will have made of their students through ongoing informal activities.

The following includes a list of topics in the sequence in which they are programmed and the Assessment Schedule including suggested content. However, the sequence and content may be changed to suit the teaching of particular classes and circumstances. Final details will be confirmed on assessment notifications available at least three weeks prior to each formal assessment activity.

Topic Sequence

Topic	Topic Name	New Century 7 Text Chapter
1	Probability	11
2	Whole Number and Integers	3 and 1
3	Angles	2
4	Fractions	4
5	Algebra	5
6	Decimals	7
7	Geometrical Figures	6
8	Perimeter & Area	8
9	Ratios and Time	12
10	Number Plane	9

Year 7 Assessment Schedule

Assessment	Formative	Activity 1	Activity 2	Activity 3
Term	1	2	3	4
Week*	Formative Assessment Activity only, which could include:	6	7	6
Weight		30%	30%	40%
Type	<ul style="list-style-type: none"> Class/Topic Tests Classwork and Homework Online Activities 	In-Class Activity	Project	In-Class Activity
Content Could Include*	<ul style="list-style-type: none"> Probability Whole Number/Integers 	<ul style="list-style-type: none"> Whole Number/Integers Angles Fractions 	<ul style="list-style-type: none"> Algebra Fractions and Decimals Geometry 	<ul style="list-style-type: none"> Geometry, Perimeter and Area Ratio and Time
Outcomes	<ul style="list-style-type: none"> MA4-1, 2 and 3WM MA4-21SP MA4-4NA MA4-18MG MA4-5NA 	<ul style="list-style-type: none"> MA4-1, 2 and 3WM MA4-5NA MA4-8NA MA4-10NA 	<ul style="list-style-type: none"> MA4-1, 2 and 3WM MA4-5NA MA4-8NA MA4-10NA 	<ul style="list-style-type: none"> MA4-1, 2 and 3WM MA4-5NA MA4-17MG MA4-12MG MA4-13MG MA4-14MG MA4-6NA MA4-15MG

MUSIC

YEAR 7 (STAGE 4) MUSIC SCOPE AND SEQUENCE 2021			
Term	Topic	Outcomes	Learning Activities
1 Weeks 1-11	Music of a Culture <ul style="list-style-type: none"> • African Music (5 weeks) • Irish Music (5 weeks) • Rhythm dictation in 4/4 and 6/8 • Notation and keyboard skills • Guitar skills 	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Formative Activity: Rhythm Dictation, instrument identification and vocabulary activity in class.
2 Weeks 1-8	Music for Large Ensembles and Choirs <ul style="list-style-type: none"> • Instruments of the orchestra • Ballet music • Program Music • Film Music • Guitar skills • Keyboard skills 	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Learning Activity 1: Week 5 W/C Monday 18 May Day 1: Individual keyboard performance in class and composition of an African piece using composition software (hand-in). C = 18 P = 15
3 Weeks 1-10	African American Music Focus: Melody, chords, accompaniment, improvisation <ul style="list-style-type: none"> • Gospel and Blues • Guitar and vocal skills • Early Rock 'n' Roll • Listening analysis • Guitar skills 	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	Learning Activity 2: Week 6 Monday 16 August Day 6: Composition of a Blues melody to a given accompaniment (12 bars) using composition software. C = 15 (hand-in) Solo performance of a gospel song for voice and/or guitar P=18 (in class).
4 Weeks 1-8	Aboriginal Music and Culture <ul style="list-style-type: none"> • Traditional • Contemporary Aboriginal Music • Australian Art Music with Aboriginal influences. 	4.7, 4.8, 4.9, 4.10	Learning Activity 3 Week 5: W/C Monday 01 November: Listening Activity in class. L = 34

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

Year 7 Assessment Schedule 2021

Term	Activity and Weighting	Topic	Outcomes Assessed	Activity Type	Date Due
1	Formative N/A	Changes in my World	PD4-1 PD4-4	Series of Formative Activities set by individual teacher	Term 1
2	30%	Changes in my World	PD4-1	Writing Activity (in class)	Week 3
3	30%	I've Got Your Back	PD4-7, PD4-9	Research Activity (hand in)	Week 9
4	40%	Join with Me! Bush Dancing	PD4-5, PD4-7, PD4-8	Group Bush Dancing Performance during scheduled PE lesson	Week 5-6

SCIENCE

Year 7 2021 Common Assessment Activities

Three activities will be formally assessed.

Term	Activity	Week	Weighting (%)	Areas of Assessment	NESA Outcomes
1	Formative Assessment	Ongoing	N/A	AA1, 2, 3, 4	SC4-4WS-9WS SC4-17CW SC4-13ES
2	Modelling Activity	5	30	AA1, 2, 3, 4	SC4-4WS-9WS SC4-14/15LW
3	Skills and Knowledge Activity	8	35	AA1, 2, 3, 4	SC4-14LW SC4-15LW SC4-10PW SC4-11PW SC4-4,5,7-9WS
4	Semester 2 Theory	5	35	AA1, 2, 3, 4	SC4-14LW SC4-15LW SC4-13ES SC4-10PW SC4-11PW SC4-4,5,7-9WS

TECHNOLOGY


Year 7 2021 Assessment Activities

Term	Outcomes	Activity	Date	Weighting %
2	Textile: TE4 - 1DP TE4 - 2DP TE4 - 3DP Digital: TE4 - 1DP TE4 - 4DP	Assessment Activity 1 Textiles Technology - Practical and written submission Digital Technology - In class	Term 2 Week 3	40%
3	Textile: TE4 - 1DP TE4 - 2DP TE4 - 3DP Digital: TE4 - 1DP TE4 - 4DP	Assessment Activity 2 Textiles Technology - Practical and written submission Digital Technology - In class	Term 3 Week 10	40%
4	Textile: TE4 - 1DP TE4 - 2DP TE4 - 3DP Digital: TE4 - 1DP TE4 - 4DP	Assessment Activity 3 Research Submission	Term 4 Week 6	20%

VISUAL ARTS

Year 7 Assessment Activities 2021

Term	Outcomes	Activity	Weighting %
2	4.1 - 4.6	<i>Artmaking - VAD and work in progress - submission</i> Term 2 Week 3	30
3	4.7 - 4.9	<i>Critical and Historical Studies of Art</i> Written Activity Term 3 Week 8	30
4	4.1 - 4.6	<i>Artmaking - VAD and submitted work</i> Term 4 Week 5	40

	St Vincent's College ASSESSMENT ACTIVITY TEMPLATE Subject Course Year Activity Number / Name	Student Name/Number

Mode: Knowledge: Skills: 10%	Date Due: Term 1 Weeks 10/11 (Assessment Activities Week)	Weighting: 30%
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Assessment Policy:	It is your responsibility to adhere to the full Assessment Policy inclusive of the Illness/Misadventure Policy located in your Assessment Handbook.
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SUBMISSION INSTRUCTIONS

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- This notification must be submitted with the Assessment Activity.

OUTCOMES BEING ASSESSED

- H1. A student distinguishes and evaluates the values expressed through texts.
- H2. A student explains different ways of valuing texts.
- H4. A student develops and delivers sophisticated presentations.

ASSESSMENT ACTIVITY DESCRIPTION

Tutorial ~ Oral and Visual Presentation

You are a Joseph Heller. You have been invited to attend an interview by a university academic addressing how your text challenged ways of thinking during the 'After the Bomb' period.

The interviewer opens controversially with the following line:

It has been said that your novel, Catch 22 changed a generation's trust in language....

Respond to this statement as a speech accompanied by a PowerPoint presentation that addresses the above quote with reference to the text *Catch 22* and ONE other related text.

The focus of your tutorial should be to explore and evaluate how particular ways of thinking are shaped and reflected in *Catch 22* and another related text particularly:

- The scientific, religious, philosophical or economic paradigms of the Cold War period and how these shaped and are reflected in the texts.
- The ways in which and the degree to which, a climate of Cold War anxiety permeates these texts.
- The ways in which the texts' ideas, language forms and features characterise an intensified questioning of humanity and human values and beliefs.
(This should also be supported by your reading of literary theory.)

Your speech should be **no longer than 5 minutes** (you will be asked to sit down at 5:30) and your **PowerPoint should be predominantly visual** with minimal written text to compliment your speech.



ASSESSMENT ACTIVITY RUBRIC

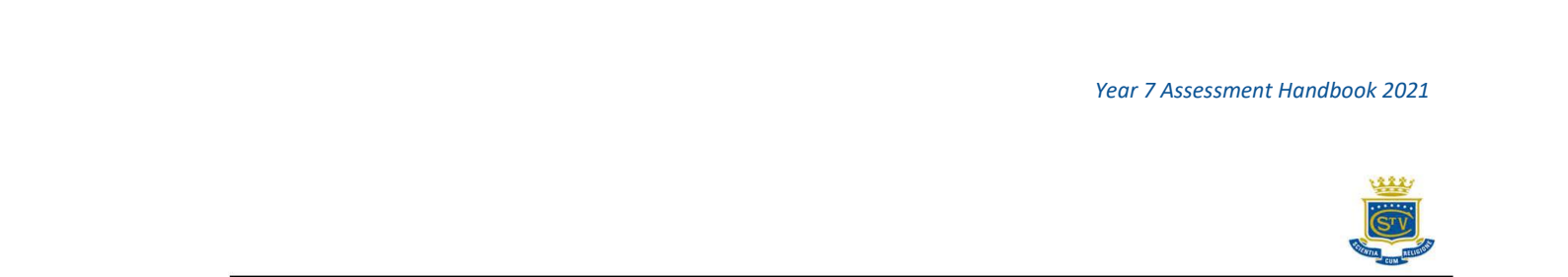
Present the activity in the form of:

- Speech and PowerPoint presentation

You will be assessed on your ability to:

- Show an understanding of the ways of thinking relating to the Cold War era.
- Analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.
- Present an understanding of the ways in which *Catch 22* was received then and has been since, as evidenced by wider reading and research.
- Engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint)

MARKING CRITERIA	MARK
<ul style="list-style-type: none"> • Shows a sophisticated and perceptive understanding of the ways of thinking relating to the Cold War era. • Demonstrates a highly developed ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents an insightful understanding of the ways in which <i>Catch 22</i> was received then and has been since, as evidenced by wider reading and research. • Engages and informs an audience through highly developed and skillful use of techniques in speaking and visual representation. (PowerPoint) 	2 5 - 3 0
<ul style="list-style-type: none"> • Shows a thoughtful understanding of the ways of thinking relating to the Cold War era. • Demonstrates a substantial ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents a carefully considered understanding of the ways in which <i>Catch 22</i> was received then and has been since, as evidenced by wider reading and research. • Engages and informs an audience with an effective use of techniques in speaking and visual representation. (PowerPoint) 	1 9 - 2 4
<ul style="list-style-type: none"> • Shows a sound understanding of the ways of thinking relating to the Cold War era. • Demonstrates a competent ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents an understanding of the ways in which <i>Catch 22</i> was received then and has been since with evidence of wider reading and research. • Engages and informs an audience with competent use of techniques in speaking and visual representation. (PowerPoint) 	1 3 - 1 8
<ul style="list-style-type: none"> • Shows a limited understanding of the ways of thinking relating to the Cold War era. • Demonstrates a limited ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents a limited understanding of the ways in which <i>Catch 22</i> was received then and has been since with little evidence of wider reading and research. • Limited ability to engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint) 	7 - 1 2
<ul style="list-style-type: none"> • Shows an elementary understanding of the ways of thinking relating to the Cold War era. • Demonstrates a basic ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents a limited understanding of the ways in which <i>Catch 22</i> was received then and has been since with little or no evidence of wider reading and research. • An elementary ability to engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint) 	1 - 6
<ul style="list-style-type: none"> • Non attempt, non serious attempt, virtual non attempt. 	0



MARKING

Marker: _____ Signature: _____ Date: --- _____

Mark: _____ / _____

Teacher Feedback (Informing - areas of strength/Transforming - areas for growth)

Student Reflection (Empowering learning growth from feedback)

I have learnt from this activity that...

I still need to grow my ability to...

I will do this by...

YEAR 7 ASSESSMENT SCHEDULE - 2021

SUBJECT	TERM 1	TERM 2 WEEK	Date	TERM 3 WEEK	DATE	TERM 4 WEEK	DATE
Religion	Formative Assessment Activities Ongoing	Week 4	Monday 10 May Day 6: Submission of <i>Prayer Experience</i> presentation to follow in class	Week 4	Monday 02 August Day 6: 7H (Period 1); 7G, J, R, S (Period 5) In-Class Short Answer Responses on <i>Sacred Scripture</i>	Week 5	Monday 01 November Day 1: Submission of <i>Stewardship Research</i> - presentation to follow in-class
English		Week 2	Monday 26 April Day 6: P1-7R/7H; P4-7G/S; P6-7J Oratory response	Week 3	Monday 26 July Day 1: P1-7R; P2-7G/S/J; P5-7H In Class Analytical Paragraphs	Week 6	Monday 08 November Day 6: Hand in Narrative and Reflection response
Science		Week 5	Tuesday 18 May Day 2: P1-7R/7H; P2-7J; P5-7G; P6-7S <i>Cell Model</i> - Activity Submission and in class activity	Week 8	Thursday 02 September Day 9: P2-7R/J; P3-7H/G/R; P6-7S Skills and Knowledge in class activity	Week 5	Tuesday 02 November Day 2: Theory Activity in class P1-7R/7H; P2-7J; P5-7G; P6-7S
History		Week 5	Friday 07 May Day 5: Research Activity: <i>Rome</i> - Hand-in -	Week 6	Monday 16 August Day 6: ICT Activity: <i>Vikings</i> - Hand-in	Week 6	Wed 10 Nov Day 8: P5: 7G/7H/7R P6: 7J/7S Topic test in class
Music		Week 5	Monday 17 May Day 1: Individual keyboard performance in class and composition of an African piece using composition software (hand-in)	Week 6	Monday 16 August Day 6: Solo performance of a gospel for voice guitar (in class). Composition of a Blues melody to a given accompaniment (12 bars) using composition software (hand-in)	Week 5	W/C - Monday 01 November: Listening Activity in class
PDHPE		Week 3	During scheduled PDHPE Period: Tuesday Day 2 P1 (S), P5 (J, R), P6 (G) or Wednesday Day 3: P4 (H) <i>Changes in my World</i> - In class written activity.	Week 9	Tuesday 07 September Day 2: <i>I've Got Your Back</i> - Hand in Cyber Safety submission online	Weeks 5-6	Practical Bush Dancing Group Performance during scheduled PDHPE lessons.
Visual Arts		Week 3	Thursday 06 May Day 3: Artmaking submission	Week 8	Wednesday 01 September Day 8: Critical and Historical Studies submission	Week 5	Tuesday 02 November Day 2: Artmaking submission

7/2021 Assessment Calendar - updated 19Feb21

Technology		Week 3	Thursday 06 May Day 4: 7TEC R, S, G: Textiles Product Submission Wednesday 05 May Day 3: P2-7TEC J, P5-7TECH Robotics - in class	Week 10	Tuesday 14 September Day 7: 7 TEC J, H: Textiles Product Submission P6-7TEC R, P2-7TEC G, P5-7TEC S Robotics in class:	Week 6	Thursday 11 November Day 9: Written Submission
Mathematics		Week 6	Thu 27 May Day 9 P1-P2 In-class	Week 7	Wed 11 August Day 8: Hand-in	Week 6	Thu 11 November Day 9 P1-P2: In-class

Key: D = Day P = Period



