



# Year 7 Assessment Guide

## 2026

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# Supporting Success

## Objectives of our assessment program

- To monitor and report on student progress and attainment.
- To facilitate communication between teachers and parents and their child's progress, development and learning needs.
- To facilitate the involvement of students in the assessment of their own work.
- To enable teachers to monitor their own teaching approaches and methodologies.

## Strategies to assist student achievement in assessment tasks

A consistent application of this policy across the school in years 7-10 will provide increased success to students with their assessments.

To assist a consistent application:

- We undertake regular teacher professional learning.
- We deliver Year group presentations to students on assessment support and expectations.
- Expectations of assessments are clearly available on the school's website.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks are clearly identified in scope and sequences and assessment schedules.
- We encourage the use of the website to assist in keeping students and parents informed.
- We have a deliberate focus on celebration and recognition of student success through school engagement tracking and rewards.

## Course outlines and assessment schedules

Assessment schedules will be made available to each course in each year. The schedules will include:

- A list of reporting outcomes.
- The assessment tasks with weightings mapped back to reporting outcomes.
- Tasks that all students completing the same course do within each year.

## Notifications of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed *notification of assessment* proforma and issued to the students as early as possible prior to a task.

These notifications of assessments will be:

- Included in the school calendar.
- Uploaded to the Community Link website for respective year groups.
- Talked through by the class teacher when distributed to reinforce approaches and expectations.
- Indicating student feedback with considerations to scaffolds to guide assessment expectations.
- Includes a literacy component to improve student performance in Writing.

## Supporting Difficulties

### What happens with a missed or late submission of a task?

Expectations of students for successful completion of assessments:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.
- Complete all assessment tasks on time.
- Submit their own work, honestly making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Work without hindering the learning and work of other students with both hand in tasks and tests / examinations.

## Grounds for extension or rescheduling of an assessment task may be:

- Illness or valid injury.
- Authorised absence from school.
- Severe family disruption.
- Student involvement in an official school function.
- Other as approved by the Head Teacher of the KLA or the Deputy Principal.

## Process to apply for an extension:

- Extensions to tasks must meet the grounds as detailed above.
- The Head Teacher of the course is responsible for authorising extensions.
- All applications for extensions must accompany a note from the parent / caregiver.
- Where a student was absent or had a legitimate reason to not hand in a task, the student must see the teacher or Head Teacher on the first day of return to school to hand in the task.

## Process to reschedule a task:

Where a student was absent or had a legitimate reason to have missed a task, the student must see the teacher or Head Teacher on the first day of return to school to organise a time to complete the task.

## Process to manage missed or late submission of a task:

The following procedures apply to students who missed or submitted a task late and did not gain an extension.

- A penalty will apply for any missed or late submission of an assessment task not covered in the above. Students will lose 10% of the mark normally awarded for every calendar day late up to a maximum of 50%.
- In most instances, parents will be notified where penalties exceeded 50%.
- Students will have their work marked and provided with feedback with the possible marks earned for the task.
- Students must submit all assessment tasks regardless of penalties applied.

- Consistent failure to submit assessment tasks by due dates could result in failure to satisfy course requirements. The students and their parents will receive official letters warning of such a determination in these cases.

## Managing issues surrounding malpractice including suspected plagiarism

### Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- Copying someone else's work in part or in whole and presenting it as one's own.
- Using material directly from books, journals, generative AI sources or the Internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task.
- Assisting another student to engage in malpractice.
- Providing or showing others all or part of an assessment task prior to the submission due date and time.

### Strategies to ensure the authenticity of student responses to tasks.

Strategies that teachers can use:

- Thoroughly briefing all students in relation to the requirements of each task using the school's notifications of assessments.

- Considering allocating class time to the planning of a response to a task.
- Considering a process diary or journal that students use to show how their response or project or work was developed.
- Asking students to submit a task at critical points in its development.
- Having students submit their original drafts in addition to their final work.
- Incorporating student oral presentations on the progress of their work.
- Communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

## Generative AI and Malpractice

Generative artificial intelligence (AI) describes algorithms (such as ChatGPT) used to create new content from given prompts, including audio, code, images, text, simulations, and videos. The use of generative AI applications to create work that is then submitted as part of an assessment is considered malpractice as it is not the student's original work.

Some ways students can ensure they do not engage in assessment malpractice with generative AI are:

- ensure all resources used in the preparation of the task are clearly referenced, including any generative AI applications.
- using generative AI to gain ideas only, ensuring that the work generated by the application is not the work submitted for the task.
- recognising that such generative AI outputs may be inaccurate, untruthful, and otherwise misleading at times.
- asking the teacher for assistance in breaking down the suggestions gained from generative AI resources prior to submission.

## Managing Issues of Malpractice

Issues of malpractice need to be:

- Investigated by the teacher and Head Teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The Head Teacher will consult with the Deputy Principal to deliberate on a course of action and communicate this to the student and the student's parents.

- If the malpractice is proven a penalty, including consideration of a zero mark, will be given appropriate to the seriousness of the issue.

# Formal examination procedures

## General Examination Procedures

In years 7-10, English, Mathematics, Science, History and Geography will include assessments from the issued assessment schedule in a calendared formal examination period.

- Students are expected to apply themselves in the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items.
- Mobile phones are to be switched off before entering the examination room and kept in the student's bag which will remain in the hall. Failure to comply with this may be considered as malpractice in the examination.
- Students are expected to remain quiet and not to talk to or interfere with other students or their equipment once they enter the examination room.

## Misconduct in formal examinations and other assessment tasks

- Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice.
- All class tasks including formal examinations must be attempted seriously. Non-serious attempts or inappropriate responses are an issue of malpractice.

# Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the learning platform as advised by your teacher, such as Moodle.
- Print out copies of drafts and keep them while the assignment is in progress
- Bring a copy of the file to school by saving up on a cloud, email or on a USB.

# English

## Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>▪ <b>Personal Voices:</b> Students explore the concept of identity, and how writers use language to convey their personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Creating Stories:</b> Students explore the cultural function of stories and storytellers, and experiment through their own compositions.</li> <li>▪ <b>Being True to Yourself - Introductory Film Study:</b> Students will engage in close study of a film and be introduced to film devices in un-packing the concepts of heroism and identity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Have you got something to say?</b> Students develop an awareness of how engaging writing can communicate ideas important to young people.</li> <li>▪ <b>Between a Rock and a Hard Place:</b> Students engage in the close study of a novel to explore how we overcome adversity through courage.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Between a Rock and a Hard Place (cont.)</li> <li>▪ <b>Welcome to the Theatre:</b> Students will be exposed to drama and how playwrights develop characters.</li> </ul>

## Report Outcomes

- 1 Engages purposefully with a range of texts related to personal voices and identity, considering how composers use language and structures to develop layers of meaning.
- 2 Describes language forms and features, and embeds textual evidence within sentences to support their articulation of the ideas in texts.
- 3 Composes an imaginative text, using effective language choices, that explores a key theme and develops a central complication or conflict.
- 4 Uses a range of processes and skills to present a unique multimodal response that reflects on how writers use style and point of view to convey important ideas.
- 5 Thinks critically about narrative, characters and themes in the novel set for study and explains these connections through a logically structured extended response.
- 6 Uses a range of reading and writing strategies, in completing formative tasks, throughout their study of English.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Online Reading Skills Task	1	15
	Task 2: Semester 1 Exam	2, 3	25
	Task 3: Formative Tasks	6	10
Semester 2	Task 4: Multimodal Response	4	20
	Task 5: Semester 2 Exam	2, 5	20
	Task 6: Formative Tasks	6	10

# Geography

Geography is taught within a semester and switched with History in the alternate semester.

## Course Outline

Students will study the following units:

Term 1	Term 2
<ul style="list-style-type: none"><li>▪ <b>Landscapes and landforms:</b> An investigation of the features, characteristics, practices and forces of change on landscapes and landforms</li></ul>	<ul style="list-style-type: none"><li>▪ <b>Place and Liveability:</b> An investigation of the features and characteristics of places that enhance liveability</li></ul>

## Report Outcomes

- 1 Researches and composes a text on the management and protection of a chosen landscape or landform.
- 2 Interprets geographical tools: including maps, statistics and graphs.
- 3 Demonstrates knowledge and understanding of the diverse features, characteristics and processes that form and transform places and environments.
- 4 Describes and evaluates the factors influencing people's perceptions of place and liveability.
- 5 Demonstrates consistent and diligent completion of formative tasks in Geography.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Skills Test	2	30
	Task 2: Research and Writing Task	1	30
	Task 3: Semester Exam	2, 3, 4	30
	Task 4: Formative Tasks	5	10

# History

History is taught within a semester and switched with Geography in the alternate semester.

## Course Outline

Students will study the following units:

Term 3	Term 4
<ul style="list-style-type: none"> <li>▪ <b>Investigating the Ancient Past:</b> A historical study of the nature of history, archaeology and range of historical sources</li> <li>▪ <b>The Mediterranean World:</b> A historical study of society, significant developments and practices of Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>The Mediterranean World:</b> A historical study of society, significant developments and practices of Ancient Egypt</li> <li>▪ <b>The Asian World:</b> A historical study of society, significant developments and practices of Ancient China</li> </ul>

## Report Outcomes

- 1 Researches and composes a text on a significant individual or event in Ancient Egypt over time.
- 2 Comprehends chronology, terms and concepts and draws conclusions about the significance and value of sources.
- 3 Demonstrates knowledge and understanding of the main features of history and archaeology and describes the significant developments and practices of Ancient Egypt and Ancient China.
- 4 Uses evidence from primary and secondary sources to support historical narratives and explanations of Ancient Egypt.
- 5 Demonstrates consistent and diligent completion of formative tasks in History.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 2	Task 1: Skills Test	2	30
	Task 2: Research and Writing Task	1	30
	Task 3: Semester Exam	2, 3, 4	30
	Task 4: Formative Tasks	5	10

# Language – French

## Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none"><li>▪ <b>Introducing myself - Je me présente...</b> Greetings, farewells, my name is..., asking how people are, responding to basic questions, nationality (ETRE), the French alphabet, age (AVOIR)</li><li>▪ <b>The French Calendar - Le calendrier français.</b> Numbers 0-31, months of the year, days of the week, seasons, asking for and giving the date.</li></ul>	<ul style="list-style-type: none"><li>▪ <b>What is the weather like? - Quel temps fait-il?</b> Weather conditions and forecasts, climate in France and Australia.</li><li>▪ <b>Hobbies - Les loisirs et les passetemps.</b> Hobbies, sports and pastimes, the near future tense (ALLER).</li><li>▪ <b>My Family - Ma famille</b> Family members, possessive adjectives, describing words, introducing my family</li></ul>

## Report Outcomes

- 1 Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language.
- 2 Interprets and responds to information, opinions and ideas in texts to demonstrate understanding.
- 3 Creates a range of texts for familiar communicative purposes by using culturally appropriate language.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Speaking Task	1, 2, 3	25
	Task 2: Listening/Reading Task	1, 2	30
	Task 3: Semester Exam	2, 3	35
	Task 4: Formative Tasks	1, 2, 3	10

# Mathematics

## Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>Computation with Integers and the Number Plane</li><li>Linear Relationships</li><li>Algebraic Techniques</li></ul>	<ul style="list-style-type: none"><li>Fractions, Decimals and Percentages</li><li>Data Classification and visualisation</li></ul>	<ul style="list-style-type: none"><li>Equations</li><li>Angle Relationships</li><li>Properties of Geometrical Figures</li></ul>	<ul style="list-style-type: none"><li>Length, Area and Volume</li><li>Probability</li></ul>

## Report Outcomes

- Develops understanding and fluency through exploring mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicates their thinking and reasoning clearly.
- 1 Compares, orders and calculates with integers to solve problems.
  - 2 Generalises number properties to operate with algebraic expressions.
  - 3 Represents and operates with fractions, decimals and percentages to solve problems.
  - 4 Classifies and displays data using a variety of graphs.
  - 5 Solves linear equations of up to 2 steps.
  - 6 Applies angle relationships to solve problems including transversals on sets of parallel lines.
  - 7 Identifies and applies properties of triangles and quadrilaterals to solve problems.
  - 8 Applies knowledge of perimeter, area, volume, and capacity to solve problems.
  - 9 Solves problems involving the probabilities of simple chance experiments.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Class Test	1, 2	15
	Task 2: Semester 1 Exam	1, 2, 3, 4	25
	Task 3: Formative Tasks	1, 2, 3, 4	10
Semester 2	Task 4: Class Test	1, 5, 6	15
	Task 5: Semester 2 Exam	1, 5, 6, 7, 8, 9	25
	Task 6: Formative Tasks	5, 6, 7, 8, 9	10

# Music

## Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none"><li>▪ Getting Started with Music</li><li>▪ Duration and Percussion</li><li>▪ Pitch and Keyboards</li></ul>	<ul style="list-style-type: none"><li>▪ Notating Pitch, Duration and Dynamics in Musescore</li><li>▪ The Orchestra</li><li>▪ Popular Music</li></ul>

## Report Outcomes

- 1 Researches and analyses musical instruments, demonstrating an understanding of their cultural value.
- 2 Makes and creates music in a variety of contexts and styles.
- 3 Uses, describes and explains music terminology to demonstrate understanding and appreciation.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Unpitched Percussion Performance	2	30
	Task 2: Musicology- Researching an Unpitched Percussion Instrument from Global Music	1, 3	30
	Task 3: Pitched Performance	2	30
	Task 4: Formative Tasks	1, 3	10

# Personal Development, Health & Physical Education

## Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>Who am I</li><li>Run, Jump, Throw</li></ul>	<ul style="list-style-type: none"><li>Connect 4</li><li>Net Games</li></ul>	<ul style="list-style-type: none"><li>Creating a Safe Hub</li><li>Cultural Dance</li><li>Have a Ball</li></ul>	<ul style="list-style-type: none"><li>Living an Active and Safe Life</li></ul>

## Report Outcomes

- 1 Transfers and adapts solutions to complex movement challenges.
- 2 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
- 3 Applies and refines interpersonal skills to assist themselves and others to interact respectfully.
- 4 Demonstrates self-management skills to effectively manage complex situations.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research Task - Who am I brochure	1, 3, 5	20
	Task 2: Net Games Practical	2, 4	20
	Task 3: Formative Tasks	1, 3, 5	10
Semester 2	Task 4: Cultural Dance Practical	2, 4	10
	Task 5: Have a Ball Practical	2	10
	Task 6: Examination	1, 3, 5	20
	Task 7: Formative Tasks	1, 3, 5	10

# Science

## Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>Cells and Classification</li></ul>	<ul style="list-style-type: none"><li>Observing the Universe/Data Science 1</li></ul>	<ul style="list-style-type: none"><li>Forces</li></ul>	<ul style="list-style-type: none"><li>Solution and Mixtures</li></ul>

## Report Outcomes

- 1 Demonstrates knowledge and understanding of the practice of science and how science impacts on society, technology and the environment.
- 2 Uses identified strategies to plan and conduct investigations and draw conclusions from data.
- 3 Communicates scientific findings to an audience.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Depth Study 1 (Zoo)	3	20
	Task 2: Semester 1 Exam	1, 2, 3	20
	Task 3: Formative Tasks	2	10
Semester 2	Task 4: Depth Study 2 (Forces)	3	20
	Task 5: Semester 2 Exam	1, 2, 3	20
	Task 6: Formative Tasks	2	10

# Technology Mandatory A

## Course Outline

Students will study the following units in either Semester 1 or Semester 2:

### Term 1 and 2 study

#### Digital and Communication Technologies

- Identifying and defining digital and communication technologies
- Research and planning ideas and solutions
- Producing and implementing processes, solutions and projects
- Testing and evaluating data, tools, systems and technologies

## Report Outcomes

- 1 Explains relationships between sustainability, design and production.
- 2 Communicates and evaluates design ideas and solutions.
- 3 Applies processes in the planning, management and production of projects.
- 4 Selects and safely uses tools, materials, technologies and processes.
- 5 Demonstrates technological literacy to safely interact in digital environments.
- 6 Uses data and digital systems to code, design and produce projects.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Game Design Project Stage 1	1, 2, 3, 4	20
	Task 2: Game Design Project Stage 2	2, 3, 4, 5, 6	40
	Task 3: Semester Examination	1, 2, 3, 4, 5, 6	30
	Task 4: Formative Tasks	1, 2, 3, 4, 5, 6	10

# Technology Mandatory B

## Course Outline

Students will study the following units in either Semester 1 or Semester 2:

Term 1 of study	Term 2 of study
<ul style="list-style-type: none"><li>• <b>Timber Time:</b> Students will plan, design and produce a timber product using a range of materials, CAD software and machinery. Students will engage in the design and production process, producing a folio and finished product.</li></ul>	<ul style="list-style-type: none"><li>• <b>Crop to Cuisine:</b> Students will investigate the production of food from crop to cuisine, looking at sustainable farming practices, and engaging in a variety of practical learning experiences in the kitchen and garden.</li></ul>

## Report Outcomes

- 1 Demonstrates ability to communicate and evaluates ideas and solutions to authentic design problems, applying processes through the production of designed solutions.
- 2 Uses and applies tools, materials and techniques in a safe and responsible manner.
- 3 Examines how materials, systems and components work together in designed solutions.
- 4 Explores the links between sustainability, design and production.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Timber Time Project	1, 2, 3	30
	Task 2: Crop to Cuisine Presentation and Project	2, 3, 4	30
	Task 3: Semester Exam	1, 3, 4	30
	Task 4: Formative Tasks	1, 2, 3, 4	10

# Visual Arts

## Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Animal Instinct	▪ Creature Feature	▪ The Clay Menagerie	▪ Beyond the Page

## Report Outcomes

- 1 Researches information informed by their knowledge of art concepts and critical and historical processes.
- 2 Designs and plans for artworks using skills developed in relation to artmaking concepts and processes.
- 3 Responds to artworks informed by their knowledge of artistic viewpoints and critical and historical processes.
- 4 Applies their artmaking skills and different viewpoints to the completion of a Body of Work chosen from artworks completed during the year.

## Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Written Article	1	10
	Task 2: Artmaking - VAPD Tasks	2	25
	Task 3: Formative Tasks	1, 3	5
Semester 2	Task 4: Open Book Writing Task	3	20
	Task 5: Artmaking - Selected Artworks	4	35
	Task 6: Formative Tasks	1, 3	5