



# Year 7 Assessment Booklet

Queanbeyan High School

Vanessa Willetts

1/1/25

[Course title]

## Contact Information 2025

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### Key People

Acting Principal	Vanessa Willetts
Deputy principals	Simone Norrish and Melinda Adderley
Head teacher administration (timetabling)	Rory Burt
Head teacher English	Phil Nimmo
Head teacher HSIE	Cam Evans
Head Teacher Mathematics	Kerrie Jenkins
Head teacher PDHPE	Kyle Bray
Head Teacher Science	
Head teacher Special Education	Guy Sterling
Head teacher TAS	Luke Warwick
Head teacher Teaching and Learning	Trish Long
Year 8 Advisor	Rion McClure
School counsellors/psychologists	Kate Munro

# Information for Stage 4 Students

This document has been developed to make clear the procedures and expectations about assessment at Queanbeyan High School.

The first pages are the school's assessment procedures.

The remaining pages are the assessment schedules for each subject, including:

- the assessment tasks which will take place throughout the year
- how much each task is worth
- when each task will occur/ due date

## What is assessment?

Assessment involves:

- identifying where students are in their learning
- ongoing monitoring of student progress in relation to the syllabus
- providing feedback about student progress to determine the next steps in learning.

In other words, assessment is how teachers measure your success as a learner.

## Standards-referenced assessment

Standards-referenced assessment refers to the process of interpreting information about student learning in relation to standards. It is used to compare student performance to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting.

Teachers use two components to reference student achievement:

- syllabus outcomes and content that describe what students are expected to learn
- The Common Grade Scale which describes in performance

# The Common Grade Scale

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

## **A**

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

## **B**

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

## **C**

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

## **D**

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

## **E**

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

# Types of assessment

TABLE OF ASSESSMENT TYPES	
<p><b>Summative assessment tasks</b></p> <p>These assessments usually occur at the end of a unit to check your overall understanding:</p>	<p><b>Formative assessment tasks</b></p> <p>To check your progress along the way and make sure that you are learning as the teacher moves through the unit of work:</p>
<ul style="list-style-type: none"> <li>• Assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of student learning</li> </ul>
<ul style="list-style-type: none"> <li>• Projects / Research Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom activities</li> </ul>
<ul style="list-style-type: none"> <li>• Oral Engagement / Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assignments</li> </ul>
<ul style="list-style-type: none"> <li>• Practical Tasks and Artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Mini tests</li> </ul>
<ul style="list-style-type: none"> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Group and pair work</li> </ul>
<ul style="list-style-type: none"> <li>• Practical performances and compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments/performances</li> </ul>
<ul style="list-style-type: none"> <li>• Examination style tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Bookwork</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection task</li> </ul>

# Administration of tasks

## *Notification of tasks*

In addition to the schedule of dates for assessment tasks, students will receive formal notification for each task. This notification will include:

- components and weightings, as per the assessment schedule, and
- syllabus outcomes assessed, and
- type of the assessment task, and
- scheduled date and time for attempting or submitting the task, and
- marking criteria (where appropriate)

For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

## **Students absent from school when assessment information is given out**

On the day of notification, the class teacher records absent students and has the assessment task register initialed by students. Teachers will put electronic copies of notifications into either their Google classroom or email them to students on the same day. Absent students will sign for their tasks on the next available day.

It is the obligation of the student to ask their teacher about missed work and/or check Google classroom and email.

## **The submission of tasks**

Tasks are to be submitted to teacher by midnight on the due date. Student will initial the sign on sheet to record the submission of their task. This is required even if submission is done electronically.

Teachers will contact parents if students fail to submit assessment tasks. They will work with parents to support the student to complete the task. Support may include working with teachers during break times to complete tasks.

# Illness and Misadventure

## *Absence from Assessment tasks*

Students who are absent from any task are required to have a letter from home or a medical certificate (or approved misadventure) indicating their inability to complete the assessment task.

Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

Students are required to submit their illness/misadventure application to the head teacher of the faculty area on the day when they are next at school (do not wait until you have a lesson). Head teachers will present applications to the principal (or deputy principal if the principal is not available).

## *Substituting assessment tasks*

If a student has an upheld illness/misadventure application, students must be provided with an opportunity to attempt the assessment task by either:

- receiving an extension of time to complete the original assessment task or
- completing a substitute assessment task.

## *Extensions*

Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

## *Technological Failure*

Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep a hard copy of the task.

Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

## Appeal processes

### Appealing assessment task results

Assessment results should be returned to students within a reasonable time frame, normally within two weeks.

Results should include a grade as well as written feedback on where the student can improve.

Students may appeal assessment tasks on two grounds – the processes used in the assessment, or the grade awarded for the assessment.

### Processes

If you feel that any of the processes listed in this booklet were not followed by a teacher, you have the right to make an appeal.

### Grade

If the grade and rank for a task is not what you expected, then you may approach the relevant teacher for a re-assessment within five (5) full school days after results have been received.

If illness has affected your performance during the task, you must inform the relevant head teacher immediately and complete an illness/ misadventure form. Illness/misadventure cannot be used as the basis for an appeal of results.

If you wish to appeal a result complete the Assessment Appeal form and submit it to the relevant head teacher within 2 days of receiving your results. The head teacher will take the appeal to the principal who will organise an Assessment Review Panel (ARP) to examine the appeal.

If the panel feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re- assessment of other students.



# Term Planners

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Mathematics
Week 8	
Week 9	Music
Week 10	Technology Mandatory
Week 11	English, PDHPE

Term 2	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Mathematics
Week 6	Science
Week 7	
Week 8	
Week 9	Music
Week 10	
Week 11	

Term 3	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	Science
Week 9	Mathematics Music
Week 10	
Week 11	

Term 4	
Week 1	
Week 2	English, PDHPE
Week 3	
Week 4	Mathematics
Week 5	
Week 6	Science
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

# English

In Year 7 English, students will connect with essential content that includes Myths and Legends, Aboriginal Texts, Storytelling and Drama. Students will engage with essential knowledge and skills that include reading, writing and responding to texts in a variety of ways. They will continue developing their ability to think creatively and critically through appreciation of the texts they study and engaging with ideas developed by diverse composers. Students will learn skills to express their ideas clearly by writing, and write texts for different contexts, purposes and audiences. Writing tasks in English include feature articles, imaginative and persuasive texts

## Overview of content

### Semester 1 Topics:

- Myths and Legends
- Aboriginal and Torres Strait Islander Voices

### Semester 2 Topics:

- Storytelling and Storyteller
- Intro to Drama and Shakespeare

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

<b>TASK (including components)</b>	<b>WEIGHTING</b>	<b>DUE</b>
Feature Article	30%	Term 1 Week 11
Imaginative	30%	Term 3 Week 8
Yearly Examination	40%	Term 4 Week 2
	<b>100%</b>	

# Geography

In Year 7 Geography, students will connect with essential content that includes the value of landscapes and landforms, place and how the world is interconnected through trade and globalisation.

Students will engage with essential knowledge and skills that include using geographical tools like maps, graphs, and spatial technologies to interpret data, conduct fieldwork, and communicate findings.

They will continue developing their ability to think creatively and critically through an array of formative assessment tasks and Project-based Learning and how providing a social awareness campaign to persuade society to change its behaviour.

Students will learn skills to express their ideas clearly by writing, and write texts for different contexts, purposes and audiences. Writing tasks in Geography include, persuasive arguments on geographical issues, and reflective texts on human impacts on the environment. In addition, specific skills will be applied to address societal issues.

## Overview of content

### **Semester 1 Topics:**

- Landscapes and Landforms
- Place and Liveability

### **Semester 2 Topics:**

- Water in the World
- Interconnections

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

Term/Week	Syllabus Outcome (Code)	Formative Assessment Task	Feedback Mechanism	Student Reflection/Next Steps
<b>Term 1: Contour Lines and Cross- Sections</b>				
Week 1	<b>GE4-1:</b> Locates and describes the diverse features and characteristics of places and environments	Identify contour intervals and label key features (e.g., peaks, valleys) on sample maps	Peer marking using a checklist	Reflect on peer feedback to correct any mistakes in feature identification
Week 2	<b>GE4-3:</b> Explains how interactions and connections between people, places, and environments result in change	Plot elevations and distances accurately for cross-sections	Teacher conference and rubric feedback	Revise plotted data based on teacher feedback
Week 3	<b>GE4-2:</b> Describes processes and influences that form and transform places and environments	Draw and refine cross-sections with labelled features	Peer review and teacher comments	Use peer feedback to improve clarity and smoothness of cross-sections
Week 4	<b>GE4-7:</b> Acquires and processes geographical information by selecting and using geographical tools for inquiry	Compare cross-sections with the original map and write a short explanation of the process	Teacher written feedback on submission	Set personal goals for improving accuracy and attention to detail

<b>Term 2: Understanding and Drawing Population Pyramids</b>				
Week 1	<b>GE4-5:</b> Discusses management of places and environments for their sustainability	Analyse and annotate sample population pyramids to identify types and trends	Teacher verbal feedback	Reflect on annotation accuracy and add any missed observations
Week 2	<b>GE4-6:</b> Explains differences in human wellbeing and development between places	Write a summary of the trends observed in a real-world population pyramid	Peer feedback and teacher rubric	Incorporate feedback to enhance the depth and clarity of analysis
Week 3	<b>GE4-7:</b> Acquires and processes geographical information by selecting and using geographical tools for inquiry	Plot raw population data to produce a population pyramid	Peer checklist and teacher observation	Refine plotted data and adjust bars for proportionality
Week 4	<b>GE4-8:</b> Communicates geographical information using a variety of strategies	Present the pyramid and write an analysis of trends and societal implications	Class feedback and teacher rubric	Reflect on presentation skills and refine analysis based on class discussion



<b>Term 3: Interpreting and Developing Climate Graphs</b>				
Week 1	<b>GE4-1:</b> Locates and describes the diverse features and characteristics of places and environments	Analyse pre-designed climate graphs, identify patterns, and discuss trends	Peer checklist and group discussion	Reflect on identified trends and answer provided analysis questions
Week 2	<b>GE4-7:</b> Acquires and processes geographical information by selecting and using geographical tools for inquiry	Use provided temperature and precipitation data to create climate graphs	Teacher feedback on draft graphs	Revise graphs to address issues with scaling or labelling
Week 3	<b>GE4-8:</b> Communicates geographical information using a variety of strategies	Present climate graphs to peers, explaining observed trends and climate characteristics	Peer feedback on presentation	Revise graphs and presentation based on peer suggestions

# Mathematics

In Year 7 Mathematics, students will connect with essential content, knowledge and skills that includes: computations with integers; fractions, decimals and percentages; algebraic techniques; indices; angle relationships; equations; measurement; data classification and visualisation; probability; and rates and ratios.

They will continue developing their ability to think creatively and critically through working mathematically and engaging in problem solving strategies.

## Overview of content

### Semester 1 Topics:

- Computations with Integers
- Fractions, Decimals and Percentages
- Algebraic Techniques
- Indices
- Angle Relationships

### Semester 2 Topics:

- Equations
- Measurement –Perimeter, Area and Volume
- Data Classification and Visualisation
- Probability
- Rates and Ratio

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK	WEIGHTING	DUE
Task #1 – Topic Test	25%	Term 1 Week 7
Task #2- Topic Test	25%	Term 2 Week 5
Task #3- Assignment	25%	Term 3 Week 9
Task #4- Topic Test	25%	Term 4 Week 4
	<b>100%</b>	

# Music

In Year 7 Music, students will explore a range of musical genres, including Rock and Pop, Instrumental, Film and TV music, and music in the context of technology. They will develop essential musical skills such as performing, composing, and analysing music through listening to a variety of musical texts. Students will engage creatively and critically with different musical styles and contexts, building their understanding of music as a creative and expressive language. Through these experiences, they will deepen their ability to express musical ideas and concepts effectively, developing their appreciation for a variety of music styles, eras and contexts.

Overview of content

**Semester 1 Topics:**

- Rock and Pop Music
- Instruments of the Orchestra

**Semester 2 Topics:**

- Film and TV Music
- Music and Technology

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

<b>TASK (including components)</b>	<b>WEIGHTING</b>	<b>DUE</b>
Performance Task	30%	Term 1, Week 9
Listening/Musicology Exam	30%	Term 2, Week 9
Composition Project	40%	Term 3, Week 9
	<b>100%</b>	

# Science

Component	Task #1	Task #2	Task #3
<b>Task Weighting</b>	40%	30%	30%
<b>Week Due</b>	T2 W6	T3 W8	T4 W6
<b>Task Type</b>	Water Cycle SRP	1st Hand Investigation Cells/Microscopes	Yearly Examination
<b>Outcomes Assessed</b>	9WS, 16CW	9WS, 14LW	ALL

**Weighting**

# PDHPE

In Year 7 PDHPE, students will connect with essential content that includes physical activity and health.

Students will engage with essential knowledge and skills that include teamwork and problem solving. They will continue developing their ability to think creatively and critically through completing class work and physical activity.

Students will learn skills to express their ideas clearly by writing, and write texts for different contexts, purposes and audiences. Writing tasks in PDHPE include Examinations

## Overview of content

### Semester 1 Topics:

- Getting the basics
- Transitions
- Taking initiative
- Holds, rolls and turns
- Nutrition

### Semester 2 Topics:

- Invasion Games
- Activate for life
- Numbers in movement
- Taking responsibility
- Safety first

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

<b>TASK (including components)</b>	<b>WEIGHTING</b>	<b>DUE</b>
School Infographic	25%	Term 1 Week 11
Yearly Examination	30%	Term 4 Week 2
Ongoing Practical	45%	
	<b>100%</b>	

# Technology Mandatory

In Year 7 Technology Mandatory, students will cover three context areas.

The three areas are:

- **Engineered Systems:** students will learn how force, motion and energy can be used in systems, machines and structures.
- **Digital Technologies:** students will learn about data, algorithms & computer programming.
- **Material Technologies:** students will learn about the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials including timber, fibre, metal, plastic, cardboard.

Students will be using problem solving skills to develop design projects. A good learner in Technology is someone who has a creative mindset, who strives to learn the skills of each subject area whilst following the safety rules within each class.

Technology is an excellent outlet for any student who enjoys hands on learning tasks but also enjoys thinking outside the box to develop creative solutions.

## Overview of content

### Semester 1 Topics (any of the following):

- Rube Goldberg Machine (CORE Unit)  
and/or
- Smart Cities (CORE Unit)  
and/or
- Sustainable Stuff
- Wind Chimes – Metal
- Pencil Box – Timber
- Farm Fibers to Felt

### Semester 2 Topics (any of the following):

- Rube Goldberg Machine (CORE Unit)  
and/or
- Smart Cities (CORE Unit)  
and/or
- Sustainable Stuff
- Wind Chimes – Metal
- Pencil Box – Timber
- Farm Fibers to Felt

## Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK (including components)	WEIGHTING	DUE
Engineered Systems (Rube Goldberg) – Digital Folio	25%	At The End of Any Term
Digital Technology (Smart Cities) – Digital Folio	25%	At The End of Any Term
Materials (Timber/Metal/Fibres/Recycled) – Project	25%	At The End of Any Term
Materials (Timber/Metal/Fibres/Recycled) – Project	25%	At The End of Any Term
	<b>100%</b>	



**STEP ONE** – student to complete

Queanbeyan High School  
**Assessment Appeal Form**

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Teacher:</b>
<b>Task:</b>	<b>Date Due:</b>

Reason for application:

- the marks awarded with reference to the published marking criteria or rubric.
- the administration of the task A - such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- the administration of the task B – such as interruption during a class test by another student or teacher
- whether the task conforms to the school’s assessment policy as described in this assessment handbook - such as failing to notify that a task is assessable or not including a notified task in the assessment marks.

Details:

**Please outline the evidence that you have to support your appeal:**

(Include on a separate piece of paper if you need more room)

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Signature of student \_\_\_\_\_

Date \_\_\_\_\_

Signature of parent \_\_\_\_\_

Date \_\_\_\_\_

**STEP TWO – Faculty HT to collect form and pass to principal who will have the Assessment Review Panel complete the process.**

Assessment review panel decision:

<input type="radio"/> Supported
<b>Resolution Agreement:</b> <i>(Tick outcome)</i> <input type="checkbox"/> Task to be remarked and new mark to be used as assessment result <input type="checkbox"/> set a substitute task <input type="checkbox"/> Other:

**OR**

<input type="radio"/> Not Supported
<input type="checkbox"/> Original assessment result to stand

**Comments:**

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Signed: \_

*(Head teacher)*

*(Head Teacher)*

*(Deputy Principal)*

**STEP THREE – APPEAL TO PRINCIPAL – Student to complete**

A student may appeal the decision in Step 2. Attach reasons for the appeal to this form.

<b>Principal's Decision</b>	<input type="checkbox"/> Supported <input type="checkbox"/> Not Supported
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**Principal Signature:** \_

**Date:** \_





## Queanbeyan High School Illness/ Misadventure Form

### Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow up on the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher on the day when you are next at school
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

### **STEP ONE – student to complete**

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Teacher:</b>
<b>Task:</b>	<b>Date Due:</b>

### **Reason for application:**

- Illness  Accident/ misadventure
- Procedure  Special circumstance

### Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

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Medical Certificate from \_\_\_\_\_ (doctor) **Attach a copy.**

Signature of student \_\_\_\_\_ **Date** \_\_\_\_\_

Signature of parent \_\_\_\_\_ **Date** \_\_\_\_\_

**STEP TWO – Faculty to complete**

Class Teacher’s comment:

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Head Teacher’s Decision:

<input type="radio"/> Supported
<b>Resolution Agreement:</b> <i>(Tick outcome)</i> <input type="checkbox"/> Extension of time without penalty  <input type="checkbox"/> set a substitute task  <input type="checkbox"/> Give an estimate based on the evidence <input type="checkbox"/> Modify requirements of current task <input type="checkbox"/> Other: _  <b>New Completion Date:</b> _ <i>(if applicable)</i>

**OR**

Not Supported
<input type="checkbox"/> Issue N-warning letter (task not submitted), <input type="checkbox"/> Send zero-mark letter (task submitted late), <input type="checkbox"/> Original due date remains (extensions not supported) <input type="checkbox"/> Other: _

Head Teacher Comments:

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Signed: \_

*(Student)*

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*(Head Teacher)*

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*(Principal)*

**Note:** This misadventure form is to be filed in the relevant Monitoring Folder and a copy placed in the students file.

**STEP THREE – APPEAL TO PRINCIPAL – Student to complete**

A student may appeal the decision in Step 2. Attach reasons for the appeal to this form.

<b>Principal’s Decision</b>	<input type="checkbox"/> Supported <input type="checkbox"/> Not Supported
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Principal Signature: \_

Date: \_